
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 4121 - Opa-locka Elementary School

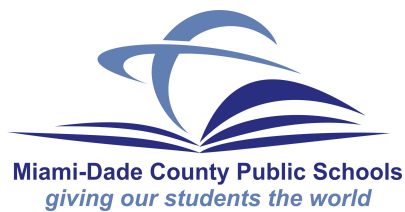
FeederPattern: Hialeah-Miami Lakes Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Michael Charlot

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Opa-locka Elementary School

Opa-locka Elementary School serves 528 students in kindergarten through grade six and 17 pre-kindergarten students in an urban neighborhood nestled in the heart of Opa-locka's historic district. Built in 1937, the school is a state-of-the-art facility emphasizing excellent instruction for all students, as well as being a full-service center providing medical, vision, and counseling services for all students. The ethnic distribution of the student population is 65 percent Black, 34 percent Hispanic and one percent White, Asian, and/or multi-racial students. Opa-locka Elementary School receives Title I funding and offers a variety of programs to meet our students' needs. An Academic Excellence Program (AEP) is implemented for students who benefit from enrichment instruction by participation in chess club, and art. Our Exceptional Student Education (ESE) offers students with disabilities differentiated instruction through both the inclusion and resource models. Our ESOL program offers our Limited English Proficient students the opportunity to excel in both their home language as well as English. Other programs include Accelerated Reader (AR), Reading Plus, Read 180, Soar to Success/Early Success and Voyager.

Given instruction based on the Sunshine State Standards, students in grades three through six will increase by five percent their reading skills 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 six will improve their mathematics skills as evidenced by 50 percent scoring at achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics Test as compared to the 2005 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 90 percent of the students achieving proficiency levels on the 2006 administration of the FCAT Writing Plus Test as compared to the 2005 administration of the FCAT Writing Plus Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grade four will improve their writing skills as evidenced by 90 percent of the students achieving proficiency levels on the 2006 administration of the FCAT Writing Plus Test as compared to the 2005 administration of the FCAT Writing Plus Test.

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

Given the school-wide emphasis on parental and community involvement, Opa-locka Elementary School will demonstrate a five percent increase in parental and community interaction as evidenced by comparing

the involvement rosters for the 2004-2005 and 2005-2006 school years.

Given an emphasis on a safe and orderly environment, student's behavior will improve at Opa-locka Elementary School by a 10 percent decrease in the number of indoor/outdoor 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 the FCAT Explorer Program and the Accelerated Reader program as evidenced by a 10 percent increase in usage logs during the 2005-2006 school year as compared to the 2004-2005 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2005-2006 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program will increase by 10 percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Opa-locka Elementary School will improve its ranking on the State of Florida ROI index publication from the 1st percentile in 2003 to the 10th percentile on the next publication of the index.

Two areas for improvement based on the results of the Organizational Performance Improvement Snapshot Survey are "I know how well my organization is doing financially" and "My organization removes things that get in the way of progress." There appears to be a lack of understanding among staff members regarding financial operations of the school site. EESAC will provide monthly reports of budgetary expenditures. Research has shown that increasing instructional time directly impacts student achievement. Eliminate excessive, non-essential paperwork and activities not directly correlated to student achievement.

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.

Opa-locka Elementary School

VISION

Opa-locka Elementary School provides the best possible educational experiences for our students, thereby allowing them to achieve their maximum potential. Our full-service facility meets the needs of the whole child.

MISSION

The Opa-locka Elementary School administrative team, faculty, support staff, parents, students and community believe that all children can learn and acquire the academic competencies which will enable them to be productive contributors to society.

CORE VALUES

Opa-locka Elementary School believes

Excellence - All students can be successful learners.

Excellence - Professional staff development enhances a quality school.

Integrity - Parent and community involvement enhance student achievement.

Citizenship - A safe and secure environment is essential for teaching and learning

School Demographics

Opa-locka Elementary School serves 528 children in kindergarten through grade six and 17 pre-kindergarten children in an urban neighborhood nestled in the heart of Opa-locka's historical district. The ethnic distribution of the student population is 64 percent Black, 34 percent Hispanic, and one percent White, Asian and/or multi-racial students. Opa-locka Elementary School receives Title I funding, with 98 percent of the students eligible for free and reduced lunch. Built in 1937, the school is a state-of-the-art facility emphasizing excellent instruction for all students, as well as being a full-service center providing medical, vision, and counseling services for all students.

Opa-locka Elementary School has 21 classroom teachers. In addition to these teachers, we have a guidance counselor, a speech/language pathologist, two ESE teachers, an art, music, media specialist, ESOL, Spanish and Spanish as a second language teacher, and two physical education teachers. Our staff also includes two reading coaches, a micro systems technician, library clerk, four full-time paraprofessionals, one part-time paraprofessional, and one pool substitute. We have nine cafeteria workers, one full-time and two part-time security monitors, and four custodians. Our community involvement specialist strives to meet the needs of our students and parents. We have four clerical staff members who assist with registration, data input, purchasing and parental concerns. Opa-locka Elementary School's administrative team includes one principal and one assistant principal.

Twenty-four percent of our staff have masters degrees, eleven percent have specialists degrees, and three percent have doctoral degrees. The average years of service of our staff in Florida is 14 years. The ethnicity of our staff is 59 percent Black, 16 percent Hispanic, and 23 percent White and two percent Asian/American Indian. Our regular instructional staff are all certified and teaching in-field. One teacher attained National Board Certification in 2004-2005.

School Foundation

Leadership:

The findings of the Organizational Performance Improvement Snapshot Survey (OPIS) provided a score of 4.2 indicating strength in the area of leadership. The administration will continue to provide strong leadership and strengthen the role of support personnel.

District Strategic Planning Alignment:

The findings of the OPIS provided a score of 4.0 indicating strength in the area of District strategic planning alignment. All stakeholders will continue to be actively engaged in the educational process.

Stakeholder Engagement:

The findings of the OPIS provided a score of 4.1 indicating strength in the area of stakeholder engagement. All stakeholders will continue to be actively engaged by participation in all learning community functions such as EESAC, training programs, volunteer programs and various student activities.

Faculty & Staff:

The findings of the OPIS provided a score of 4.0 indicating strength in the area of faculty and staff. The administration will continue to foster collaborative planning through TEC workshops, grade level meetings and professional development team sharing sessions.

Data/Information/Knowledge Management:

The findings of the OPIS provided a score of 4.3 indicating strength in the area of data information and knowledge management. Student progress will be assessed and monitored continuously. Data will be used to identify areas of need and to select appropriate instruction/intervention.

Education Design:

The findings of the OPIS provided a score of 3.9 indicating strength in the area of education design. Opa-locka Elementary will implement with fidelity, the District recommended FCIM program and its different modalities to drive the instructional program to enhance school performance.

Performance Results:

The findings of the OPIS provided a score of 3.9 indicating strength in the area of performance results. To further decrease the instances of undesired behavior in the learning environment and, thus, require fewer suspensions. Opa-locka Elementary will continue to implement a school-wide plan that addresses student behavior and self-esteem.

Additional Requirements

Only for schools under state sanction

• **High Quality, Highly Qualified Teachers:**

• **Highly Qualified, Certified Administrators:**

• **Teacher Mentoring:**

• **School Advisory Council:**

• **Extended Learning Opportunities**

• **School Wide Improvement Model**

GOAL 1: READING

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

Florida Education Priorities

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

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

All students will continue to make learning gains sufficient to acquire the knowledge, skills and competencies needed to master state standards in the area of reading.

Needs Assessment

The results of the 2005 FCAT Reading Test indicate that 55 percent of the students tested in grades three through six at Opa-locka Elementary School scored at or above Achievement Level 3, with 68 percent of students tested making learning gains. Analysis of these results shows an increase of eight percentage points in the number of students in the bottom quartile who made learning gains. The data hold true regardless of student category due to the fact that our student population is small, with few subgroups. Our three subgroups include Free and Reduced Lunch, Black and Hispanic. These subgroups scored an average of 49 percent in reading proficiency. More specifically, the data indicate that in general our students performed slightly below the state average on the four clusters in the mean points earned by content section. The scores were evenly distributed across the clusters at each grade level. The average percent earned in the four clusters is as follows: third grade (56 percent), fourth grade (57 percent), fifth grade (72 percent) and sixth grade (53 percent).

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 six will increase by five percent their reading skills 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
Incorporate the Accelerated Reader Program into the curriculum weekly--using a passing criteria of 80% or more on evaluations--to increase the fluency rate of each student.	Administrators Media Specialist Classroom Teachers	08/01/05	05/26/06
Continue the School Improvement Zone extended-day programs (Early Success/Soar to Success/Enrichment)to target specific needs and provide an immediate intervention to increase student performance an average of 10% on the quarterly DIBELS progress monitoring tests.	Administrators Reading Coach Classroom Teachers	08/01/05	05/26/06
Use data disaggregation of available assessments on each grade level (DIBELS, FCAT, SAT, theme/benchmark tests, DAR, etc.) to drive instruction, to identify struggling students, and to provide appropriate interventions for those identified.	Administrators Classroom Teachers Reading Coaches/Curriculum Specialists	08/01/05	05/26/06
Utilize computer assisted programs such as READ 180 and Reading Plus to improve the reading performance scores of the struggling students in the bottom quartile by at least 10%.	Administrators Classroom Teachers Computer Technician Media Specialist	08/01/05	05/26/06
Use the Voyager Passport Program to improve the reading scores of grade three Tier 2 and Tier 3 students by at least 10% on the 2006 FCAT reading/SSS.	Administrators Classroom Teachers Reading Coaches/Curriculum Specialist	08/01/05	05/26/06
Implement a series of parent workshops designed to provide parents with viable strategies for helping their children increase their reading performance by 10% on the DIBELS progress monitoring tests.	Administrators Reading Coaches Curriculum Specialist Community Involvement Specialist	08/01/05	05/26/06
Identify students that require an AIP, monitor student progress and maintain records in student assessment folders, using data to drive instruction interventions.	Administrators Classroom Teachers Guidance Counselor	8/1/2005	5/26/2006

Research-Based Programs

Houghton-Mifflin Reading, Florida Edition: A Legacy of Literacy (2003); Voyager; Houghton-Mifflin's Early Success/Soar to Success; Scholastic Read 180 and Read XL; and Reading Plus.

Professional Development

Teachers will be provided professional development in the following areas: Voyager Passport; Phonemic Awareness/Phonics; Vocabulary/Comprehension; Fluency and Creative Writing versus Formulative Writing (new State criteria).

Evaluation

Evaluations will include informal curriculum measures used daily/weekly and bi-weekly benchmark tests administered by the classroom teachers and 2006 FCAT Reading test and District assessments. These measures will be discussed at grade level meetings to reflect on the effectiveness of instruction and assist grade level planning.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 2 STATEMENT:

All students will make learning gains sufficient to acquire the knowledge, skills and competencies needed to master state standards in the area of mathematics.

Needs Assessment

Opa-locka Elementary School's mathematics scores on the 2005 administration of the FCAT Mathematics Test indicated that 49 percent of students tested in grades three through six scored as proficient in mathematics, with 73 percent of the students tested making learning gains. Analysis of these results shows an increase of 23 percentage points in the number of students making learning gains and an increase of 16 percentage points in the number of students achieving high standards when compared with the 2004 FCAT mathematics results. This analysis shows a decrease of Level 1 students in mathematics in grades three through six with third, fourth and fifth grades showing the greatest percentage decrease in the number of Level 1 students when compared to the 2004 FCAT results. Our three subgroups are: Black, Hispanic, and Economically Disadvantaged. All other subgroup data show that remediation is needed specifically in the measurement and algebraic thinking strands. Each grade level needs to focus on specific weaknesses while maintaining identified strengths using data driven instruction.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	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 six will improve their mathematics skills as evidenced by 50 percent scoring at achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics Test as compared to the 2005 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Focus Continuous Improvement Model at all grade levels.	Administrators Curriculum Support Team Grade Level Chairpersons	10/17/05	05/26/06
Implement a Saturday Academy for students scoring at Level 1 and 2 on the 2005 FCAT and incoming third grade students scoring below the 40 percentile on the 2005 SAT 10.	Administrators Saturday School Coordinator	9/10/05	2/24/06
Implement a state adopted mathematics core program which is aligned with the District Mathematics Scope and Sequence - Harcourt, Florida Edition.	Administrators Mathematics Coach Grade Level Chairpersons Classroom Teachers	08/01/05	05/26/06
Utilize collaborative planning by grade levels to discuss student data, redirect instruction and form flexible, prescriptive tutorials based on weekly benchmark assessments	Administrators Grade Level Chairpersons Mathematics Coach	08/1/05	05/26/06
Implement on-going professional development for hands-on mathematics by grade levels.	Administrators Professional Development Team Mathematics Coach	08/1/05	05/26/06

Research-Based Programs

Harcourt Math, Florida Edition, FOCUS Continuous Improvement Model

Professional Development

During the 2005–2006 school year, our staff will receive professional development that will enhance our mathematics program and provide training in CRISS, Fabulous Four computation drills, Harcourt Mathematics Series and the Focus Continuous Improvement Model (FCIMS). Staff members will receive training facilitated by school-site personnel on how to effectively use manipulatives in the classroom, teacher collaboration, and review of the Sunshine State and District Mathematics standards. In-services will include model lessons and mentoring by the mathematics coach.

Evaluation

The classroom teachers will administer formative weekly or bi-weekly benchmark assessments. The data will be used to refocus instruction and help create flexible groups to remediate skill deficiencies. Mastery of the mathematics strands will be considered to be met when a five percent increase of students can achieve at or above Level 3 on the 2006 administration of the FCAT Mathematics Test.

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 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 3 STATEMENT:

Students will continue to acquire the skills and competencies needed to achieve a level of proficiency that will meet state standards in the area of writing.

Needs Assessment

Results of the 2005 FCAT Writing indicate that 87 percent of the fourth grade students tested met state proficiency levels. Their combined mean score was 3.3; therefore, we did not meet adequate yearly progress as per NCLB. There was a 10 percent discrepancy between the narrative and expository prompt results.

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 based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 90 percent of the students achieving proficiency levels on the 2006 administration of the FCAT Writing Plus Test as compared to the 2005 administration of the FCAT Writing Plus Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grade four will improve their writing skills as evidenced by 90 percent of the students achieving proficiency levels on the 2006 administration of the FCAT Writing Plus Test as compared to the 2005 administration of the FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Zone Writing Program to remediate students scoring below 4.0 on the District writing pretest.	Administrators Curriculum Support Grade Level Chairperson	8/1/2005	5/25/2006
Administer the District Writing Pre/post Tests to determine each student's writing level and instruct them based on their individual needs.	Administrators Curriculum Support Grade Level Chairperson	8/1/2005	5/25/2006
Implement the Houghton-Mifflin Writing Connections Core Program to improve student writing scores by 3% on the 2006 FCAT Writing Assessment.	Administrators Curriculum Support Grade Level Chairperson	8/1/2005	5/25/2006
Infuse CRISS strategies to increase the 2006 FCAT Writing Assessment scores by 3 percent.	Administrators Curriculum Support Grade Level Chairperson	8/1/2005	5/25/2006
Implement the Zone Writing Program to remediate students scoring below 4.0 on the District writing pre-test.	Administrators Curriculum Support Grade Level Chairperson	8/1/2005	5/25/2006
Administer the Learning Express Writing Prompts to develop data-driven assignments that can be used to improve the writing skills of students achieving below proficiency levels.	Administrators Curriculum Support Grade Level Chairperson	8/1/2005	5/25/2006

Research-Based Programs

Houghton-Mifflin, CRISS

Professional Development

Teachers will receive training in CRISS strategies, Learning Express, and the Houghton-Mifflin Core Literacy Program.

Evaluation

Student performance on the 2006 FCAT Writing Plus Test will be used as a final evaluation. Also, the Zone Writing Program's monthly prompts will be used to monitor student progress and to drive instruction. School-wide data from Pre/Post Writing tests will be collected to monitor overall progress.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

All students will make achievement gains sufficient to acquire the knowledge, skills and competencies needed to master state standards in the area of science.

Needs Assessment

Scores on the 2005 FCAT Test indicate that fifth grade students achieved a mean scale score of 248 points in comparison to the District mean scale score of 286 points. The needs assessment reveals that students in all subgroups require intensive remediation.

Measurable Objective

Given instruction on the Sunshine State Standards fifth grade students will improve their science skills as evidenced by an increase in the mean scale score to meet or exceed 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
Implement and maintain a state adopted science core program as aligned with the District Science Scope and Sequence - Harcourt, Florida Edition.	Administrators Classroom Teacher	8/1/2005	5/26/2006
Infuse CRISS strategies into our science classes to increase our 2006 FCAT scores to the District Mean Scale Score of 286.	Administrators Classroom teacher	8/1/2005	5/26/2006
Monitor the implementation of a science scope and sequence/focus calendar to ensure that all Sunshine State Standards are being mastered.	Administrators Curriculum Support Team Grade Level Chairpersons	08/01/05	05/26/06
Incorporate effective teaching strategies using FCIMS model to develop the students' understanding of the scientific concepts through classroom activities and project based learning.	Administrators Science Chairperson Classroom Teachers	08/01/05	05/26/06
Encourage parental involvement in Science related projects to increase the number of student projects submitted in the 2006 Science Fair.	Administrators Science Chairperson Classroom Teachers	8/1/2005	5/26/2006

Research-Based Programs

FOSS Kit

Professional Development

Teachers will be provided Professional Development in the following areas: use of technology in the classroom; use of the project-based hands-on activities, managing and guiding cooperative groups and strategies to maximize learning opportunities as provided by the District.

Evaluation

Evaluations will include meeting the District mean scale score on the 2006 FCAT Science Test, teacher-developed pre/post tests, participation in science labs and the 2006 Science Fair.

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

GOAL 5 STATEMENT:

Opa-locka Elementary School parents will become more actively involved in their children's school and education.

Needs Assessment

The 2004-2005 parental involvement rosters indicate that there was a six percent increase in the level of parent participation in school-based activities from the 2003-2004 school year. The data indicated that 30 percent of the parents were involved in parent workshops and activities. The level of involvement of parents needs to be a major focus of the school in order to support student achievement.

Measurable Objective

Given the school-wide emphasis on parental and community involvement, Opa-locka Elementary School will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the involvement rosters for the 2004-2005 and 2005-2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase parent participation in parent workshops and Parent Academy courses to support student achievement.	Administrators Community Involvement Specialist Reading Coach Social Worker	08/01/05	05/26/06
Encourage positive parent/school communication by using Telesoft communication systems, flyers, parent conferences and parent initiated activities to increase parental awareness of upcoming school events, policies and procedures.	Administrators Future Educators of America (FEA) Sponsor CIS Reading Coaches	08/01/05	05/26/06
Increase participation and improve home-school relationships with limited English proficient parents by providing translators/translations of communication and workshop materials.	Administrators Bilingual Department	08/01/05	05/26/06
Increase parent participation in school events to improve home-school relationships as measured by school climate surveys.	Administrators Community Involvement Specialist	08/01/05	05/26/06
Provide and maintain a Parent Resource Center with instructional materials and activities that support student learning and achievement.	Administrators CIS Reading Coaches Media Specialist	8/1/2005	5/26/2006
Increase the number of home visits by 10% to improve parent participation as measured by the parent visitation log.	Administrators Community Involvement Specialist School Social Worker	08/01/05	05/26/06
Provide information and encourage participation of parents in the the school, community, District literacy initiatives that promote personal growth.	Administrators CIS Guidance Counselor Social Worker Curriculum Specialsit	8/1/2005	5/26/2006

Research-Based Programs

National Standards Parental Involvement Program

Professional Development

The Community Involvement Specialist will attend the Title I and School Improvement Zone professional development initiatives, Title I Parent Involvement Conference and the 2006 National Coalition for the Title I Parental Involvement Conference. School staff will receive professional development to support increased parental involvement.

Evaluation

This objective will be evaluated by comparing the number of parents who sign the 2005-2006 parental involvement attendance rosters, including Title I meetings, District Advisory Council (DAC) meetings, workshops, Open House, report card pick-up nights, and returned signed compacts and contracts.

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 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 6 STATEMENT:

Opa-locka Elementary School will provide a safe and disciplined learning environment for all students.

Needs Assessment

The results from the FLDOE 2004-2005 report card indicates that 4.6 percent of students served in-school suspensions and 5.6percent served outdoor suspensions. When compared to the District percentages of 0.8 percent (in-school suspensions) and 2.8 percent, (outdoor suspensions) Opa-locka Elementary School was 3.8 percent higher in the amount of in-school suspensions and 50 percent higher in the number of out-of-school suspensions. When compared to the State percentages of 1.8 percent (in-school suspensions) and 3.0 percent (out-of-school suspensions) Opa-locka Elementary was 2.8 percent higher in the amount of in-school suspensions and 2.6 percent higher in the amount of outdoor suspensions.

Measurable Objective

Given an emphasis on a safe and orderly environment, student's behavior will improve at Opa-locka Elementary School by a 10 percent decrease in the number of indoor/outdoor 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
Initiate a school-wide anti-bullying campaign to reduce the number of SCMs (code 22).	Administrators Guidance Counselor	08/01/05	05/26/06
Develop conflict resolution skills through the Crime Prevention and Youth Crime Watch programs.	Administrators Opa-locka Police Department Guidance Counselor	08/01/05	05/26/06
Train students as peer mediators to lower the number of disciplinary referrals.	Administrators Guidance Counselor	08/01/05	05/26/06
Provide developmental group counseling for students who have been suspended to reduce the number of disciplinary referrals.	Administrators Guidance Counselor	08/01/05	05/26/06
Continue the Proudly Infusing Non-Violence Program to lower the number of discipline referrals.	Administrators Proud Facilitator Guidance Counselor Social Studies Teachers	08/01/05	05/26/05

Research-Based Programs

Project PROUD (Peacefully Resolving Our Unsettled Differences)

"How To Be An Effective Teacher" – Harry and Rosemary Wong

Peace Works "Mediation for Kids"

"No More Bullies, No More Victims"

Professional Development

During the 2005-2006 school year, the Opa-locka Elementary Staff will receive Professional Development using study groups for “How To Be An Effective Teacher” and a workshop with the guidance counselor on Project – PROUD (Peacefully Resolving Our Unsettled Differences) – A violence reduction program.

Evaluation

Evaluations will be conducted monthly and quarterly by the Guidance Counselor using District generated reports and teacher discipline referrals data. The Guidance Counselor will provide intervention strategies to students and teachers that will promote a safe learning environment and reduce the number of discipline referrals and suspensions. Mastery of the objective will be considered to be met when there is a 10% decrease in the number of discipline referrals and outdoor suspensions for 2005-2006.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Encourage the full integration of technology in all curricular areas as a strategy to improve student achievement. Promote equitable and universal student access to contemporary technology-based learning tools, including the Internet, grade appropriate instructional software, and specialized digital tools (such as video and/or sound devices, presentation equipment, and computer-based math and literacy programs).

Needs Assessment

According to the 2004 System for Technology for Accountability and Rigor Survey (STaR) School Profile, access to technology needs to be increased for teachers and students in all classrooms. An environment of learning with technology must be created for all students, and in all subject areas. To accomplish this goal, a considerable investment in new technology hardware and software needs to be made to upgrade the existing equipment.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer Program and the Accelerated Reader program as evidenced by a 10 percent increase in usage logs 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 training, implement and monitor the use of the Excelsior Electronic Gradebook.	Administrators Systems User Support (SUS) Gradebook Manager	8/1/2005	5/26/2006
Monitor level of student involvement in the various computer and web-based educational programs.	Administrators Media Specialist Technology Facilitator	08/01/2005	5/26/2006
Identify available resources which must be acquired to effectively execute the technology objectives.	Administrators Classroom teachers Media Specialist MicroSystems Specialist	8/1/2005	5/25/2006

Research-Based Programs

Reading Plus

Read 180

Professional Development

Provide professional development for teachers and administrators, including specific trainings in the use of educational software. Provide ZONE required professional development credits as an incentive for teachers to participate in these trainings.

Evaluation

Results of the 2005-2006 STaR Survey. Evaluate growth in student participation in the use of technology as evidenced by the indicators built into the Reading Plus, Read 180, as well as FCAT Explorer Program and Accelerated Reader.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

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

GOAL 8 STATEMENT:

Physical education provides students with the opportunity to attain their optimal level of fitness while participating in a carefully planned program of developmentally age-appropriate physical activities. It is the unique role of quality physical education programs to develop health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles. Through participation, students develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

The results of the 2004-2005 FITNESSGRAM indicate that 57 percent of the students tested in grades four through six at Opa-locka Elementary School received a gold card by scoring 100 percent and a silver card by scoring 83 percent. The results of the one mile test indicate that 75 percent of the students tested in grades three through six were able to run a mile in under 12 minutes.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2005-2006 administration of the FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Align and monitor action plan to District goals and objectives.	Administrators Physical Education Teachers	8/1/2005	5/26/2006
Map of curriculum objectives teachers for long range planning to ensure time on-task and usage of fitness program.	Administrators Physical Education Teacher	08/01/2005	06/26/2006
Develop a monitoring form to ensure that all assessment components on the FITNESSGRAM are achieved.	Administrators Physical Education Teachers	08/01/2005	05/26/2006
Utilize FITNESSGRAM Test to complete pre and post test data of students in grades three through six in order to determine attainment of goals and objectives	Administrators Physical Education Teacher	08/01/05	05/26/06

Research-Based Programs

FITNESSGRAM

Professional Development

District-wide Physical Education Workshops

Evaluation

Opa-locka Elementary will administer the FITNESSGRAM health-related fitness test using the accompanying software to print out a prescriptive report for each student. One copy will be placed in the student's portfolio and another copy will be sent home to the parents. Mastery of objective will be measured by an increase in the number of students tested showing growth in this area.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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GOAL 9 STATEMENT:

Enroll more students to participate in our school's Academic Excellence Program.

Needs Assessment

In 2004-2005 we had 34 students enrolled and actively participating in our Academic Excellence Program. We participated in two chess competitions. Based on the positive response from students who participated in the Academic Excellence Program in 2004-2005, there is a need to increase enrollment in this program for the 2005-2006 school year.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program will increase by 10 percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Contact parents of all eligible students.	Administrators Academic Excellence Teachers	9/5/2005	9/9/2005
Train academic excellence teachers.	Administrators District	9/12/2005	5/4/2006
Participate in competitions and exhibits.	Administrators Academic Excellence Teachers	1/9/2006	4/28/2006
Determine student who are eligible to participate in the academic excellence program.	Administrators Academic Excellence Teachers	8/15/2005	05/26/06

Research-Based Programs

Professional Development

District provided professional development activities for chess and art appreciation.

Evaluation

Attendance rosters will show a 10 percent increase in participation in the Academic Excellence 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.)

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

GOAL 10 STATEMENT:

Opa-locka Elementary School will rank at or above the 10th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2003 Opa-locka Elementary School ranked at the 1st percentile on the State of Florida ROI index.

Measurable Objective

Opa-locka Elementary School will improve its ranking on the State of Florida ROI index publication from the 1st percentile in 2003 to the 10th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become informed about the use of financial resources in relation to school programs.	Principal	08/01/05	05/26/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	08/01/05	05/26/06
Consider shared use of facilities, partnering with community agencies.	Principal	08/01/05	05/26/06
Collaborate with the District on resource allocation.	Principal	08/01/05	05/26/06

Research-Based Programs

Not applicable

Professional Development

The principal will attend trainings conducted by the District which focus on budget and internal funds.

Evaluation

On the next State of Florida ROI index publication, Opa-locka Elementary School will show progress toward reaching the 10th 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 EESAC will work with the administration on budget matters and will conduct workshops with regard to the 2005-2006 school year budget.

Training:

The EESAC will sponsor training in the Comprehensive Research-Based Reading Plan, the Comprehensive Math and Science Plans, Classroom Management, Brain Research and CRISS Strategies for all teachers.

Instructional Materials:

The EESAC will continue to provide necessary funds to enhance instruction in the classroom by purchasing appropriate videos, books and other reading materials for the media center.

Technology:

The EESAC will continue to provide technological assistance through workshops and the purchase of software and hardware to support the Accelerated Reader Program and other assorted educational programs.

Staffing:

No recommendations have been made at this time by the EESAC.

Student Support Services:

The EESAC committee will continue to reflect the needs of the students as represented by those students and student support staff members attending the meetings.

Other Matters of Resource Allocation:

EESAC has no matters of resource allocation at this time.

Benchmarking:

EESAC will be part of the on-going monitoring process to assess student performance on specific benchmarks that will be documented using specific pre/post and progress tests developed to meet the needs of our students.

School Safety & Discipline:

The EESAC will continue to support the administration and the discipline committee to ensure a safe learning environment.

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