
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 4091 - Olympia Heights Elementary School

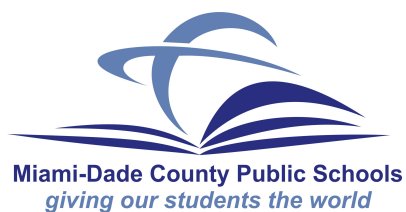
FeederPattern: Southwest Miami Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Frances Nobregas

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Olympia Heights Elementary School

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

Olympia Heights Elementary is a school receiving Title I funds. The student population totals 563 and the ethnic composition is 95% Hispanic, three percent White, one percent Black, and one percent Other. Seventy-three percent of the students are defined as economically disadvantaged based on their participation in the free or reduced lunch program. Thirty-eight percent of the student population is limited English proficient. Thirteen percent are students with disabilities.

Given instruction using the Competency-Based Curriculum and Sunshine State Standards, students will improve their reading skills as evidenced by a minimum of 81 percent of students in grades three through five scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction using the Competency-Based Curriculum and Sunshine State Standards, students will improve their mathematics application skills as evidenced with a minimum of 67 percent of third through fifth grade students scoring at or above FCAT Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Competency-Based Curriculum and Sunshine State Standards, students will improve their mathematics application skills as evidenced by a minimum of 56 percent of third through fifth grade students with disabilities scoring at or above FCAT Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Competency-Based Curriculum and Sunshine State Standards, students will demonstrate mastery in writing as evidenced by a minimum of 86% of the fourth grade students scoring 3.5 or higher on the 2007 administration of the FCAT Writing Plus Test.

Given instruction using the Competency-Based Curriculum and Sunshine State Standards, students will improve their science skills as evidenced by a minimum of 51% of students in grade five scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Science Test.

Given opportunities for parental involvement during the 2006-2007 school year, parent participation will increase as evidenced by obtaining a minimum of 1707 parent signatures in school related activities , as documented by attendance sign-in sheets.

Given an emphasis on student attendance, average student attendance during 2006-2007 will be 96%, as documented by the District Attendance Report.

Given an emphasis on the use of technology in education, limited English proficient (LEP) students in grades two through five will increase the use of technology to 430 hours as evidenced by Learning Today usage reports.

Given instruction using the Competency-Based Curriculum and the Sunshine State Standards, students will improve their physical and fitness levels as evidenced by 78% of students receiving a Gold or Silver FITNESSGRAM award for 2006-2007.

Given additional opportunities for participation in the Arts, there will be 110 participants in the supplemental Arts programs during 2006-2007, as evidenced by enrollment rosters.

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

District Strategic Planning Alignment is the area that has been identified for improvement based on the Organizational Performance Improvement Snapshot Survey. This area received the lowest average score (4.0 out of 5) from the seven areas. Targeted within Strategic Planning is to ensure that the staff feels that they have had input into the future plans of the school, and that they know how the parts of their work location's plan will affect them and their work. Also, staff should know how to tell if they are making progress towards the group's part of the plan. A multi-step approach will be implemented in order to achieve improvement in this area. Teacher participation in committees will be targeted and dissemination of information will be improved and increased.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Olympia Heights Elementary School

VISION

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

MISSION

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

CORE VALUES

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

School Demographics

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

This elementary school receives Title I funds and is unique in a variety of ways. The student population totals 563 and the ethnic composition is 95% Hispanic, three percent White, one percent Black, one percent Other. Seventy-three percent of the students are defined as economically disadvantaged based on their participation in the free or reduced lunch program. Thirty-eight percent of the student population is limited English proficient. Thirteen percent are students with disabilities.

This school employs a total of 70 full-time staff members and 21 part-time staff members. Of this group, two are administrators, 26 are classroom teachers, six are ESE teachers, 11 are special area subject teachers, one is a guidance counselor, two are reading coaches, 14 are classroom paraprofessionals, four are clerical employees, nine are cafeteria workers, one is a security monitor, and five are custodial service workers. The ethnic composition is 73% Hispanic, 13% Black, and 14% White. Approximately 23% of the teaching staff is new to this school, with the average length of teaching time in the state at 14 years. Sixty-two percent have advanced degrees. Three teachers have their National Board Certification.

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

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

School Foundation

Leadership:

Olympia Heights Elementary scored 4.2 in this category, on the Organizational Performance Improvement Snapshot Survey. It is evident that the leadership of the school has a strong direction that is made clear through the school's mission statement. The mission is shared by all stakeholders as it was developed by representatives of all stakeholder groups in the school. The work environment is such that all stakeholders have input to the day-to-day operation of the school and it is evident that they are satisfied overall with the school's leadership.

District Strategic Planning Alignment:

Olympia Heights Elementary scored 4.0 in this category, on the Organizational Performance Improvement Snapshot Survey. The goals and objectives of Olympia Heights Elementary are all strategically aligned with the district and state objectives. The specific needs of Olympia Heights Elementary are identified by its employees based on data from the state and district. The staff knows how to measure and analyze the quality of their work in order to see if changes are needed. They use these analyses for making decisions and are knowledgeable about how the measures fit into the school's overall measures of improvement. Grade level representatives and special area teachers worked together with the EESAC to develop the School Improvement Plan.

Stakeholder Engagement:

Olympia Heights Elementary scored 4.2 in this category, on the Organizational Performance Improvement Snapshot Survey. It is clear that customer satisfaction is high, the staff is aware of stakeholders' needs and they communicate with them as such.

Faculty & Staff:

Olympia Heights Elementary scored 4.1 in this category, on the Organizational Performance Improvement Snapshot Survey. Olympia Heights Elementary has various teams that impact the overall function of the school. Grade level and department team meetings are held on a weekly basis for planning and articulation. The EESAC and Literacy Leadership Team meet on a monthly basis to monitor the progress of the SIP. Furthermore, grade level teams meet with the administrators on a quarterly basis to identify low performing students, and to employ the PDSA Continuous Improvement Model.

Teacher Mentoring Programs:

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

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

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

Data/Information/Knowledge Management:

Olympia Heights Elementary scored 4.4 in this category, on the Organizational Performance Improvement Snapshot Survey. The highest score in the survey, 4.6, was in this category under, "I know how to measure the quality of my work." It is evident that our staff is knowledgeable on data collection and analysis procedures. Olympia Heights Elementary reviews and utilizes data from individual Professional Development Plans and PACES to monitor the progress of its employees. School function is monitored by different research-based data sources, such as, FCAT, D.I.B.E.L.S., FLKRS, district and text-based assessment results.

Education Design:

Olympia Heights Elementary scored 4.1 in this category, on the Organizational Performance Improvement Snapshot Survey.

Extended Learning Opportunities:

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

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

Tier 2 students in grades K-5 are provided with an additional one-half hour of reading instruction daily utilizing Voyager, Early Success, and Soar to Success reading intervention programs, provided by the certified classroom teacher.

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

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

School-wide Improvement Model:

The school wide improvement model that Olympia Heights Elementary will implement during the 2006-2007 school year is the Plan Do Study Act (PDSA) Continuous Improvement Model. The student performance indicator (SPI) will be used to identify student needs. District Pacing Guides based on the Sunshine State Standards and aligned with District Interim Assessments will be implemented to make sure that instruction and assessment are focused. Students will be provided with the needed strategies, based on aligned assessments, in order to meet their individual needs. Olympia Heights will combine all these efforts in order to improve student achievement.

Advanced Courses Initiatives & Post Unitary Commitments: N/A

Performance Results:

Olympia Heights Elementary scored 4.1 in this category, on the Organizational Performance Improvement Snapshot Survey. The lowest score in the survey, 3.3, was in this category under, "I know how well my organization is doing financially." Olympia Heights administrators will make the staff aware of the 2006-2007 budget by addressing budgetary issues at monthly faculty meetings.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

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

Needs Assessment

An assessment of the 2006 FCAT Reading Test reveals that 20 percent of students in grades three through five did not meet high standards in reading and 28 percent of students in grades three through five did not make learning gains in reading. Eighty percent of the lowest 25 percent made adequate progress in reading. In grade three, there was a decrease in the percentage of students scoring at Level 1, and a decrease in the number of students retained (only one). An analysis of student achievement indicates that students in grade three showed success in words and phrases, main idea and author's purpose, and reference and research skills. Teachers in grade four will focus their instruction on comparisons. Students in grade four showed success with words and phrases. Teachers in grade five will focus their instruction on main idea, author's purpose, comparisons and reference and research. Students in grade five showed success in comparisons and reference and research. All subgroups met the No Child Left Behind (NCLB) requirements for Adequate Yearly Progress in Reading.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Competency-Based Curriculum and Sunshine State Standards, students will improve their reading skills as evidenced by a minimum of 81 percent of students in grades three through five scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement and monitor the use of grade level pacing guides, aligned with the Sunshine State Standards and district interim assessments.	Principal, Assistant Principal, Reading Coaches	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize technological programs including Lexia, Learning Today, Accelerated Reader, FCAT Explorer, Riverdeep, and developmentally appropriate software to improve reading comprehension.	Teachers, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify students scoring at FCAT Achievement Levels 1 and 2 to provide and monitor small group tutoring intervention during the school day.	Principal, Assistant Principal, Reading Coaches, Hourly Teacher	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Conduct quarterly conferences with administrators and teachers to monitor the progress of students who received unsatisfactory grades in reading, and to analyze assessment data using the Plan-Do-Study-Act (PDSA) Continuous Improvement Model (CIM).	Principal, Assistant Principal, Reading Coaches, Counselor, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue to implement the Comprehensive Research-Based Reading Plan to monitor student progress and to improve the reading achievement of all students.	Principal, Assistant Principal, Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide Tier 2 students in grades K-5 with intensive immediate intervention using research-based reading programs, such as, Early Success, Voyager, and Soar to Success, with emphasis on the content clusters of comparisons, main idea, author's purpose, and reference and research.	Principal, Assistant Principal, Reading Coaches, Teachers, Paraprofessionals	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide and monitor Title I after school tutorial assistance to students scoring at	Principal, Assistant Principal, Reading Coaches, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Achievement Levels 2 and 3 on the FCAT Reading test using Voyager Extended Day, with emphasis on the content clusters of comparisons, main idea, author's purpose, and reference and research.					
Provide on-going professional development opportunities for teachers relevant to reading instruction, such as Project Right Beginnings, Project B.E.A.R., Project O.W.L., Project D.R.A.W., and CRISS.	Principal, Assistant Principal	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

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

Professional Development

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

Evaluation

This objective will be evaluated by utilizing the scores of the 2007 FCAT Reading Test. The school will use the following evaluation tools to diagnose and or monitor student progress: DIBELS, DAR, Reading Interim Assessments, and basal tests. FCAT Explorer and Accelerated Reader will be monitored by student reports.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

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

Needs Assessment

An assessment of the 2006 FCAT Mathematics Test indicates that 73 percent of students in grades three through five scored Level 3 in math and 65 percent of students in grades three through five made learning gains in math. Analysis of student data indicates that students in grades three showed success in number sense, algebraic thinking and data analysis. Fourth grade teachers will focus their instruction on measurement and geometry. Students in grade four showed success in measurement. Fifth grade teachers will focus their instruction on number sense, geometry, algebraic thinking and data analysis. The students in grade five showed success in measurement. All subgroups, with the exception of students with disabilities, met the No Child Left Behind (NCLB) requirements for Adequate Yearly Progress in mathematics.

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

Measurable Objective

Given instruction using the Competency-Based Curriculum and Sunshine State Standards, students will improve their mathematics application skills as evidenced with a minimum of 67 percent of third through fifth grade students scoring at or above FCAT Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Competency-Based Curriculum and Sunshine State Standards, students will improve their mathematics application skills as evidenced by a minimum of 56 percent of third through fifth grade students with disabilities scoring at or above FCAT Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize state-adopted, research-based mathematics textbooks.	Principal, Assistant Principal, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer Mathematics Interim Assessments to monitor student progress and focus instruction.	Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Incorporate computer software and programs such as FCAT Explorer and Riverdeep, to strengthen computation and application skills.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct quarterly conferences with administrators and teachers to monitor the progress of students who received unsatisfactory grades in mathematics, and to analyze assessment data using the Plan-Do-Study-Act (PDSA) Continuous Improvement Model (CIM).	Principal, Assistant Principal, Reading Coaches, Counselor, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize paraprofessionals in the classroom to work with FCAT level 1 or 2 students to provide remediation strategies using Harcourt Math, 2004 edition.	Principal, Assistant Principal, Classroom Teachers, Paraprofessionals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide and monitor Title I after school tutorial assistance to students scoring at the lowest 25% in mathematics, including students with disabilities	Principal, Assistant Principal, Teachers	10/2/2006	5/30/2007	District Strategic Plan	\$0.00

(SWD),with emphasis on measurement, geometry, number sense, algebraic thinking, and data analysis.					
Provide on-going professional development opportunities for teachers relevant to math instruction.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

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

Professional Development

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

Evaluation

This objective will be evaluated by scores of the 2007 FCAT Mathematics Test as compared to the 2006 administration. The school will use the District authored Mathematics Interim Assessments and basal tests to diagnose and/or monitor student progress. FCAT Explorer will also be monitored.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

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

Needs Assessment

Data Analysis from the 2006 fourth grade FCAT Writing Test indicates that 85% of students met high standards in writing (3.5 or above). The mean score was higher on Narrative than on Expository responses. The average students' score was 3.8 on Narrative as compared to 4.0 on Expository. The combined mean score of 4.0 exceeds both the state and No Child Left Behind (NCLB) requirements. All subgroups met the NCLB requirements for Adequate Yearly Progress. The school will continue to emphasize writing across the curriculum in order to increase writing achievement.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Competency-Based Curriculum and Sunshine State Standards, students will demonstrate mastery in writing as evidenced by a minimum of 86% of the fourth grade students scoring 3.5 or higher on the 2007 administration of the FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to implement the Sunshine State Standards to strengthen skills in the writing process.	Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement "Olympia Heights' Bill of Writes", a monthly writing program to increase effective writing skills.	Reading Coaches, Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Conduct an FCAT writing workshop for third, fourth, and fifth grade teachers.	Reading Coaches	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Conduct quarterly conferences with administrators and teachers to monitor the progress of students who received unsatisfactory grades in language arts using the Plan-Do-Study-Act (PDSA)Continuous Improvement Model (CIM).	Principal, Assistant Principal, Reading Coaches, Counselor, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the National Computer Systems (NCS) Staff Development for Florida Writes to provide third and fourth grade teachers with training in the area of holistic scoring using the six-point rubric.	Principal, Assistant Principal, Reading Coaches	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Model effective writing techniques.	Reading Coaches	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Conduct a Title I FCAT Writing workshop for parents of third, fourth, and fifth grade students to provide information on how to help their children improve their writing achievement.	Principal, Assistant Principal, Reading Coaches, Classroom Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

The research-based program used at Olympia Heights Elementary in grades K-5 for writing is Houghton Mifflin, 2003 edition.

Professional Development

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

Evaluation

The objective will be evaluated by scores of the 2007 FCAT Writing Plus Test. Monitoring will take place through the use of a pre- and mid-year writing prompt. In addition, a monthly writing sample will be kept for all kindergarten and first grade students. A rubric will be used to determine progress and guide instruction.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

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

Needs Assessment

An assessment of the 2006 FCAT Science Test reveals that 26 percent of students in grade five scored Level 3 or above in science. Data analysis reveals that teachers should focus their instruction on physical and chemical, earth and space, life and environmental, and scientific thinking skills. Data analysis indicates the need to provide faculty members with professional development in the areas of science instructional strategies, Best Practices, as well as, assessment and the analysis of assessment data.

Measurable Objective

Given instruction using the Competency-Based Curriculum and Sunshine State Standards, students will improve their science skills as evidenced by a minimum of 51% of students in grade five scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the use of the Internet for research assignments, reports, and projects that focus on science.	Classroom Teachers, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Emphasize the on-going cross-curricular utilization of the scientific method as a problem-solving tool applicable to all grade levels and culminating with a school-wide Science Fair.	Principal, Assistant Principal, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Reinforce grade-appropriate science content within the language arts curriculum through the use of non-fiction texts during shared or guided reading.	Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Conduct quarterly conferences with administrators and teachers to monitor the progress of students who received unsatisfactory grades in science, and to analyze assessment data using the Plan-Do-Study-Act (PDSA) Continuous Improvement Model (CIM).	Principal, Assistant Principal, Reading Coaches, Counselor, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement and monitor the use of grade level pacing guides, aligned with the Sunshine State Standards and interim assessments	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide parents with strategies, such as the "Helping Your Child Learn Science" packet, that can be used at home to increase student achievement.	Classroom Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Provide students with opportunities, through the Title I schoolwide program, for hands-on science experiences to enhance critical thinking, promote cooperative learning and student involvement in hands-on science.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide on-going professional development opportunities for teachers relevant to science	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

instruction, Best Practices, assessment, and the analysis of assessment data.	
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Research-Based Programs

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

Professional Development

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

Evaluation

This objective will be evaluated by utilizing the scores of the 2007 FCAT Science Test. The school will diagnose and/or monitor student progress quarterly using report card grades, as well as SIZ science interim assessments.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

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

Needs Assessment

A review of 2005-2006 sign-in sheets that we obtained 1654 parent signatures at school-related activities for the 2005-2006 school year. Attendance at school activities was not influenced by the time of day the activities were held. Volunteer sign-in sheets indicate that less than 15 percent of our parents serve as school volunteers. PTA membership records indicate that 50 percent of parents did not enroll in the PTA. There is a need for increased parental involvement.

Measurable Objective

Given opportunities for parental involvement during the 2006-2007 school year, parent participation will increase as evidenced by obtaining a minimum of 1707 parent signatures in school related activities , as documented by attendance sign-in sheets.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct a Volunteer Orientation to recruit parents as volunteers (PTA Standard IV).	Principal, Assistant Principal,Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Promote school involvement by disseminating information about the school's activities via the monthly school calendar, newsletters, fliers, website, marquee, and home visits by the CIS (PTA Standard D).	Assistant Principal,Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Provide each student with an agenda to foster home-school communication (PTA Standard D).	Principal, Assistant Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Conduct an FCAT Reading workshop for parents of third, fourth and fifth grade students to provide information on how to help their children improve their reading achievement (PTA Standard III).	Principal, Assistant Principal,Classroom Teachers, Reading Coaches	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Conduct an FCAT Writing workshop for parents of third, fourth, and fifth grade students to provide information on how to help their children improve their writing achievement (PTA Standard III).	Principal, Assistant Principal, Classroom Teachers, Reading Coach	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Conduct a Title I Orientation meeting and Open House to acquaint parents with the Title I and other school-wide programs (PTA Standard VI).	Principal, Assistant Principal,Classroom Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

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

Professional Development

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

Evaluation

This objective will be evaluated by a review of 2006-2007 sign in sheets for school-related activities as compared to 2005-2006. Monthly counts from sign-in sheets will be tabulated in order to monitor parent involvement at school activities.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

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

Needs Assessment

A review of the 2005-2006 attendance report indicates a need for increased student attendance. The District Attendance Report also indicates that we obtained 97.86% for the 2005-2006 school year. Informal communication with parents indicates that parents keep children home due to different childhood illnesses such as asthma and due to inclement weather. There is still a need to improve attendance.

Measurable Objective

Given an emphasis on student attendance, average student attendance during 2006-2007 will be 96%, as documented by the District Attendance Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify students with five or more absences and have the Social Worker or CIS conduct home visits.	Principal, Assistant Principal, Attendance Clerk, CIS, Social Worker	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Recognize classrooms with perfect attendance over the morning announcements.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the "WINS" Program to target students with poor school attendance.	Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Recognize individual students with perfect attendance at each honor roll assembly.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide the classes with the highest attendance in each grade level with a trophy at each honor roll assembly.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide monthly rewards for the class with best attendance.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase asthma awareness through the Open Airways Program.	P.E. Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Connect-Ed is the research-based program used at Olympia Heights Elementary.

Professional Development

Evaluation

This objective will be evaluated by a review of the year-end 2006-2007 District Attendance Report. Progress will be monitored using the quarterly attendance averages report.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

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

Needs Assessment

Olympia Heights Elementary has internet and intranet access to 100% of the classrooms, including the media center. Ninety-three percent of the school's 81 computers are modern. The ratio of student to computers is 7:1.

Learning Today usage reports revealed that second through fifth grade LEP students completed 405 hours and 25 minutes of instruction utilizing the Learning Today web-based program. Parent surveys revealed that LEP students have limited access to technology in their homes. The need is to provide LEP students with access to technology before, during, or after school to expand usage and assure academic success.

Measurable Objective

Given an emphasis on the use of technology in education, limited English proficient (LEP) students in grades two through five will increase the use of technology to 430 hours as evidenced by Learning Today usage reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide instruction in fundamental basic computer skills.	Classroom teachers, ESOL teachers, Paraprofessionals, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Reinforce computer literacy skills with the use of computer programs.	Classroom teachers, ESOL teachers, Paraprofessionals, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Expand technology usage opportunities by providing increased access to technology resources within the community such as local public library, home, classrooms, school media center.	Classroom teachers, ESOL teachers, Paraprofessionals, Media Specialist, Computer Technician	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Motivate students to increase student usage by providing incentives and rewards.	Classroom teachers, ESOL teachers, Paraprofessionals, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor technology usage by generating student usage reports.	Classroom teachers, ESOL teachers, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide staff and parent training on the Learning Today web-based program.	Media Specialist, Learning Today Consultants, Computer Technician	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

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

Professional Development

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

Evaluation

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

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

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

Needs Assessment

A review of the FITNESSGRAM results for 2005-2006 indicates that 76% of fourth and fifth grade students received a FITNESSGRAM award. This indicates a need for improvement in the percentage of students who meet the minimum health-related standards.

Measurable Objective

Given instruction using the Competency-Based Curriculum and the Sunshine State Standards, students will improve their physical and fitness levels as evidenced by 78% of students receiving a Gold or Silver FITNESSGRAM award for 2006-2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Work in conjunction with our Dade Partner, Fit Kids, to conduct a seminar on health and nutrition.	P.E. Teachers, Dade Partner Liaison	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Participate in vigorous activity for a sustained period of time while maintaining a target heart rate.	P.E. Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor heart rates before, during and after activities.	P.E. Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify proper warm up conditioning and cool down techniques and the reason for using them.	P.E. Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct the Jump Rope for Heart program.	P.E. Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide professional development opportunities related to the FITNESSGRAM and safety procedures.	Principal, Assistant Principal, PE Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Target the lower fitness level students and modify their activities to meet their individual needs so that they can improve and meet the FITNESSGRAM standard requirements, with emphasis on upper body strength and flexibility.	P.E. Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

FITNESSGRAM

Professional Development

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

Evaluation

The objective will be evaluated using the results of the FITNESSGRAM standardized test for 2006-2007.

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

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

GOAL 9 STATEMENT:

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

Needs Assessment

A review of the 2005-2006 records indicates a need for increased participation in the Arts programs. FCAT Achievement Level 1 and 2 students are receiving intensive reading instruction during their scheduled Art and Music instructional time, which eliminates their participation in the arts programs. Only 84% of second through fifth grade students participated in art and music.

During 2005-2006, 100 students participated in supplemental Arts programs such as, Art Club, Future Artists of Miami Extraordinary (F.A.M.E.), Chorus, Strings/Orchestra, and AEP Drama.

Measurable Objective

Given additional opportunities for participation in the Arts, there will be 110 participants in the supplemental Arts programs during 2006-2007, as evidenced by enrollment rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to implement supplemental Art Club program after school for identified artistically gifted fourth and fifth grade Art students to increase their participation in countywide Art exhibitions and contests.	Art Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Utilize after school Academic Excellence Program (AEP) Drama strand to facilitate verbal, creative, intrapersonal and interpersonal skills through performance based activities.	AEP Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Implement Orchestra Program for intermediate students to provide hands on experiences with stringed instruments to promote critical thinking and cooperative learning.	Music Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Conduct an after-school choral program for identified third, fourth and fifth grade students providing multiple performance opportunities that foster their musical talents.	Music Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Incorporate parental involvement in school wide Arts events, promoting Arts advocacy.	Art Teacher, Music Teacher, Community Involvement Specialist	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Continue to implement F.A.M.E. (Future Artists of Miami Extraordinaire) program for selected Title I Tutorial students to enable them to meet their Art Education goals as specified by CBC and Sunshine States Standards.	Art Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00

Research-Based Programs

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

Professional Development

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

Evaluation

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

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

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

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004, Olympia Heights Elementary ranked at the 37th percentile on the State of Florida ROI index.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal, EESAC Committee	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principal, EESAC Committee	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principal, EESAC Committee	8/14/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

Professional Development

Evaluation

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

EESAC Compliance

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

Budget:

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

Training:

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

Instructional Materials:

The EESAC recommends that members assist in the selection and ordering of the instructional materials necessary to implement the SIP for the 2006-2007 school year.

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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

School Safety & Discipline:

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

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$0.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$0.00

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