

---

# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

---



*School Name:* 4171 - Orchard Villa Elementary School

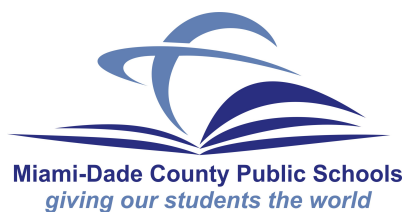
*FeederPattern:* Miami Northwestern Senior

*Region:* Regional Center III

*District:* 13 - Miami-Dade

*Principal:* Patricia Duncan

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

---

### *Orchard Villa Elementary School*

---

Orchard Villa Elementary School serves 515 students from the surrounding neighborhood, including standard curriculum students (81 percent), Exceptional Student Education (ESE) students (25 percent) and English Speakers of Other Languages (ESOL) students (one percent), of which 97.1 percent are economically disadvantaged. The ethnic/racial makeup of the student population is 99 percent African-American and one percent Hispanic. The mobility rate of the school is 48 percent. Because of the relatively low-income status of the area surrounding the school, the students are in need of support to secure the basic resources that will enable them to participate fully in the life of the community. The school services students from Pre-Kindergarten through grade five. Orchard Villa Elementary belongs to the Miami Northwestern Senior High School Feeder Pattern. Students promoted from grade five will attend on of the following schools: Brownsville Middle School, Charles R. Drew Middle School, and Miami Springs Middle School. This school year it earned a grade of a "B", an improvement over last year's school grade.

The results of the 2005 FCAT indicated that students in grades three through five showed an increase of 12 percentage points when comparing the 2005 FCAT performance results to the 2004 FCAT performance results for students scoring a level 3 or higher. The results of the 2005 FCAT indicated that students in grades three through five showed an increase of 21 percentage points when comparing the 2005 FCAT performance results to the 2004 FCAT performance results for students scoring a level 3 or higher. The results of the 2005 FCAT Writes indicated that the total student population and the African American students in the fourth grade showed an increase of 7 percentage points when comparing the 2005 FCAT Writes performance to the 2004 FCAT Writes results with students scoring 3.5 or higher. The results of the 2005 FCAT indicated that students in grade five showed an increase of 24 points on the mean scale when comparing the 2005 FCAT performance results to the 2004 FCAT performance results. Students with disabilities made learning gains in the 2005 FCAT, but did not meet adequate yearly progress in the area of reading.

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

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through five will improve their reading skills as evidenced by 44% scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 59% performing at a level 3 or higher on the 2006 administration of FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through five will improve their mathematics skills as evidenced by 50% performing at a level 3 or higher on the 2006 administration of FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will increase by 1% their writing skills on the 2006 administration of the FCAT Writes.

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

Given the data from the 2004-2005 Parent Contact Logs, parental involvement will increase as evidenced by a five (5) percent increase in the number of parents participating in school site activities as documented in the 2005-2006 Parent Contact Logs.

Given an emphasis on the need to improve attendance, student attendance will improve as evidenced by a 3% increase in the Miami-Dade County Public Schools Percentage of Attendance Report for the 2005-2006.

Given emphasis on using technology, students in the third through fifth grade will increase their usage of the Accelerated Reader Program as evidenced by a 10% increase on completed assessments when compared to the Accelerated Reader End of the Year Usage report of the 2004-2005 school year to that of the 2005-2006 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their running skills as evidenced by a 50% increase in the number of 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 programs that promote cultural arts, the number of students participating in the Arts for Learning Miami Get smART program will increase by 10% when comparing the number of participants during the 2004-2005 school year.

Orchard Villa Elementary School will improve its ranking on the State of Florida ROI index publication from the first percentile in 2003 to the sixth percentile on the next publication of the index.

Some of the challenges facing this school site this school year are as follows: increase in enrollment has presented this school site with the challenge of hiring additional highly qualified teachers during a critical teacher shortage, the need to maintain and reinforce the content clusters/strands for the 2006 FCAT, the need to increase parental involvement, and the need to improve school attendance. This school site will also interpret data obtained from the Miami-Dade County Public Schools' Organizational Performance Improvement Survey which indicated that staff ranked overall Business Results lower than the other seven categories addressed in the survey. According to the survey two areas for improvement from the business results, relates to perceptions on "My organization removes things that get in the way of progress," and "I know how well my organization is doing financially." This school site will improve the overall perception of business by reviewing with staff the budget and its components. In addition, the administration will review the Organizational Performance Improvement Survey with the staff in an effort to address any concerns and bring resolution to them.



## 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.

## Orchard Villa Elementary School

### VISION

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

### MISSION

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

## CORE VALUES

### Excellence

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

### Integrity

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

### Equity

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

### Citizenship

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

## *School Demographics*

---

Orchard Villa Elementary School serves 515 students from the surrounding neighborhood, including standard curriculum students (81 percent), Exceptional Student Education (ESE) students (25 percent) and English Speakers of Other Languages (ESOL) students (one percent), of which 97.1 percent are economically disadvantaged. The ethnic/racial makeup of the student population is 99 percent African-American and one percent Hispanic. The mobility rate of the school is 48 percent. Because of the relatively low-income status of the area surrounding the school, the students are in need of support to secure the basic resources that will enable them to participate fully in the life of the community. The school services students from Pre-Kindergarten through grade five. Orchard Villa Elementary belongs to the Miami Northwestern Senior High School Feeder Pattern. Students promoted from grade five will attend one of the following schools: Brownsville Middle School, Charles R. Drew Middle School, or Miami Springs Middle School.

Orchard Villa Elementary is a COMER School in collaboration with the Yale University Child Study Center. Through COMER, emphasis is put on the developmental pathways which include physical (physical health, nutrition, responsible decision making), language (receptive language, expressive language, and ability to process communications), psychological (feelings of adequacy, ability to manage emotions, and acceptance of differences), ethical (respect for rights and integrity of self and others), social (ability to be empathetic, ability to use communication in relationship and ability to interact with others who may be different), and cognitive (flexibility of thought, ability to interact with others who may be different), and cognitive (flexibility of thought, ability to manipulate information). This school is structured in alignment with the COMER School Development Program, which yields a number of committees such as: the Social Climate Committee, Academic Committee, Staff and Parent Development Committee, and the Parent Committee that is instrumental in identifying families in need. The Parental Involvement Committee is instrumental in identifying families in need, and providing both direct assistance and referrals to appropriate social service agencies. Additionally, students who are in need of extra support in mastering the basic skills are serviced through the extended day tutoring program offered before and after school.

Orchard Villa Elementary School is a schoolwide Title I program utilizing allocated funds to defray expenditures for differentiated programs to address the specific needs of students. The school provides basic educational services while implementing the Sunshine State Standards to students in Pre-kindergarten through grade five. Additionally, the school has special units dedicated to offering services to the Varying Exceptionalities and Emotionally Handicapped students. The instructional programs are enhanced through computer-based activities in Kindergarten through grade five.

Enrollment at Orchard Villa Elementary School has decreased over the 2003-2004 school year due to changes in the community as a result of the Empowerment Zone Funding Plan. The Empowerment Zone Funding Plan resulted in housing within the community being condemned which uprooted students and their families who were forced to find housing somewhere outside the school boundaries. This school year, there has been an increase of enrollment for the 2005-2006 school year. The overall student attendance for the 2004-2005 school year was 93.88 percent. The school will focus on attendance this year by conducting Truancy Child Study Team – Level 1 through 4 meetings with parents/guardians of students who have been identified by the State Attorney's Office Truancy Intervention Program (TIP), implement a schoolwide attendance incentive program, and closely monitor students who have excessive excused absences.

Orchard Villa Elementary was the recipient of the All Students All Schools Inclusion Grant. The All Students All Schools Inclusion Grant delivery model is designed to promote innovative instructional strategies to improve academic performance. The Inclusion model utilized at this school site is the co-teaching model, collaboration model, and the consultation model. Inclusion is being implemented with the fourth and fifth grade students. A teacher and from the Exceptional Student Education Program and regular classroom teacher co-teach and collaborate with the instructional program. The educational design encompasses the implementation of effective intervention strategies, provision of professional development for instructional personnel, effective

utilization of research-based reading materials and technology that benefits all students. Parental involvement is an integral part of this design model in an effort to augment reading instruction in the home. The co-teaching model is intended primarily to allow teachers to share expertise instructional planning/ delivery and curriculum alignment to support the learning environment for all students. The co-teaching model engages collaborative planning, teaching methods and learning tasks and individualized academic programs to meet the specific needs of students.

Other unique assets of the school, include Pre-kindergarten/Kindergarten Montessori Programs, High Scope/Head Start Programs, the Teaching Enhancement Activities to Minorities Program (TEAM), Academic Excellence Program (AEP), before and after-school tutorial programs offered by New Horizons, Inc.

Two administrators, a principal and an assistant principal, serve as the instructional leaders of the school. Orchard Villa Elementary employs a total of 65 full-time and 24 part-time faculty members. Of the 81 employees, 14 are male and 67 are females. School personnel are comprised of 14 Hispanics, 46 African-Americans, 8 White non-Hispanics and two Asian/American. Of this group, two are administrators, 27 are classroom teachers, nine are Exceptional Student Education teachers, one is a guidance counselor, one is a speech pathologist, one is a Microsystems technician, six are classroom paraprofessionals, five are clerical employees, seven are cafeteria workers, four are security monitors, and six are custodial service workers. Of the instructional personnel, six are new to this school. The average length of teaching experience for our faculty is ten years. A total of fifteen employees have earned advanced degrees. The average teacher to student ratio in the regular education program is 24 students per one teacher. The average teacher to student ratio in the Emotionally Handicapped classes from the Exceptional Student Education (ESE) program is 15 students per one teacher and one paraprofessional.

Orchard Villa Elementary School has six new beginning teachers this year. All of the new teachers to the profession will be provided with assistance in planning, effective classroom management strategies in a mentorship program. Beginning teachers will be further supported by partnering master teachers with beginning teachers and engaging neophyte teachers in a monthly collaborative meeting known as a "New Teacher Support Program Meetings." In addition, Professional Growth Teams (PGT) will be assigned to provide additional support and feedback on an individual basis.

Orchard Villa Elementary School has partnered with community businesses known as Dade Partners. These Dade Partners cooperate and support the school site. The partners are Dominoes Pizza, Publix Supermarket, Churches' Chicken and Dr. Rosalyn Paschal. The Florida Department of Education grades Orchard Villa Elementary School as a "B". According to the data compiled from the Florida Department of Education 2005 Annual Report Card, sixty percent of students are reading at or above grade level, sixty-five percent of students made a year's worth of progress and fifty-three percent of students in the lower quartile made learning gains. The 2005 FCAT Mathematics Assessment scores reflected thirty-three percent of students at or above grade level and seventy-nine percent of students made a year's worth of progress. Scores on the 2004 FCAT Writing indicated that seventy-five percent of students met state standards in writing; in addition, ninety percent of the students improved their performance in writing by one percent.

Orchard Villa Elementary School has identified issues concerning challenges in improving student skill mastery and parental involvement. Among these are high mobility of students, frequent tardiness and absences. To address this need, Orchard Villa Elementary School implements a school-site tardy policy, a Community Involvement Early Intervention Program and Character Education. Many students seem reluctant to spend the time outside of the classroom that is needed to master new skills and to retain competence in skills previously taught. To assist students in retention and enhancement of academic skills, Orchard Villa Elementary School offers an Extended School Day Program as well as intervention strategies throughout the school day. Less than five percent of the homes have telephone access to electronic communications. To improve communications, the school schedules regular parent involvement activities, home visits and the L&R Telecommunications, Inc. to expedite communication when possible. A majority of families are dependent upon services of government and faith-based organizations for assistance in providing the basic needs of students and their families. The challenge of multicultural awareness is addressed by infusing the



following curriculum into the instructional process: African-American Voices, Legado, Women's Contributions to the United States History, information regarding the Holocaust and information regarding veterans. Orchard Villa Elementary School implements a Student Services Team, which identifies student concerns and facilitates referrals to appropriate agencies, if deemed necessary.

According to the data compiled from the Florida Department of Education 2005 Annual Report Card, sixty percent of students are reading at or above grade level, sixty-five percent of students made a year's worth of progress and fifty three percent of students in the lower quartile made learning gains. The 2004 FCAT Mathematics Test scores reflected fifty-six percent of students at or above grade level and seventy-nine percent of students made a year's worth of progress. Scores on the 2005 FCAT Writing indicated that seventy-five percent of students met state standards in writing; in addition, ninety percent of the students improved their performance in writing by one percent.

This school site will also interpret data obtained from the Miami-Dade County Public Schools' Organizational Performance Improvement Survey which indicated that staff ranked overall Business Results lower than the other seven categories addressed in the survey. According to the survey two areas for improvement from the business results, relates to perceptions on "My organization removes things that get in the way of progress," and "I know how well my organization is doing financially." This school site will improve the overall perception of business by reviewing with staff the budget and its components. In addition, the administration will review the Organizational Performance Improvement Survey with the staff in an effort to address any concerns and bring resolution to them.

# *School Foundation*

---

## ***Leadership:***

Staff responses to the survey demonstrate that the schools administration is effective in providing direction and focus. It supports and encourages suggestions and it provides opportunities for professional growth and career advancement.

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

The results indicate that staff members have knowledge of the schools goals.

## ***Stakeholder Engagement:***

Survey responses indicates staffs' awareness of the importance in building and maintaining relationships with key stakeholders. Furthermore, they indicated key factors of knowledge that lead to customer satisfaction.

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

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

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

Staff responses on the survey indicate that overall the staff agrees that they know how to measure the quality of their work, that they know how to analyze (review) the quality of their work to see if changes are needed, that they use analyses for making decisions about their work, that they know how the measures they use in their work fits into the organization's overall measures of improvement, and that they get the information the need to know about how their organization is doing. Orchard Villa Elementary School will incorporate the Plan, Do, Study, Act (PDSA) cycle in an effort to improve student achievement.

## ***Education Design:***

Staff responses on the survey indicate that overall the staff agrees that they know who their most important customers are, that they keep in touch with their customers, and that they are allowed to make decisions to solve problems for their customers. At Orchard Villa Elementary School the following is done to ensure that our customers are receiving the best possible high quality education.

Extended Learning Opportunities:

Orchard Villa Elementary School will offer a wide array of additional learning opportunities for all students. Special tutorial programs to address the specific needs of each subgroup will occur before, during and after-school hours. The Extended School Program is designed to provide additional support for retained third grade students and their parents/guardians in the areas of reading, writing and mathematics. The Fast ForWord laboratory will be provided for students participating in the Exceptional Student Education Program in an effort to support reading achievement.

School-wide Improvement Model:

Orchard Villa Elementary School will incorporate the Plan, Do, Study, Act (PDSA) cycle. The PDSA Cycle will involve a four-step process that is a systematic process for making improvements in services. The cycle will include: Plan - for changes to bring about improvement, Do – changes on a small scale first to try them, Study – to see if changes are working, and Act – to get the greatest benefit from changes.” The Schoolwide Improvement Model must link the process to improving student achievement by aligning data analysis, assessment and remediation of skills not mastered.

Advanced Courses Initiatives & Post Unitary Commitments:

Orchard Villa Elementary School offers Teaching Enrichment Academics for Minorities to students meeting criteria in grades three, four, and five. In addition, Academic Excellence Program (AEP) is offered in Drama and Science. Students meeting criteria in grades three, four, and five participate in the AEP Drama and students meeting criteria in grade four participate in the AEP Science.

***Performance Results:***

Staff responses on the survey indicate that overall the staff agrees that they collect information (data) about the quality of their work and that they have good processes for doing their work to impact student achievement.

# *Additional Requirements*

Only for schools under state sanction

---

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

Orchard Villa Elementary School is committed to selecting the most qualified teachers available. To attract high quality, highly qualified teachers, the school participates in student teaching programs with local colleges and universities, teacher fairs, and the applicant tracking system. Furthermore, Orchard Villa Elementary School is staffed with classroom instructors who have been certified and deemed highly qualified by the State of Florida per the issuance of a state teaching certificate, that documents the completion of a bachelor's degree and knowledge of subject area(s) taught. In addition, teachers are provided with professional development that aligns with the needs of the students in their classroom or school.

## **• Highly Qualified, Certified Administrators:**

The administrative staff of Orchard Villa Elementary School is comprised of a principal and an assistant principal. The principal is Patricia Chestang Duncan who has served as an administrator in the Miami-Dade County Public Schools district for the past 12 years during which time she has been instrumental in working with school personnel in a variety of settings. Mrs. Duncan is certified in Secondary and Middle School grades five through nine, Secondary Administration, and successfully completed the Executive Training Program. Mrs. Duncan facilitated the Science Center for Individualized Instruction which yields improved students performance. Mrs. Duncan, as an assistant principal, implemented Reciprocal Reading at Rockway Middle School resulting in the school maintaining a school grade of an "A" for five consecutive years.

Mrs. Duncan is actively involved in her community; Mrs. Duncan is a charter member of the South Miami Chapter of Jack and Jill of America, Inc. As a charter member, Mrs. Duncan has received several awards for implementing activities for the various grade groups which fostered community activities for children. At the Southeastern Region level of Jack and Jill of America, Inc., Mrs. Duncan has served as Chairman of the Leadership Council, Chairman of the Coalition Committee, Chairman of the Advocacy and Florida Representative on the Judiciary Committee. During the 2005 Mothers' Conference, Mrs. Duncan was selected as the 2005 Outstanding Associate of the Year and for her commitment and dedication to the children and families of the Southeastern Region of Jack and Jill of America, Inc. Mrs. Duncan was appointed the Regional Chairman for the Associates.

The assistant principal is Maria E. Hernandez an employee of 19 years in the Miami-Dade County Public Schools. Ms. Hernandez is certified in Elementary Education, Primary Education, and Educational Leadership. This is Ms. Hernandez's second year at Orchard Villa Elementary School. Prior to arriving at Orchard Villa Elementary School, Ms. Hernandez worked as an educational specialist for the State Attorney's Office Truancy Intervention Program (TIP) for which she was responsible for overseeing the daily operations of 208 elementary schools in the district and conducting Truancy Child Study Team – Level 3 meetings with severe truancy cases throughout the district. The agenda of these meetings emphasized improvement of student academic achievement through regular school attendance. During the 2003-2004 school year, emphasis was put on prioritizing meetings with parents of truant children who fell below the twenty-fifth percentile, with the highest priority on second and third grade students. In addition, Ms. Hernandez was an adjunct professor at Nova Southeastern University teaching ESOL courses to undergraduate students. In addition, emphasis was given to strategies on how to improve student achievement in all subject areas using ESOL strategies. Furthermore, Ms. Hernandez has taught students in grades K-5 and populations of at-risk students. She has served as a co-facilitator for the Florida Writes Project, STAR Mathematics Workshop, STAR Reading Workshop, conducted district wide and statewide training on improving academic achievement through improved attendance, and facilitated professional development for the Teacher Education Center. Furthermore, Ms. Hernandez co-authored an award winning Saturn School Proposal for Zora Neale Hurston Elementary School and the "Adopt-A-Buddy" Program earning the Little Red School House Award. Additionally, Ms. Hernandez has co-authored the strategic plan for the Department of Special Programs within the

Miami-Dade County Public Schools. Ms. Hernandez's efforts have resulted in enhanced student achievement in the schools serviced under her leadership.

### **• Teacher Mentoring:**

All teachers new to the profession and/or school district will be involved in the Beginning Teacher Orientation Program provided by the district. The school will provide new teachers with assistance in planning, effective implementation of instructional strategies, methods of monitoring student progress and effective classroom management strategies in a mentorship program. This will be further supported by partnering master teachers with beginning teachers and engaging neophyte teachers in a monthly collaborative meeting known as the "Monthly Principal's Circle." Professional Growth Teams (PGT) will be assigned to provide additional support and feedback on an individual basis. The beginning teachers and their mentors for the 2005-2006 school year are: Steven Kirby, Beginning Third Grade Teacher/ Ms. Finch, Mentor Teacher; Tovelah Hirsch, Beginning Exceptional Student Education Pre-Kindergarten Teacher/ Patricia Washington, Mentor Teacher; Miderge Lafleur, Beginning Kindergarten Teacher/ Michelle King, Mentor Teacher; Kimberly Archer-Hamilton, Beginning First Grade Teacher/ Shawntice Oliver, Mentor Teacher; Katrina Martin, Beginning Emotionally Handicapped Kindergarten, First, and Second Grade Teacher/ Patricia Washington, Mentor Teacher; Eclercia Vilme, Beginning Emotionally Handicapped Third, Fourth, and Fifth Grade Teacher/ Patricia Washington, Mentor Teacher. The reading coach provides individual support for beginning teachers while implementing the Comprehensive Research-based Reading Plan (CRP), administration of screening and progress monitoring assessments to determine students reading proficiency, model demonstration lessons delineating components of the CRP and provide appropriate materials for skill mastery. Furthermore, the reading coach facilitates continuous professional development in reading to improve students' skill mastery. The school administration will provide mentors and assistance to teachers new to the school in ensure appropriate implementation of site procedures and policies to improve student achievement.

### **• School Advisory Council:**

The Educational Excellence School Advisory Council (EESAC) reviewed, analyzed and evaluated pertinent data such as the School's Demographic and Academic Profile, FCAT Reports and formulated objectives as schoolwide priorities. The Council's chairperson scheduled meetings, notified participants and created agendas as mandated in state and district guidelines. The EESAC recommended regular reviews of the school's budget and the FR05-08 Report in an effort to monitor expenditures and provide guidelines for expenditures related to the School Improvement Plan. Additionally, the EESAC recommended the procurement of various equipment, materials, technology and trade books that support both teachers and students in their professional and academic growth, the use of educational web sites to enhance classroom instruction, the use of Distance Learning to enhance classroom instruction and the awareness of various learning styles. The EESAC recommended that the school identify other schools with similar demographics where students have high levels of reading proficiency and duplicate strategies/programs to promote skill mastery at this site.

Furthermore, the EESAC recommended the continuation of the schoolwide Orchard Villa Elementary Discipline Plan, the school's Student Tardy Policy and the Orchard Villa Elementary School's Emergency Procedures as stated in the Orchard Villa Elementary School's Personnel Handbook. The Council will support the efforts of the Parent Teacher Student Association (PTSA) in achieving a higher level of parental involvement. Furthermore, EESAC recommended training related to improving reading proficiency and continuation of the Student Services Team to provide a vehicle to address student concerns and modify students' behavior.

During the 2004-2005 the Educational Excellence School Advisory Council (EESAC) employed consensus and collaboration to determine expenditure of the EESAC budget. EESAC determined that a portion of the money would be given to the media center, supplementary reading materials, and discretion would be given to the principal to purchase supplies for school operations. The following outlines the expenditures of the EESAC budget: Accelerated Reader books and quizzes and sets of books on tapes for

listening stations for the library = \$2,500.00; Awarded first grade teachers money to support their implementation of the "Spelling Bee" = \$200.05. The EESAC decided to reserve the remainder of the budget to be used for the 2004-2005 school year.

Appropriate strategies and activities have been suggested and planned by all of the school's stakeholders. Strategies to be implemented include, but are not limited to, the use of technology in Pre-Kindergarten through grade five and an Extended School Day Program specifically designed for grades three through five. The EESAC will monitor the objectives and strategies included in this plan that are designed to compliment our mission in developing the holistic skills of the child and in producing an enriched academic and social climate that reflects an active partnership of students, school personnel and community. The EESAC convenes regularly to review progress on the School Improvement Plan and continue schoolwide professional development to enhance delivery of the instructional programs in an effort to raise student achievement. In addition, enrichment activities are offered to those students participating in the Academic Excellence Program after-school.

### **• Extended Learning Opportunities**

Orchard Villa Elementary School will offer a wide array of additional learning opportunities for all students. Special tutorial programs to address the specific needs of each subgroup will occur before, during and after-school hours. The Extended School Program is designed to provide additional support for retained third grade students and their parents/guardians in the areas of reading, writing and mathematics. The Fast ForWord laboratory will be provided for students participating in the Exceptional Student Education Program in an effort to support reading achievement.

The after-care program operated by the Florida Christian Association of America (FCAA) provides on site services after school hours. The program is comprised of three components, which are improving reading achievement, an exploratory wheel in the arts and physical education with emphasis on team sports.

### **• School Wide Improvement Model**

Orchard Villa Elementary School will incorporate the Plan, Do, Study, Act (PDSA) cycle. The PDSA Cycle will involve a four-step process that is a systematic process for making improvements in services. The cycle will include: Plan - for changes to bring about improvement, Do - changes on a small scale first to try them, Study - to see if changes are working, and Act - to get the greatest benefit from changes." The PDSA Cycle must link the process to improving student achievement by aligning data analysis, assessment and remediation of skills not mastered.

Orchard Villa Elementary School addresses students who are in need of remediation and enrichment of skill mastery during the Extended Day School Program, the Academic Excellence Program and small group pullout during the instructional day. The Character Education curriculum is implemented in all grade levels highlighting a monthly virtue in an effort to teach students to appreciate their responsibilities to themselves, each other, their school and their community. In addition, the Reciprocal Reading strategy is being implemented throughout the grade levels and special area classes.

## GOAL 1: READING

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

All students will be able to read on or above grade level.

### ***Needs Assessment***

The results attained from the 2005 Annual Report Card indicated that 60 percent of the students tested scored at or above the Florida Comprehensive Achievement Test (FCAT) Achievement Level 3 and 65 percent of the students tested made learning gains in reading. The scores reflected a 12 percent increase in the students achieving high standards and a 13 percent decrease in students achieving learning gains. This school encounters the challenge of meeting and/or exceeding the percent of students achieving high standards and making learning gains in order to meet the required level of proficiency designated by the state. Upon analysis, the results indicated that students in these categories as well as students overall, struggled in the following content clusters:

Words/Phrases (Grades 3 and 4)

Reference/Research (Grades 4)

Comparisons (Grades 4)

The content cluster words/phrases has been identified as an area of deficiency closely followed by reference/research and comparisons. Analysis of grades three and four reading achievement test scores show the need for enhanced instructional support in the content cluster words/phrases and research/reference are essential for reading success. The scores from the comparison content cluster words/phrases; reference/research and comparisons indicated that the students of greatest need are in grade four.

According to data analysis of the 2004-2005 FCAT results and other data, the areas of greatest need are words/phrases, research/reference and comparison in the fourth grade. The areas of focus for third grade are content cluster words/phrases, research/reference and main idea/ purpose due to minimum growth demonstrated.

As per the No Child Left Behind (NCLB) Adequate Yearly Progress Report, 18 percent of the Students with Disabilities achieved high standards in reading while 82 percent of the Students with Disabilities did not attain the state required level of proficiency. One hundred percent of students in grades three through five participated in the 2005 FCAT Reading test. There is a concerted effort to implement instructional strategies to improve student mastery. The school's instructional efforts in these areas should result in improved student achievement in reading.

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



## Measurable Objective

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

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through five will improve their reading skills as evidenced by 44% scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Plan-Do-Study-Act (PDSA) Cycle to align effort monitor progress towards improving students' reading mastery.	Principal Assistant Principal Reading Coach Grade Level Chairpersons	8/8/05	5/24/06
2. Disaggregate and analyze data from standards assessments and 2005 FCAT scores to inform instruction and develop an action plan to address specific areas of need for all students	Principal Assistant Principal Reading Coach Grade Level Chairpersons	8/8/05	8/24/06
3. Utilize District DIBELS screening, Diagnostic Assessments of Reading (DAR) diagnostic assessments, curriculum based assessments from Houghton Mifflin 2003 Edition, and biweekly assessments to determine student progress and guide instruction for the purpose of improving students' reading proficiency. Diagnostic, screening and outcome measures will be used to identify areas of strengths and weaknesses in the content area clusters: words/phrases, reference/research and comparisons to achieve reading mastery. Students who need remediation and/or immediate intensive intervention in the five components of reading will have an Academic Improvement Plan (AIP) and an extended period of intensive reading to support reading achievement.	Principal Assistant Principal Reading Coach Grade Level Chairpersons	8/8/05	5/24/06
4. Monitor the implementation of the Comprehensive Research-based Reading Plan (CRP) to ensure teachers' district focus is providing differentiated/intervention instruction for remediation and enrichment to improve students' proficiency in reading with particular attention to the content clusters words/phrases,	Principal Assistant Principal Reading Coach Grade Level Chairpersons	8/8/05	5/24/06

research/reference and comparisons.			
5. Provide tutorial services via the Extended School Day Program (utilizing partnerships with Florida Christian Association of America (FCAA) and New Horizons Mental Health Center) to Level 1 and Level 2 students in grades three through five who demonstrate reading deficiencies in the content clusters: words/phrases, reference/research and comparisons based on disaggregated data from weekly standard assessments to achieve reading mastery.	Principal Assistant Principal Reading Coach Grade Level Chairpersons	8/8/05	5/24/06
6. Coordinate and schedule collaborative grade level planning, district critical mass professional development specific to designated grade levels for instructional personnel to enhance students' reading proficiency.	Principal Assistant Principal Reading Coach Grade Level Chairpersons	8/8/05	5/24/06
7. Utilization of weekly assessments to guide instruction to improve reading proficiency of Students with Disabilities. Utilization of diagnostic, screening and outcome measures to identify areas of strengths and weaknesses for the purpose of improving reading proficiency for Students with Disabilities focusing in the content clusters: words/phrases, reference/research and comparisons in order to achieve skill mastery. Students who need remediation and/or immediate intensive intervention in the five components of reading will have adjustments made to their Individual Education Plan (IEP) and an extended period of intensive reading to support reading achievement.	Principal Assistant Principal Reading Coach	8/8/05	5/24/05
8. Utilization of ongoing progress monitoring to guide instruction, task cards, graphic organizers, visual aids, audio-visual aids and effective strategies that are congruent with learning styles and modalities of Students with Disabilities to build fluency and reinforce reading standards in the content clusters: words/phrases, reference/research and comparisons to improve reading skills.	Principal Assistant Principal Reading Coach E.S.E. Department Chairperson	8/8/05	5/24/05

## **Research-Based Programs**

Houghton Mifflin 2003 Edition  
Voyagers Passport  
Early Success  
Soar to Success

## **Professional Development**

Professional development for teachers will include training on the Plan - Do - Study - Act (PDSA), Florida's Formulas: 5+3+ii+iii=NCLB, (the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension), a variety of classroom assessment strategies, the Comprehensive Research-based Reading Plan (CRP), Houghton Mifflin 2003 Edition Reading series overview, Accelerated Reader/STAR, Reading Achiever and a workshop on the analysis of assessment data and differentiated instruction to improve student achievement. Additionally, professional development will include training on the resources required for the implementation of the School Improvement Plan and Best Practices in Reading. Other professional development will be scheduled based on teacher surveys, data driven analysis and/or District/Regional Center III initiatives. Delivery of the professional development will include model lessons and mentoring of teachers by the reading coach and curriculum support personnel.

## **Evaluation**

The 2006 administration of the FCAT Reading test will be utilized to determine adequate progress when students demonstrate a 5% increase in reading comprehension on the 2006 FCAT Reading subtest. Additional assessment instruments to be implemented are as follows: Dynamic Indicators of Basic Early Literacy Skills (DIBELS); Diagnostic Assessments of Reading (DAR); and the Accelerated Reader/STAR. The DIBELS will be utilized to monitor progress of the extended day tutorial program throughout the year.

## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 2 STATEMENT:***

All students will demonstrate increased performance in mathematics.

### ***Needs Assessment***

The results attained from the 2005 Annual Report Card indicate that 56 percent of the students tested scored at or above FCAT Achievement Level 3 and 79 percent of the students made learning gains in mathematics. Upon analysis, the 2005 FCAT test results indicated that students in the categories as well as students overall, struggled on the following mathematics strands:

Number Sense (All Grade Levels)

Algebraic Thinking (Grades 3)

Geometry, Measurement and Data Analysis (All Grade Levels)

Algebraic Thinking (Grades 4 and 5)

According to the data analysis of the 2005 FCAT results and other data, the area of the most needed focus should be the strand of number sense for all grade levels, algebraic thinking in grade three and data analysis in grade five. Fourth and fifth grade demonstrated minimum to no growth in any of the strands. Even though the required level of proficiency was demonstrated, schoolwide performance in mathematics mandates a continuous increase in the number of students achieving high standards by a five (5) percentage points. The percent of students making learning gains will increase by five (5) percentage points. Fifty-four percent of the student population in grades three through

five scored below criteria mandated by the state. One hundred percent of students in grades three through five participated in the 2005 FCAT Mathematics assessment. It is paramount to provide immediate and continuous instructional attention to achieve mathematics skills across all grade levels in the five mathematics strands. The results indicated that intense, effective instruction is needed in all areas to empower students to achieve the state proficiency level. Professional development needs will focus on innovative teaching strategies, utilization of manipulatives, the Voyagers Passport Program and the Everyday Mathematics Program.

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 59% performing at a level 3 or higher on the 2006 administration of FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through five will improve their mathematics skills as evidenced by 50% performing at a level 3 or higher on the 2006 administration of FCAT Mathematics Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Plan-Do-Study-Act (PDSA) Cycle to align efforts to monitor student progress towards improving students' mastery of mathematics skills.	Principal Assistant Principal Mathematics/Science Coach Grade Level Chairpersons	8/8/2005	5/24/2006
2. Disaggregate and analyze data from standard assessments and 2005 FCAT scores to develop a mathematics instructional calendar that delineates instruction, assessment and maintenance teaching for identified mathematics benchmarks to build students' mathematics proficiency.	Principal Assistant Principal Mathematics/Science Coach Grade Level Chairpersons	8/8/2005	5/24/2006
3. Utilize weekly assessments to guide instruction to improve students' mathematics proficiency focusing on the mathematics strands of: algebraic thinking and measurement in third grade, geometry in third and fifth grade and data analysis in fifth grade to achieve mastery. Diagnostic, screening and outcome measures will be used to identify areas of strengths and weaknesses. Students who need remediation and/or immediate intensive intervention for the strands of mathematics identified in the Sunshine State Standards will have an Academic Improvement Plan (AIP) to support mathematics achievement.	Principal Assistant Principal Mathematics/Science Coach Grade Level Chairpersons	8/8/2005	5/24/2006
4. Utilize and monitor computer-assisted instruction, including FCAT Explorer Mathematics, Harcourt Brace Mathematics technology component, Mathematics Achiever and any other district recommended software to monitor student progress and provide enrichment activities to increase students' mastery of mathematics standards.	Principal Assistant Principal Mathematics/Science Coach Grade Level Chairpersons	8/8/2005	5/24/2006

5. Provide tutorial services via the Extended School Day Program utilizing partnerships with Florida Christian Association of America (FCAA) in grades three through five who demonstrate deficiencies in mathematical skills focusing on all of the mathematics strands of: algebraic thinking and measurement in third grade, number sense, data analysis, measurement, geometry, and algebraic thinking in fourth and fifth grade based on disaggregated data from weekly standard assessments conducted in mathematics classes to achieve mastery in mathematics.	Mathematics/Science Coach Grade Level Chairpersons Classroom Teachers	8/8/2005	5/24/2006
6. Utilize Mathematics Vocabulary Notebooks to improve vocabulary and integrate mathematics language with cross-curricular learning tasks to improve students' mastery of mathematics skills.	Principal Assistant Principal Mathematics/Science Coach Grade Level Chairpersons	8/8/2005	5/24/2006
7. Coordinate and schedule collaborative grade level planning to provide students across all grade levels with a variety of mathematical techniques that emphasize the preparation, development and implementation of critical thinking skills as applied to real-life situations to improve students' mathematics application skills	Principal Assistant Principal Mathematics/Science Coach Grade Level Chairpersons	8/8/2005	5/24/2006

## Research-Based Programs

Harcourt Brace Mathematics Series

## Professional Development

Professional development for teachers will include training on the Plan-Do-Check-Act (PDCA) Cycle, analysis of assessment data and differentiated instruction for all students. Professional development will include training on resources required for implementation of the School Improvement Plan such as: Best Practices in Mathematics focusing on the mathematics strands of algebraic thinking, measurement, geometry and data analysis, and utilizing manipulatives. Other professional development will be delivered based on teacher surveys, data driven analysis and/or District/Regional Center III Initiatives. Delivery of professional development will include model lessons and mentoring for teachers by the mathematics leader and curriculum support personnel.

## **Evaluation**

The 2006 administration of the FCAT Mathematics test will be utilized to determine adequate progress when students demonstrate increased mathematics skills, as evidenced by 50 percent of students reaching the state required mastery level as documented by the scores on the 2006 FCAT Mathematics subtest. Weekly assessments will be used to analyze student progress and redirect learning instruction/remediation. Additional assessments to be implemented are the School's Pre/Post Mathematics Assessments, which will also be used to monitor the progress of the extended day tutorial program.



## GOAL 3: WRITING

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 3 STATEMENT:**

All students will be able to incorporate the following elements in their writing focus, organization, support, and conventions.

### ***Needs Assessment***

The results attained from the 2005 Annual Report Card indicates that 75 percent of the students tested met the state standard of 3.0 or above in writing proficiency. This score reflected a one percent increase when compared to the 2004 FCAT test results. Students must demonstrate a one percent gain on the 2006 FCAT Writing assessment. One hundred percent of fourth grade students participated in the 2005 FCAT Writing assessment. The needs assessment revealed that students required further development in the four elements: focus, organization, support and conventions to enhance writing skills. FCAT assessment scores indicated that the area of strength is narrative writing when compared to expository writing assessment results. Intervention instructional strategies are required to raise student achievement levels. Collaborative grade level planning will occur monthly to analyze writing assessments and determine student strengths and weaknesses in an effort to guide writing instruction. Additionally, professional development will be offered and include implementation of the writing process, effective writing skills and the use of the rubrics as a means of assessing writing skills will be offered to teachers.

### 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 using the Sunshine State Standards, students in grade four will increase by 1% their writing skills on the 2006 administration of the FCAT Writes.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Plan-Do-Study-Act (PDSA) Cycle to align efforts towards monitoring and improving students' writing proficiency to obtain mastery of the writing process.	Principal Assistant Principal Reading Coach Grade Level Chairpersons	8/8/05	5/25/06
2. Disaggregate and analyze data from writing assessments and 2004 FCAT scores to develop a writing instructional timeline to improve students writing proficiency. Use monthly district writing assessments as instructional tools to provide remediation for students who do not score at the rubric score of 3.5 and enrichment for students who score at or above the 3.5 proficiency levels. Instruction will be centered on the writing development in the four elements: focus, organization, support and conventions in expository writings.	Principal Assistant Principal Reading Coach Grade Level Chairpersons	8/8/05	5/24/06
3. Coordinate the writing composition plan with the District's Keys to Effective Writing that delineates instruction, assessment and maintenance to improve student's writing proficiency and achieve mastery of writing standards. The plan must emphasize writing development in the four elements: focus, organization, support and conventions in expository/narrative writings.	Principal Assistant Principal Reading Coach Grade Level Chairpersons	8/8/05	5/24/06
4. Organize materials for the implementation of the writing composition strands and promote writing across the curriculum through incorporation of resources from Write Time for Kids and other periodicals such as National Geographic to improve students' writing skills and master writing standards.	Principal Assistant Principal Reading Coach Grade Level Chairpersons	8/8/05	5/24/06
5. Incorporate daily journal writing and vocabulary enrichment strategies, which promote the use of vivid verbs, sentence variety and writing pictures to improve students' writing skills and acquire mastery of the writing standards.	Principal Assistant Principal Reading Coach Grade Level Chairpersons	8/8/05	5/24/06

6. Utilize writing prompts in Kindergarten through grade five to provide a variety in writing genre to include expository, narrative and persuasive forms to amplify writing skills of students' and achieve mastery of the writing standards.	Principal Assistant Principal Reading Coach Grade Level Chairpersons	8/8/05	5/24/06
--	---	--------	---------

## **Research-Based Programs**

Houghton Mifflin 2003 Edition Reading series (writing component)

## **Professional Development**

Professional development training for teachers will include: strategies to improve writing proficiency, strategies to improve writing development in the four elements: focus, organization, support and conventions in expository/narrative writings, effective writing skills, application of the rubric scoring of student writings and the development of the writing process.

## **Evaluation**

The 2006 administration of the FCAT writing assessment test will be utilized to determine adequate progress when students in grade four demonstrate increased writing skills, as evidenced by 90 percent of the students reaching the state required mastery level of 3.5 or above, as documented on the 2005 FCAT Writing subtest or if NCLB subgroups demonstrate a one percentage point increase in the percentage of students scoring below grade level in writing. Monthly writing assessments will be utilized to monitor student progress throughout the school year.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 4 STATEMENT:***

Increase the scientific knowledge of all students.

### ***Needs Assessment***

The results of the 2005 FCAT Science test administration reflect a mean scale score of 264. The score reflects an increase of 24 mean scale points when compared to the 2004 FCAT Science mean scale score of 240 which is lower than the district's mean scale score of 286. One hundred percent of fifth grade students will participate on the 2006 FCAT Science assessment. The 2005 FCAT scores indicated performance being both below the district and state averages. Adequate improvement in science is considered when the mean scale score is increased by five or more mean scale points to achieve improved performance in Science. The greatest areas of concern are Earth and Space; followed by Scientific Thinking, Life/Environmental and Physical/Chemical. The scores revealed that students require intensive remediation and increased hands-on activities for academic growth to be realized. Collaborative grade level planning focused on analysis of the weekly assessment results will guide instruction/remediation. Additionally, professional development needs such as experimental demonstrations; concept development and scientific inquiry methods will be provided for teachers in order to develop scientific thinking.

## Measurable Objective

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

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Plan-Do-Study-Act (PDSA) Cycle to align efforts to improve students' achievement in science and gain mastery of science skills. Administer a standard assessment and utilize outcome measures to identify areas of strengths/weaknesses. Students who need remediation and/or immediate intensive intervention in the eight strands of science of the Sunshine State Standards will have an Academic Improvement Plan (AIP).	Principal Assistant Principal Mathematics/Science Coach Grade Level Chairpersons	8/8/2005	5/24/2006
2. Disaggregate and analyze data from the standard assessment to develop a science instructional calendar to delineate instruction, assessment and maintenance teaching for identified science strands of scientific thinking, Earth/Science, Life/Environmental and Physical/Chemical to improve students' achievement in science while attaining mastery of science standards.	Principal Assistant Principal Mathematics/Science Coach Grade Level Chairpersons	8/8/2005	5/24/2006
3. Utilize the school-based laboratory in which students in grades Kindergarten through grade five will participate in weekly hands-on inquiry based investigations to develop students' scientific thinking. The focus will be on highlighting the use of science process skills in order to increase science content knowledge as outlined in the District's Mathematics and Science Literary Bridges to Career Plan.	Principal Assistant Principal Mathematics/Science Coach Grade Level Chairpersons	8/8/2005	5/24/2006
4. Differentiated teaching strategies will be used to develop students' understanding of scientific concepts through classroom activities and project-based learning such as hands-on investigations and using problem solving/critical thinking strategies to acquire mastery of science standards.	Principal Assistant Principal Mathematics/Science Coach Grade Level Chairpersons	8/8/2005	5/24/2006
5. Utilize and monitor computer-assisted instruction, including Riverdeep and any other	Principal Assistant Principal	8/8/2005	5/24/2006

district recommended software, to provide enrichment activities to increase students' science skills and achieve mastery.	Mathematics/Science Coach Grade Level Chairpersons Microsystems Technician		
6. Emphasize cross-curricular utilization of the scientific method as a problem solving tool applicable to increase students' science skills in scientific thinking, Earth/ Science, Life/ Environmental, and Physical/ Chemical culminating with a school wide Science Fair to obtain mastery of science standards. This strategy will be monitored by the administrative team, classroom teachers, and the Leadership Team utilizing teachers' lesson plans/instructional focus during collaborative grade level planning sessions monthly.	Principal Assistant Principal Mathematics/Science Coach Grade Level Chairpersons	8/8/2005	5/24/2006
7. Implement the utilization of Student Investigation Notebooks to improve students' science skills and reinforce laboratory setting learning and science vocabulary for fifth grade students to master science standards.	Principal Assistant Principal Mathematics/Science Coach Grade Level Chairpersons	8/8/2005	5/24/2006

## Research-Based Programs

Harcourt-Brace Science Series

## Professional Development

Professional development training will include: emphasis on content knowledge, the scientific process, utilization of hands-on investigations, project-based learning strategies Best Practices emphasizing scientific thinking, Earth/Science, Life/Environmental and Physical/Chemical, Harcourt Brace Science Series Overview, the Plan - Do - Study - Act (PDSA) process, implementation of Riverdeep, FCAT Science Dailies, development of Academic Improvement Plans and the integration of the Science Sunshine State Standards to improve delivery of instruction. The Mathematics/Science Leader will provide additional assistance in content delivery and/or instructional strategies to improve student achievement.

## **Evaluation**

The 2005 administration of the FCAT Science test will be utilized to determine adequate progress when students demonstrate improvement in science concepts and knowledge, as evidenced by a mean scale score of 286 or more on the FCAT Science subtest. School's Quarterly Assessments will be used to analyze progress and redirect instruction/remediation.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

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

### ***Needs Assessment***

The data reflected on the 2004-2005 Parent Contact Logs indicated a 44 percent increase in parent participation. The level of involvement and coordination of activities of both parents and stakeholders must be highly focused and well planned to maximize efforts to generate increased participation and support.



## Measurable Objective

Given the data from the 2004-2005 Parent Contact Logs, parental involvement will increase as evidenced by a five (5) percent increase in the number of parents participating in school site activities as documented in the 2005-2006 Parent Contact Logs.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Inform parents of their child's progress utilizing the Daily Home Learning Report to support parent participation in the completion of structured independent assignments increase parental involvement and further enhance student achievement.	Principal Assistant Principal Guidance Counselor Reading Coach Mathematics/Science Coach Grade Level Chairpersons	8/8/05	5/24/06
2. Maintain an on-going line of communication (in student's home language) between the home and the school through the use of student progress reports, report cards, letters, flyers, school newsletters, parent/teacher conferences and home visits to provide parents with current information regarding student progress and promotion requirements.	Principal Assistant Principal Guidance Counselor Reading Coach Mathematics/Science Coach Grade Level Chairpersons	8/8/05	5/24/06
3. Provide parent workshops to augment classroom instruction in reading, writing, mathematics and science to support the effort of improving the academic achievement of students for all No Child Left Behind (NCLB) subgroups.	Principal Assistant Principal Guidance Counselor Reading Coach Mathematics/Science Coach Grade Level Chairpersons	8/8/05	5/24/06
4. Utilize the Parent Resource Center, L&R Telecommuters, Inc. and a student/parent recognition program to encourage students to attend school regularly.	Principal Assistant Principal Guidance Counselor Reading Coach Mathematics/Science Coach Grade Level Chairpersons	8/8/05	5/24/06
5. Utilize the Parent Compact to encourage active involvement and support in both school and home-based learning.	Principal Assistant Principal Guidance Counselor Reading Coach Mathematics/Science Coach Grade Level Chairpersons	8/8/05	5/24/06
6. Disseminate and discuss information to parents regarding the schoolwide Comprehensive Reading	Principal Assistant Principal	8/8/05	5/24/06

<p>Plan, the Title I activities, the School Volunteer Program, the schoolwide Orchard Villa Discipline Plan, the School Improvement Plan and parent workshops such as Mathematics/Science Family Nights to provide additional opportunities for parental involvement. During the "Opening House/Back-to-School Night" orientation meeting inform parents of the various vehicles of communication with the school as means of actively involving parents in their child's academic development.</p>	<p>Guidance Counselor Reading Coach Mathematics/Science Coach Grade Level Chairpersons</p>		
<p>7. Inform parents of each student's writing progress via the Daily Home Learning Report and conduct parent involvement activities that will provide content knowledge and instructional strategies in science to promote scientific inquiry at home and enhanced student achievement.</p>	<p>Principal Assistant Principal Guidance Counselor Reading Coach Mathematics/Science Coach Grade Level Chairpersons</p>	<p>8/8/05</p>	<p>5/24/06</p>

## Research-Based Programs

Not Applicable

## Professional Development

Parents and school personnel will be encouraged to actively participate in the following activities: the Title I Instructional Fair, annual opening of school orientation activities, the Technology Conference, the Educational Excellence School Advisory Council (EESAC) to effectively assist in making informed decisions regarding the implementation of the School Improvement Plan and the Regional Center III/School-Based Parent Involvement Workshops that address the needs of parents to ensuring that their child (ran) achieve academically and assisting them with the enhancement of their own personal growth.

## Evaluation

Parental involvement will be monitored through Parent Contact Logs and the Community Involvement Specialist monthly report. Adequate progress will have been considered when 10 percent increase in the number of parents participating in school activities when the 2004-2005 Parent Contact Logs are compared to the 2005-2006 Parent Contact Logs.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 6 STATEMENT:***

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

### ***Needs Assessment***

Attendance at this school site has been a challenge. For the 2004-2005 school year this school site was ranked 93.88 percent. During the fourth nine weeks of the 2004-2005 school year, this school site received most improved overall attendance for Regional Center III. The focus will be to continue addressing attendance issues in an effort to improve student achievement.

## Measurable Objective

Given an emphasis on the need to improve attendance, student attendance will improve as evidenced by a 3% increase in the Miami-Dade County Public Schools Percentage of Attendance Report for the 2005-2006.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Identify students with three (3) cumulative absences and contact parent. Monitor daily attendance bulletin and meet with parents/guardians of students who have five (5) or more cumulative absences.	Principal Assistant Principal Guidance Counselor Data Input	8/8/05	5/24/06
2. Identify students with 10 unexcused absences and conduct TIP meetings.	Administration Guidance Counselor Classroom Teachers Data Input	8/8/05	5/24/06
3. Provide meaningful and comprehensive services to students and families exhibiting poor attendance.	Administration Guidance Counselor Classroom Teachers Data Input	8/8/05	5/24/06
4. Develop and implement an incentive program to improve attendance, as well, as announcing perfect attendance on the morning announcements.	Administration Guidance Counselor Classroom Teachers Data Input	8/8/05	5/24/06
5. Provide professional development to all staff regarding attendance.	Administration Guidance Counselor Classroom Teachers Data Input	8/8/05	5/24/06

### Research-Based Programs

Not Applicable

### Professional Development

Miami- Dade State Attorney's Office Truancy Intervention Program (TIP) District Wide Professional Development.

## **Evaluation**

The Miami-Dade County Public Schools Percentage of Attendance Report for the 2005-2006 School Year Product Number T0525P35-4 will reflect a 3% increase in attendance when compared to the 2004-2005 report. The Truancy Report of 10 or more absences will be utilized on a weekly basis to monitor the progress of attendance throughout the school year.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

The school will promote equitable and universal access to technology.

### ***Needs Assessment***

The results attained from the 2005 Annual Report Card indicated that 60 percent of the students tested scored at or above the FCAT Level 3 and 65 percent of the students tested made learning gains in reading. The scores reflected a 12 percent Increase. The Accelerated Reader program provides teachers an effective way to monitor all forms of guided reading practice. In addition, it helps students focus attention on careful reading of books, which improves the students' critical-thinking skills while building an intrinsic love of reading. The Accelerated Reader Program promotes equitable and universal access to technology with emphasis on increasing reading mastery among students.

## Measurable Objective

Given emphasis on using technology, students in the third through fifth grade will increase their usage of the Accelerated Reader Program as evidenced by a 10% increase on completed assessments when compared to the Accelerated Reader End of the Year Usage report of the 2004-2005 school year to that of the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Monitor student participation by providing teachers with a monthly usage report.	Principal Assistant Principal Reading Coach Media Specialist Microsystems Technician	8/8/05	5/24/06
2. Allow students to take Accelerated Reader tests corresponding to books read.	Principal Assistant Principal Reading Coach Media Specialist Microsystems Technician	8/8/05	5/24/06
3. Provide teachers with data regarding students' progress on the Accelerated Reader Program.	Principal Assistant Principal Reading Coach Media Specialist Microsystems Technician	8/8/05	5/24/06
4. Develop a schoolwide incentive program for students successfully participating in the Accelerated Reader Program.	Principal Assistant Principal Reading Coach Media Specialist Microsystems Technician	8/8/05	5/24/06
5. Conference with students regarding their progress in the Accelerated Reader Program.	Principal Assistant Principal Reading Coach	8/8/05	5/24/06

### Research-Based Programs

Not Applicable

### Professional Development

Teachers will receive professional development on the Accelerated Reader Program at the school site.

## **Evaluation**

The 2005-2006 End of the Year Usage report for the Accelerated Program will indicate a 10% increase when compared to the 2004-2005 report. Progress of the number of students using the Accelerated Program will be monitored by monthly usage reports.



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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 8 STATEMENT:**

The school will promote the overall health and fitness of students.

### **Needs Assessment**

Based on the Miami-Dade County Public Schools 2004-2005 Physical Fitness Testing Elementary School Report for Orchard Villa Elementary only 15 percent of students in fourth and fifth grade were able to run one mile. A need to improve physical fitness among students is a challenge for this school due to the lack of endurance and consistent and prolonged physical activity among the population.

## Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their running skills as evidenced by a 50% increase in the number of 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
1. Encourage students to participate in Jump Rope for Heart.	Principal Assistant Principal Physical Education Teachers	8/8/05	5/24/06
2. Promote healthy eating habits by providing nutritional instruction through health and science and healthy food choices in the cafeteria.	Principal Assistant Principal Physical Education Teachers Cafeteria Staff	8/8/05	5/24/06
3. Encourage students to do 100 or more jumping jacks to increase endurance as part of their Daily Home Learning assignment.	Principal Assistant Principal Physical Education Teachers	8/8/05	5/24/06
4. Provide students the opportunity to run every day in order to build endurance and provide instruction on appropriate exercise and conditioning of muscles prior to daily exercise.	Principal Assistant Principal Physical Education Teachers	8/8/05	5/24/06
5. Promote participation in sports activities.	Principal Assistant Principal Physical Education Teachers	8/8/05	5/24/06

## Research-Based Programs

Not Applicable

## Professional Development

The staff is going to participate in professional development in the following:

Math and Science Institute

Anabolic Steroid Instructional Professional Development

Monthly District Physical Education Professional Development

## **Evaluation**

The M-DCPS 2005-2006 Physical Fitness Testing Elementary School Report will reflect a 50% increase in the number of students running the one mile walk/run test as compared to the 2004-2005 FITNESSGRAM report. Progress will be monitored on a quaterly basis by giving a timed test and reports generated through the M-DCPS Physical Ritness Testing Report.

## 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*

*District Strategic Plan*

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

**GOAL 9 STATEMENT:**

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

**Needs Assessment**

Due to the large number of students receiving remediation in the areas of reading and mathematics, students are being pulled out of their special area classes. The Arts for Learning Miami Get smART Program will afford students the opportunity to participate in a program that promotes cultural awareness and is interdisciplinary because it integrates the arts with reading, mathematics, and content areas.

## Measurable Objective

Given emphasis on the benefits of participating in programs that promote cultural arts, the number of students participating in the Arts for Learning Miami Get smART program will increase by 10% when comparing the number of participants during the 2004-2005 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Schedule regular collaborative planning time for participating teachers.	Principal Assistant Principal Participating Second & Third Grade Teachers Art Teacher Media Specialist	8/8/05	5/24/06
2. Expose students to live cultural arts performances.	Principal Assistant Principal Participating Second & Third Grade Teachers Art Teacher Media Specialist	8/8/05	5/24/06
3. Implement the Academic Excellence Program for Drama and Public Speaking.	Media Specialist	8/8/05	5/24/06
4. Prepare lessons for the arts and cultural experiences leading towards culminating activity.	Principal Assistant Principal Participating Second & Third Grade Teachers Art Teacher Media Specialist	8/8/05	5/24/06
5. Communicate with parents through letters and flyers about Arts for Learning activities.	Principal Assistant Principal Participating Second & Third Grade Teachers Art Teacher Media Specialist	8/8/05	5/24/06

### Research-Based Programs

Not Applicable

## **Professional Development**

Participating teachers will engage in professional development for the Arts for Learning Miami GET smART Professional Development .

## **Evaluation**

The number of students participating in the Arts for Learning program will increase by 10% in 2005-2006 as compared to the participation of students during the 2004-2005 school year. Student participation will be monitored through attendance rosters.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 10 STATEMENT:***

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

### ***Needs Assessment***

The most recent data supplied from the Florida Department of Education (FLDOE) indicate that in 2003, Orchard Villa Elementary School ranked in the first percentile on the State of Florida ROI index.

## Measurable Objective

Orchard Villa Elementary School will improve its ranking on the State of Florida ROI index publication from the first percentile in 2003 to the sixth percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the PDSA four-step Cycle schoolwide to ensure a return on investment.	Principal Assistant Principal Leadership Team	9/06/05	4/28/06
2. Become more informed about the use of financial resources in relation to school programs.	Principal	9/6/05	4/28/06
3. Collaborate with the district on resource allocation.	Principal	9/06/05	4/28/06
4. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	9/06/05	4/28/06
5. Consider shared used of facilities, partnering with community agencies.	Principal	9/06/05	4/28/06

### Research-Based Programs

Not Applicable

### Professional Development

The professional development aligned with this objective includes the following:

Budget Conference – August, 2005 and September, 2005

Monthly Regional Center III Principals' Meeting

Participate in the Money Matters for Regional III as needed

### Evaluation

On the next State of Florida ROI index publication, Orchard Villa Elementary School will show progress toward reaching the sixth percentile.



## *EESAC Compliance*

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

### ***Budget:***

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

### ***Training:***

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

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

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

### ***Technology:***

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

### ***Staffing:***

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

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

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

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

EESAC employs consensus and collaboration to determine expenditure of the EESAC budget. EESAC determines what portion of the money will be given to specific programs at the school site.

***Benchmarking:***

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

***School Safety & Discipline:***

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

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*