

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Oak Grove Elementary School (4021)

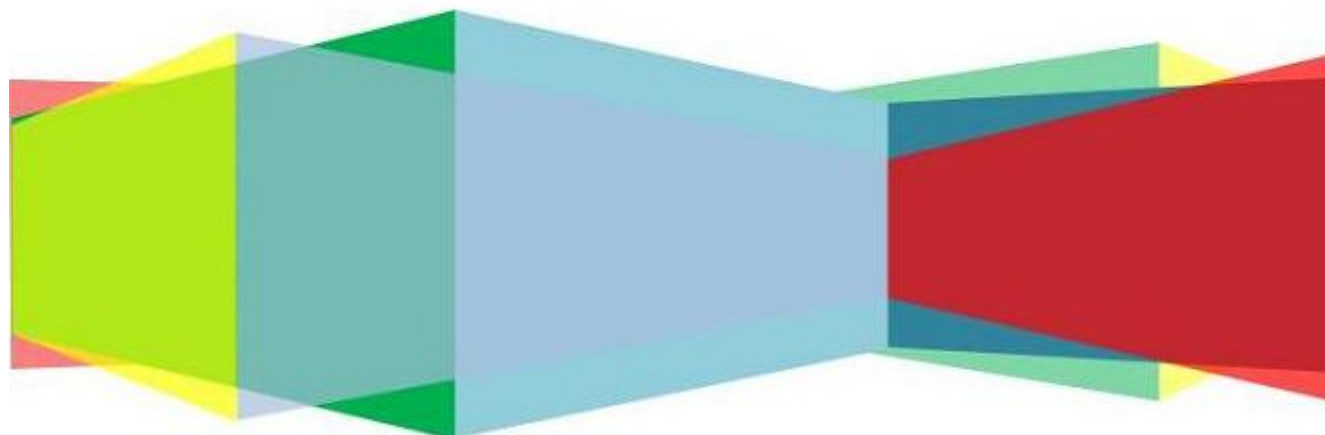
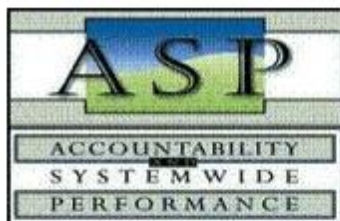
Feeder Pattern - North Miami Senior

Regional Center II

District 13 - Miami-Dade

Principal - Steffond Cone

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Oak Grove Elementary Community School was established in 1959. Oak Grove is a school committed to educational excellence, located in North Miami Beach, and serves a student body of 749 students in grades pre-kindergarten through sixth grade. Oak Grove Elementary is a Title I School and a member of the North Miami Feeder Pattern. Oak Grove Elementary Community School achieved a "B" and identified as making Adequate Yearly Progress from the State of Florida for the 2006-2007 school year. The ethnic composition is as follows: 88% Black Non-Hispanic, 10% Hispanic, 1% White Non-Hispanic, and 1% Asian, Indian and Pacific Islanders. Approximately 97% of the students qualify for the Federal Free and Reduced Price Lunch Program. Our staff and students are involved in many multi-cultural activities to better prepare them for future life experiences.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through six will increase by five percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test. Student in grades three through sixth will improve their reading skills as evidenced by 72 percent (as compared to 67 percent in 2006-2007).

Given instruction based on the Sunshine State Standards, students in grades three through six will improve their Mathematics skills as evidenced by 65 percent of the students achieving a Level 3 or higher as documented by the scores on the 2008 FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Limited English Proficient students in grades three through six will improve their Mathematics skills as evidenced by 56 percent scoring a Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing, as evidenced by 96 percent or more of students meeting high standards on the 2008 FCAT Writing+.

Given instruction based on the Sunshine State Standards, students in grade five will improve their Science skills as evidenced by 52 percent of the students achieving a Level 3 or higher as documented by the 2008 FCAT Science Assessment.

Given the need to establish a link between the school, home, and community to support improved academic achievement, parental involvement will increase to 4,030 participants, (as compared to 3,913 in 2007) a three percent gain, for the 2008 school year as documented by parent signatures on the attendance logs at school events.

Given instruction based on the Student Case Management System Report, the percentage of students suspended in 2006-2007 will decrease from 85 outdoor suspensions to 75 outdoor suspensions for the 2007-2008 school year as documented by the Student Case Management System report.

Given professional development to incorporate technology across the curriculum, 30 percent of the teachers will increase their knowledge in Instructional Technology from Stage 1 Entry Level to Stage 2 Intermediate Level on the 2008 STaR School Profile.

Given instruction based on the Sunshine State Standards to improve student physical fitness, the percentage of students in grades four through six receiving FITNESSGRAM Awards in gold and silver will increase to 93 percent in 2007-2008 (as compared to 91 percent for the 2006-2007 school year).

Given instruction using the Competency Based Curriculum and the Sunshine State Standards in art, student participation in the school-wide art exhibition and in the District's Art Exhibition/Galleries, will increase to 135 participants (as compared to 125 participants in 2006-2007).

Given increased attention to the ranking on the State of Florida Return on Investment Index publication, Oak Grove Elementary will improve its ranking from the 55th percentile in 2004-2005 to the 56th percentile on the next publication of the Index.

After analyzing the results of the Organizational Performance Improvement snapshot Assessment, the two areas that produced the lowest scores were in Business Results (3.7) and Strategic Planning (3.9). When the staff members were asked question 7c, "I Know how well my work location is doing financially", the average score was a 3.7 Also, when staff members were asked question 2a, "As it plans for the future my work location asks for my ideas," the average score was a 3.9.

In order to address these two issues and improve the staff's perception of what transpires at the work-site, Oak Grove Elementary will increase the frequency of the decision-making process, which will involve all staff members. We realize that when staff members are satisfied, this impacts student performance and raises morale. We will increase our decision-making process by: involving staff members in various aspects of the school operation, conducting bi-weekly collaborative planning meetings, eliciting input during grade level team meetings and faculty meetings and providing professional development in the School Based Budget System, in order to improve and maintain communication throughout the school.



School Improvement Plan 2007-2008



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.

4021 - OAK GROVE ELEMENTARY SCHOOL

VISION

Working as partners, Oak Grove Elementary Stakeholders are dedicated to challenging and motivating all students to reach the highest possible levels of academic, personal, social, technological, and career development. By providing a variety of teaching strategies and methods, and utilizing the latest advances in technology, Oak Grove Elementary students will become productive, literate, and responsible citizens in our multicultural society.

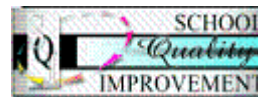
MISSION

To develop each child's academic, social, physical, and emotional potential in a wholesome, supportive learning environment. This will prepare them to become creative, lifelong learners, and contributing citizens to this changing world.

CORE VALUES



School Improvement Plan 2007-2008



Excellence

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

Integrity

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

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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

Oak Grove Elementary Community School was built in 1959. The school is located at 15640 N.E. 8th Avenue in North Miami Beach, Florida, adjacent to the Miami-Dade County Oak Grove Park. Oak Grove Elementary School is a Title I funded school. The school community includes low-income single-family homes and numerous apartment complexes. Oak Grove is fortunate to not require transportation services for our students, as all students live within a two mile radius. The instructional space includes seven free-standing buildings that house 32 classrooms, two relocatables that house four classrooms, and six portables with individual classes. Additionally, one free-standing building houses the media center, one free-standing building houses the computer lab, science lab, and Special Education (SPED) classrooms, and one free-standing building contains the main office, the community school office, the counselor offices, the parental resource room, the reading resource room, and the reading coach room and clinic. This 48 year old school has been retro-wired to provide Internet access to 100 percent of the classrooms with a closed circuit television system for total visual communication.

Oak Grove Elementary school is a pre-kindergarten through sixth grade facility, providing educational services to meet the needs of all learners. School wide programs include: Special Education (SPED) to address varying exceptionalities; English Speakers of Other Languages (ESOL), to provide effective communication skills for our students with English Language Learner (ELL); Gifted and Academic Excellence programs are offered to challenge our academically accelerated students; and Teaching Enrichment Activities to Minorities (TEAM), to nurture potential academic achieving students. Special Programs include a Title I Reading Coach, Academic Excellent Program, After School Tutorial and Saturday Academy.

Oak Grove Elementary Community School, a school committed to educational excellence, serves a student body of 749 students in grades pre-kindergarten through sixth grade. The ethnic composition includes 88 percent Black Non-Hispanic, ten percent Hispanic, zero percent Indian, one percent White Non-Hispanic, and one percent Asian students. Approximately 97 percent of these students qualify for the Federal Free and Reduced Price Lunch Program. The mobility rate of the school is slightly decreasing at approximately 29 percent and the attendance rate continues to be excellent at an average of 97 percent. Fifth grade students from Oak Grove transition to Linda Linton k-8 Center, which received a "C", John F. Kennedy Middle School, which received a "B", and North Miami Middle School, which received a "D". Additionally a percentage of our sixth graders transition to Thomas Jefferson Middle School, which received a "D".

Our school employs a total of 61 full-time faculty members and 18 part-time staff members. The ethnic composition of the total staff includes 46 percent Black Non-Hispanic, 33 percent White non-Hispanic, 18 percent Hispanic, two percent Indian and two percent identified as Asian and Other. Of this group, there are three administrators, 38 classroom teachers, 15 special area teachers, one Guidance Counselor, one Community Involvement Specialist, one social worker, one speech therapist, one Media Specialist, one Reading Coach, one Computer Specialist, one Microsystem Technician, three classroom Paraprofessionals, five clerical employees, seven cafeteria workers, three security monitors, two cafeteria monitors, six community school assistants, and six custodial workers. Of the instructional staff, 44 percent hold advanced degrees, (four Specialists, 22 Master level degrees, and one Doctorate level degree), with an average of twelve years teaching experience in the state of Florida. The Teacher-To-Student Ratio for kindergarten through grade three is 1:18 and in grades four through six the ratio is 1:22.

Our Leadership Team consist of the Administration, Media Specialist, Community Involvement Specialist, Reading Coach, Science/Math Resource Teacher, and Grade Level Leaders.

Oak Grove is unique within our Regional Center by being a community school with a child care program and a Family Literacy Grant. The child care program provides supervision of registered students before and after school for our working parents and gives assistance in home learning and FCAT tutorial services. The Family Literacy Grant provides free pre-GED and ESOL courses for the parents while the students are involved in FCAT tutorial classes and a developmental program for the younger students. Together, the family engages in quality time in the computer lab and developing skills for the parent to participate in their child's academic achievement. With the relatively low income status of our school community, the students are in need of socio-economic support, in order to be successful in school. For this reason, special considerations have been implemented to reduce classroom size, to encourage parental involvement, and to impact family literacy. Additionally, students who are in need of extra assistance in mastering skills are served through tutorial programs and are referred to the School Support Team (SST).

School Foundation

Leadership:

Weekly communication of the school's mission and operational agenda are provided to all staff members through close-circuit TV, grade level meetings, and faculty meetings. (a. I know my organization's mission, what it is trying to accomplish = 4.7). An open-door policy exists between staff members and all members of the leadership team as we seek to find solutions to daily school site challenges. (1b. My supervisor uses our organization's values to guide us = 4.4). New and experienced staff are counseled and encouraged to develop their own leadership skills and assume responsibility and credit for the school's continuous improvement. (1f. My organization lets me know what it thinks is most important = 4.4). The leadership team at Oak Grove Elementary Community School works as a team with the entire staff to create a work environment that helps me do my job = 4.4). Results from the 2006 Organizational Performance Improvement Snapshot self-assessment survey indicate that the leadership category received one of the highest ranking with an average ranking of 4.4 on a 5 point scale.

District Strategic Planning Alignment:

In order to achieve the goals and objectives of the school, appropriate strategies have been suggested and planned by all of our school's stakeholders. (2a. As it plans for the future, my organization asks for my ideas = 4.0). The organization and identification of staff members working as small learning communities whose goals are aligned with our district and school improvement plan, during monthly grade level chair meetings, will review and analyze test results to drive the curriculum. (2c. I know how to tell if we are making progress on my work group's part of the plan = 4.2). Alignment to the District Strategic Planning secured and average score of 4.1 points on the 5 point scale on the 2006 Organizational Performance Improvement Snapshot self-assessment survey.

Stakeholder Engagement:

Oak Grove Elementary Community School constantly seeks to involve parents and the community. Customer satisfaction is driven by the premise that quality service should be evident in key areas within the school. (3a. I know who my most important customers are = 4.7). The school hosted an Open House and Resource Fair for parents to meet the teachers and staff to be informed about curriculum requirements, immigration, PTA, and agencies that could assist families in need of various services. At this time we encourage parent participation throughout the year for parents to become school volunteers, members of the PTA and EESAC, as a part of the decision making process of the school. (3b. I keep in touch with my customers = 4.7). Results from the 2006 Organizational Performance Improvement Snapshot self-assessment survey indicated that the customer and Market Focus category was the second highest ranking with a 4.5 on a 5 point scale.

Faculty & Staff:

Oak Grove Elementary Community School has been fortunate to have a committed instructional faculty and staff. Staff members believe they work in a safe and caring work environment. Our instructional staff meets weekly with their grade level teams to collaborate on teaching strategies, techniques, curriculum and resources that foster higher order thinking skills: thus, allowing for articulation and discussion among our staff in order to monitor our School Improvement Plan and its goals and objectives. (5c. The people I work with cooperate and work as a team = 4.3). Results from the 2006 Organizational Performance Improvement Snapshot self-assessment survey indicate that the Human Resource category received a ranking of 4.2 on a 5 point scale.

Data/Information/Knowledge Management:

Oak Grove Elementary Community School utilizes the Continuous Improvement Model (CIM) by focusing on the Plan-Do-Check-Act. Our grade levels meet on a weekly basis to plan instruction, to implement scope and sequence and to assess the needs of students through data-driven instruction. (4e. I get all the important information I need to do my work = 4.4). Our school follows the Competency Based Curriculum (CBC), using the state aligned benchmarks to assess the needs of our students. Professional development in all areas of the curriculum are offered for teachers and administrators on a regular basis. (6a. I get all the resources I need to do my job = 4.0). Administrators meet with teachers and/or grade level chairpersons to monitor the progress of their students and to disaggregate data for remediation and enrichment, resulting in continuous monitoring and adjusting to the needs of the students and teachers.

Education Design:



School Improvement Plan

2007-2008



Oak Grove Elementary Community School utilizes the Eight-Step Continuous Model (CIM). All grade levels engage in the Continuous Improvement Model to disaggregate student data and develop an instructional focus. (6a. We have good processes for doing our work = 4.3). We work together to assess, remediate and enrich the student's learning experience. Teachers review lessons, check for knowledge acquired, and monitor for success. (5a. I can make changes that will improve my work = 4.4). The results of our ongoing analysis of student data drives the implementation of our before school, in school, after school and Saturday Academy tutorial programs. Results for the Organizational Performance Improvement Snapshot self-assessment survey indicated that the staff rated this category with an average score of 4.2 on a 5 point scale.

Performance Results:

The student services program at Oak Grove Elementary Community School is a vital part of our school. Group counseling, individual counseling and classroom lessons, help to instill in our students good peer relationships, a positive attitude about school and personal problem solving skills. Our counselor also meet with parents to provide services for outside agencies to assist in family needs. Other support services include, the D.A.R.E. Program, Five Thousand Role Models, Peer Mediation, Big Brothers/Big Sisters, and Conflict Resolution. They all support our efforts to improve student achievement. The questions receiving the highest rating was in Measurement, Analysis, and Knowledge Management with a 4.5. The question receiving the lowest rating was Strategic Planning, with a ranking of 4.1 on a 5 point scale.

Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input type="checkbox"/>	Applied and Integrated Courses
<input type="checkbox"/>	Academic and Career Planning

Our School is a K-6 facility and grade six is included in each appropriate goal and strategy. Additionally, the guiding principles of Course Choice, Master Schedule, Applied and Integrated Courses, and Academic/Career Planning are not available to our sixth grade students in this elementary facility.

Tier 1's, 2's, and 3's along with our struggling students will receive the highest quality of instruction through the District Comprehensive Research-Based Reading Plan(CRRP)in a 90-minute reading block, pull out, After School Tutorial, and Saturday Academy providing an intensive focus on word origins and etymology, and a strong emphasis on literary elements. Different innovative approaches to instruction is addressed in the Reading Goal.

Grades kindergarten through six teachers and Special Area teachers contribute to our student's reading improvement through the District CRRP, by offering activities and instruction at higher levels of Bloom's Taxonomy, implementing specific intervention strategies, mind-mapping, and differentiating information in written text materials. Responsibility of Teaching Reading for Every Teacher is addressed in the Reading Goal.

Teachers and leaders of Oak Grove will be provided with quality professional development in an effort to meet the needs of all students through in-house workshops provided by staff members, on-line registration for professional development, on-line tutorial, course offerings, and training workshops provided by the Reading Coach. Quality Professional Development for Teachers and Leaders are addressed in the Reading, Mathematics, Writing, Science, Parental Involvement, Technology, Electives & Special Areas Goals.

Small learning communities will allow teachers to personalize instruction to better address student learning styles, through grade level meetings, to measure and analyze, student assessment data. Small Learning Communities are addressed in the Reading, Mathematics, Writing, and Science Goals.

Intensive Intervention in Reading and Mathematics occur early by providing remedial assistance and intervention strategies through After School Tutorial, Voyager, and Saturday Academy. Intensive Intervention in Reading and Mathematics are addressed in the Reading and Mathematics Goals.

Parents are able to access tools they can use to monitor their child's progress in school, communicate with teachers, and act early on behalf of their child through electronic grade book, interim reports, tri-lingual communications, workshops,district parent portal, and monthly newsletters. Parental Access and Support is addressed in the Parental Involvement, Mathematics, and Science Goals.

Reading Goal

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

Florida Education Priorities

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"/>

Reading Statement

The goal of Oak Grove Elementary Community School is to improve reading achievement for all students.

Needs Assessment

Results of the 2007 FCAT Reading Assessment indicate that 63 percent of the third grade students, 60 percent of the fourth grade students, 66 percent of the fifth grade students, and 50 percent of the sixth grade students tested, scored at or above achievement Level 3. Upon comparing the data of the 2006 and 2007 FCAT, the analysis indicates third grade students decreased by two percent of students performing at Achievement Level 3 or higher. The fourth grade administration of the 2007 FCAT Reading assessment indicates that 60 percent of the students performed at achievement Level 3 or higher, whereas in the 2006 administration, 56 percent of the fourth grade students performed at achievement Level 3 or higher, a four percent increase. The fifth grade administration of the 2007 FCAT Reading Assessment indicates that 66 percent of the students performed at achievement Level 3 or higher, whereas in 2006, 56 percent of the students performed at achievement Level 3 or higher, a four percent increase. The analysis of the data from the FCAT 2006 and 2007 for grade six indicates a decrease of one percent in student scores for Reading comparison.

The 2007 School Accountability Report denotes that 68 percent of the students in grades three through six made learning gains in Reading. Furthermore, the report showed that 74 percent of the lowest 25th percentile of students made learning gains in Reading. The FCAT 2007 Reading data indicates inconsistencies in percentage gains in Reference/Research for grades three and four. The percentage decrease in fifth grade may be attributed to limited pull-out programs that provided individualized instruction and a lack of additional focus on Main Idea/Author's Purpose strategies.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through six will increase by five percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test. Student in grades three through sixth will improve their reading skills as evidence by 72 percent (as compared to 67 percent in 2006-2007).

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Initiate a school-based Curriculum Calendar with a timeline for benchmark instruction and assessment of reading skills.	Assistant Principal, Reading Coach, SPED Teachers, Classroom Teachers	08/20/07	05/30/08	District-wide Literacy Plan	0
Implement and monitor the District Comprehensive Research-Based Reading Plan (CRRP) in a 90-minute reading block for grades kindergarten through grade six, with a focus on guided reading to instruct phonemic awareness, phonics, fluency, vocabulary, and comprehension skills in reference/research and words/phrases strands utilizing the Houghton Mifflin Reading Program.	Assistant Principal, Reading Coach, SPED Teachers, Classroom Teachers	08/20/07	05/30/08	District-wide Literacy Plan	0
Provide and monitor grade level FCAT Reading Workshops to empower parents with the skills needed to assist their students with home learning activities.	Principal, Assistant Principal, Reading Coach, Community Involvement Specialist, Classroom Teachers	11/01/07	03/10/08	District-wide Literacy Plan	0
Disaggregate and analyze reading assessment data from State, District, school assessments, and curriculum-based tests to guide daily instruction in kindergarten through grade six.	Assistant Principal, Reading Coach, SPED Teachers, Classroom Teachers	08/20/07	05/30/08	District-wide Literacy Plan	0
Provide and monitor Reading Plus for targeted Level 1, Level 2, and low Level 3 students in grades three-six. Provide and monitor Reading Plus for Tier 1-3 students in grades one-six.	Assistant Principal, Reading Coach, Media Specialist, Computer Specialist, Teachers	09/15/07	06/05/08	District-wide Literacy Plan	0
Schedule weekly grade level meetings for kindergarten through grade six teachers with the leadership of the Administrators, Reading Coach, and/or Grade Level Leaders, to evaluate data from student performance, as it pertains to the Sunshine State Standards. The focus of each meeting will be to enhance instructional procedures and provide innovative strategies to assure a balanced, academic curriculum.	Principal, Reading Coach, Teachers	08/20/07	05/30/08	District-wide Literacy Plan	0
Provide and monitor daily small group and a pull-out tutorial program to target the lowest 25th percentile and ELL students with a bi-week after-school tutorial program, a Saturday Academy, and tutorial classes provided by the community school.	Principal, Reading Coach	09/18/07	05/30/08	District-wide Literacy Plan	16395
Utilize computer-assisted programs, such as Accelerated Reader, Standardized Test for Assessment of Reading (S.T.A.R.), Waterford, Riverdeep, Reading Plus, Lexia Learning Systems and SuccessMaker, to improve reading comprehension and promote independent reading. Progress will be assessed with weekly reports.	Principal, Media Specialist, Reading Coach, Classroom Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Implement the Continous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Assistant Principle, Reading Coach, Teachers	08/20/07	05/30/08	District-wide Literacy Plan	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Assistant Principal, Reading Coach, Teachers	08/20/07	05/30/08	District-wide Literacy Plan	0

Research-Based Programs



School Improvement Plan 2007-2008



Houghton – Mifflin Reading Series

- SuccessMaker
- Soar to Success
- Waterford
- Early Success
- Reading Plus
- Accelerated Reader
- Lexia Learning Systems (Early Reading, Phonics Based Reading, Strategies for Older Students)
- Voyager
- S.T.A.R. Standardized Test for Assessment of Reading

Professional Development

- District professional development specific to teacher assignment
 - Teacher Mentor Program for Beginning teachers, teachers new to the school and teachers new to a grade level
 - The Reading Coach will provide professional development for teachers and administrators to support the Reading Goal
 - Reading Plus
 - Project Developing Readers and Writers (D.R.A.W)
 - FCAT Reading Item Specifications Training

Evaluation

- 2008 FCAT Reading Assessment
 - District Interim Reading Assessment
 - Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
 - Diagnostic Assessments of Reading (DAR)

Mathematics Goal

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

Florida Education Priorities

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 type="checkbox"/>

Mathematics Statement

The goal of Oak Grove Elementary Community School is to improve Mathematics achievement for all students.

Needs Assessment

Results of the 2007 FCAT Mathematics Assessment indicates that 69 percent of the third grade students, 52 percent of the fourth grade students, 55 percent of the fifth grade students, and 31 percent of the sixth grade students tested, scored at or above Level 3. The 2007 School Accountability Report denotes that 64 percent of the students in grades three through six made learning gains in mathematics. The 2007 FCAT Mathematics data indicates a higher percentage of learning gains in geometry and measurement in comparison to number sense and algebraic thinking. Although 64 percent of the total student population in grades three through six scored at Level 3 or higher on the 2007 FCAT Mathematics Assessment, the data also indicates that 31 percent of the third graders, 48 percent of the fourth graders, 45 percent of the fifth graders, and 68 percent of the sixth graders performed below Level 3. This analysis of the FCAT data indicates the strands with the greatest needs are Algebraic Thinking in grade three, Algebraic Thinking and Data Analysis in grade four, Measurement and Algebraic Thinking in grade five, and Measurement in grade six.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through six will improve their Mathematics skills as evidenced by 65 percent of the students achieving a Level 3 or higher as documented by the scores on the 2008 FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Limited English Proficient students in grades three through six will improve their Mathematics skills as evidenced by 56 percent scoring a Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize SuccessMaker, FCAT Explorer, and Riverdeep computer assisted resources to reinforce and enhance mathematics skills with special attention directed to strands identified as needing remediation for Level 1, Level 2, and Level 3 students.	Assistant Principal, Classroom Teachers	09/20/07	06/05/08	Continuous Improvement Model	0
Utilize the District's Mathematics Pacing Guide for student instruction in all grades.	Assistant Principal, Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Analyze data from 2007 FCAT Mathematics assessment to identify Level 1, Level 2 and low Level 3 students in all subgroups to impact curriculum and instruction.	Principal, Assistant Principal, Teachers	08/20/07	09/28/07	Continuous Improvement Model	0
Schedule weekly grade level meetings for kindergarten through grade six teachers to evaluate student performance, assess intervention strategies, enhance instructional procedures, and provide innovative strategies to ensure a balanced curriculum.	Principal, Assistant Principal, Teachers	08/20/07	05/30/08	Continuous Improvement Model	0
Provide and monitor grade level FCAT Mathematics workshops to empower parents with the skills needed to assist their students with home learning activities.	Principal, Assistant Principal, Community Involvement Specialist, Classroom Teachers	11/01/07	03/07/08	Continuous Improvement Model	0
Initiate a school-based Curriculum Calendar with a timeline for benchmark instruction and assessment of mathematics skills.	Assistant Principal, SPED Teachers, Classroom Teachers	08/20/07	05/30/08	Continuous Improvement Model	0
Monitor and analyze student progress through the school-developed assessment of each strand, District Interim Assessments to determine appropriate tutorial programs for students in grades three through six.	Principal, Assistant Principal, Teachers	08/20/07	05/30/08	Other/ Not Applicable	0
Provide and monitor students with performance-based activities incorporating problem solving strategies as they relate to real world situations that involve the use of manipulatives, problem solving, critical thinking, communication, and technology.	Assistant Principal, Teachers	08/20/07	05/30/08	Continuous Improvement Model	0
Provide and monitor daily, remedial assistance that addresses the Sunshine State Standards for Level 1, Level 2, and ELL students in grades three through six.	Assistant Principal, Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Provide an After School Tutorial Program and a Saturday Academy to expand the opportunity for mastery of mathematics skills for Level 1, Level 2, and ELL students and monitor through benchmark assessments.	Assistant Principal, Reading Coach, Teachers	09/22/07	03/08/07	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Assistant Principal, Teachers, Math Resource Teacher	08/20/07	06/05/08	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal, Teachers, Math Resource Teacher	08/20/07	05/30/08	Continuous Improvement Model	0

Research-Based Programs



School Improvement Plan 2007-2008



Scott Foresman/Addison Wesley Mathematics Program
Riverdeep
Successmaker
FCAT Explorer

Professional Development

Coordinate school-site/Regional Center/District personnel for professional activities and resources in Mathematics
SuccessMaker
FCAT Explorer
Riverdeep
Mathematics FCAT Items Specification
Teacher Mentor Program for beginning teachers, teachers new to the School, teachers new to a grade level

Evaluation

2008 FCAT Mathematics Assessment
District Interim Assessment
Scott Foresman/Addison Wesley Mathematics Series Unit Assessment

Writing Goal

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

Florida Education Priorities

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 type="checkbox"/>

Writing Statement

The goal at Oak Grove Elementary Community School is to maintain high standards in writing for all students.

Needs Assessment

The results of the 2007 FCAT Writing Assessment indicate that 84 percent of the fourth grade students tested met high standards. The combined mean score of the tested population is 3.9, with 90 percent of the students scoring 3.5 or above on the expository and 75 percent of the students scoring a 3.5 or above on the narrative writing assessment. The focus of the Writing objective for 2007-2008 will be to impact ten percent of the students scoring below 3.5 on the Expository assessment and twenty-five percent of the students scoring below 3.5 on the Narrative Writing assessment.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing, as evidenced by 96 percent or more of students meeting high standards on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Reading Coach in assisting teachers in analyzing and interpreting assessment data.	Assistant Principal, Reading Coach, Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Schedule grade level meetings with each grade to assess overall academic achievement, intervention strategies, attendance/tardies, and other teacher academic concerns.	Assistant Principal	09/20/07	05/30/08	Continuous Improvement Model	0
Provide daily instruction and practice in writing skills with the integration of writing across the curriculum.	Assistant Principal, Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Analyze the District Pretest and Posttest Writing Assessments in the Narrative and Expository form for grades one through five, and Expository and Persuasive form for grade six, to provide student data to impact classroom curriculum and instruction.	Assistant Principal, Reading Coach, Classroom Teachers	08/20/07	09/28/07	Continuous Improvement Model	0
Implement schoolwide monthly FCAT Writing+ prompts based on grade level standards to enhance writing skills.	Assistant Principal, Classroom Teachers, Reading Coach	08/20/07	05/30/08	Continuous Improvement Model	0
Provide and monitor grade level FCAT Writing+ Parent Workshops to empower parents with the skills needed to assist students with home learning activities.	Principal, Assistant Principal, Community Involvement Specialist, Classroom Teachers	11/01/07	02/28/08	Continuous Improvement Model	0
Implement a spiral curriculum, initiated in kindergarten with the Main Idea as the first component, with the remaining components of effective writing instructed by fourth grade. Application of all writing skills will continue through the sixth grade.	Assistant Principal, Reading Coach, Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

Houghton Mifflin, state adopted Reading series - Student Writing Component
 Harcourt, state adopted Social Studies book - Student Writing Component
 Scott Foresman, state adopted Science book - Student Writing Component

Professional Development

Title I Reading Coach will provide professional development for all teachers by modeling the writing process and the use of holistic/rubric scoring procedure
 Teachers new to school, and new to a grade level will receive continuous mentoring in writing instruction and curriculum.

Evaluation

2008 FCAT Writing+ Assessment
 District pretests and posttests in the Narrative and Expository form, grades 1-5
 District pretests and posttests in Expository and Persuasive Writing for grade six
 In-house monthly Writing Prompts for Kindergarten through sixth grade

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

The goal of Oak Grove Elementary Community School is to increase the scientific knowledge of all students.

Needs Assessment

Scores of the 2007 FCAT Science Assessment indicates that 27 percent of the students in grade five scored a Level 3 and higher and achieved a mean scale score of 287 points. An analysis of the 2006-2007 FCAT Science assessment data indicates our greatest strength was in Physical/Chemical and Earth/Space clusters. These strengths can be attributed to the amount of hands-on investigations being utilized in the scientific process in the Science Lab and classroom. The deficiencies noted are enhanced through incorporating multimedia to reenact Earth/Space Science Processes, field trips to the Miami-Dade County Environmental Center, nature walks, and daily entries in the science journals focusing on vocabulary development and the results of scientific investigations.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their Science skills as evidenced by 52 percent of the students achieving a Level 3 or higher as documented by the 2008 FCAT Science Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Science Lab to organize and create an environment that fosters the creativity of self-exploration, promote developmentally appropriate hands-on activities and provide and opportunity to work in cooperative groups.	Assistant Principal, Science Resource Teacher	09/17/07	05/30/08	Continuous Improvement Model	0
Utilize the FOSS Kits and Scott Foresman Science Activity Kits to demonstrate science experiments and provide a hands-on, manipulative experience.	Assistant Principal, Science Resource Teacher/Teachers	09/06/07	05/30/08	Continuous Improvement Model	1000
Utilize the services of the Science Resource teacher for assistance in content delivery, instructional strategies, and parent workshops.	Assistant Principal, Science Resource Teacher	08/20/07	05/30/08	Continuous Improvement Model	0
Develop hands-on activities aligned to the FCAT benchmarks in the areas of Earth/Space, Life Environment and Scientific Thinking to increase student scores.	Assistant Principal, Science Resource Teacher, Teachers	08/20/07	05/30/08	Continuous Improvement Model	0
Provide FCAT Science workshops to empower parents with the skills needed to assist their students with home learning activities.	Principal, Assistant Principal, Science Resource Teacher, Community Involvement Specialist, Classroom Teachers	11/01/07	03/07/08	Continuous Improvement Model	0
Analyze the results of the District Science Interim Assessments, based on the District Science Pacing Guide, for data to guide instruction, to implement intervention strategies, and to monitor student progress.	Assistant Principal, Teacher	08/20/07	06/05/08	Continuous Improvement Model	0
Incorporate field trips to the Miami-Dade County Environmental Center and nature walks at Oak Grove Park.	Assistant Principal, Science Resource Teacher, Classroom Teachers	11/01/07	05/30/08	Continuous Improvement Model	0
Maintain and monitor student science journals focusing on vocabulary development, scientific exploration, and results of investigations.	Assistant Principal, Science Resource Teacher, Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Implement a mandatory District Science Fair for kindergarten through six grade students.	Principal, Assistant Principal, Science Resource Teacher/Teachers	10/01/07	12/07/07	Continuous Improvement Model	500
Schedule weekly grade level meetings for kindergarten through grade six teachers to evaluate student performance.	Principal, Assistant Principal, Teachers	08/20/07	05/30/08	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Assistant Principal, Teachers, Science Resource Teacher	08/20/07	06/05/08	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Assistant Principal, Teachers, Science Resource Teacher	08/20/07	05/30/08	Continuous Improvement Model	0

Research-Based Programs

Scott Foresman
FOSS Science Kits
Scott Foresman Science Activity Kits

Professional Development



School Improvement Plan

2007-2008



Coordinate school-site/Regional Center/District personnel for professional development activities and resources in Science
Teacher Mentor Program for new/new to school/new to a grade level teachers
FCAT Science Item Specification Training
Professional Development by staff members

Evaluation

2008 FCAT Science Assessment
In-house Science Assessments for Kindergarten through third, and grade six
District Interim Assessment for fourth and fifth grade

Parental Involvement Goal

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

Florida Education Priorities

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

Parental Involvement Statement

Oak Grove Elementary Community School will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

The level of student achievement and home learning participation indicate a need to increase parental involvement. Consequently, increase parental/guardian involvement will impact student performance. A review of 2006-2007 sign-in logs indicated that 3,913 parents/guardians participated in Parent Workshops, Bilingual ELL/SPED Parent Education Workshops, and "Parents as Volunteers". With an enrollment of approximately 749 students, attendance logs will be provided to document and monitor parent/guardian participation.

Measurable Objective

Given the need to establish a link between the school, home, and community to support improved academic achievement, parental involvement will increase to 4,030 participants, (as compared to 3,913 in 2007) a three percent gain, for the 2008 school year as documented by parent signatures on the attendance logs at school events.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide a Parent Resource Room for parents to meet with the Community Involvement Specialist, voice questions and concerns, and receive resources to support student academic achievement and parental involvement.	Principal, Assistant Principal, Community Involvement Specialist	10/2/07	05/30/08	Improve Public Perception	1000
Provide a "Parent Volunteer" Notebook in the main office for parents to sign-in and receive badges to identify their participation in school programs.	Assistant Principal, Community Involvement Specialist	08/20/07	06/05/08	Improve Public Perception	0
Monitor the participation of parents and community-based organizations by maintaining the use of sign-in sheets, attendance logs, and delivery of services.	Assistant Principal, Community Involvement Specialist	08/20/07	06/05/08	Improve Public Perception	0
Provide informational workshops for parents, facilitated by the Community Involvement Specialist, to empower parents with the knowledge-base to improve their parenting skills, understand child-related health issues, and enhance their educational growth.	Principal, Assistant Principal, Community Involvement Specialist	10/01/07	05/30/08	Improve Public Perception	0
Provide grade level FCAT Parent Workshops to empower parents with the skills needed to assist students with home learning activities.	Principal, Assistant Principal, Reading Coach, Teacher	10/01/07	05/30/08	Improve Public Perception	0
Inform parents of school events, i.e. Open House/Resource Fair, Title I Parent Orientation, Mathematics and Science Family Night, and through monthly newsletters distributed to the school community in a tri-lingual approach.	Principal, Assistant Principal for Community School, Newspaper Editor	10/01/07	05/30/08	Improve Public Perception	0
Utilize Connect Ed to inform parents of upcoming events, emergency information, and truancy issues.	Principal, Assistant Principal, Assistant Principal of Community School	08/20/07	05/30/08	Improve Public Perception	

Research-Based Programs

The National PTA Standards for Parent and Family Involvement Programs

Professional Development

Title I Instructional Fair
 Annual Open House and Title I Orientation
 Parent Resource Fair
 EESAC Training Workshops
 Annual Technology Conference
 Community Involvement Specialist (CIS) Training to enhance parental involvement
 Parent Academy

Evaluation

In-house sign-in logs for all parent participation in school programs and attendance at school events

Discipline & Safety Goal

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

Florida Education Priorities

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

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

Discipline & Safety Statement

Oak Grove Elementary Community School will provide a safe and disciplined environment for all students.

Needs Assessment

A review of the data associated with the Student Case Management System indicate a need to decrease indoor/outdoor suspensions from 85 in 2006-2007 to 75 in 2007-2008. There is a need to investigate and implement a variety of alternatives to reduce the number of referrals and outdoor/indoor suspensions. Using the Student Code of Conduct students must familiarize themselves with violations that cause suspensions in order to address this need.

Measurable Objective

Given instruction based on the Student Case Management System Report, the percentage of students suspended in 2006-2007 will decrease from 85 outdoor suspensions to 75 outdoor suspensions for the 2007-2008 school year as documented by the Student Case Management System report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate the Walk Safe Program	Assistant Principal, Physical Education Teacher, Counselor	10/01/07	05/30/08	Safe and High-quality Facilities	0
Provide professional development for the counselor in conflict-resolution and peer mediation.	Assistant Principal, Counselor	10/01/07	05/30/08	Safe and High-quality Facilities	0
Periodically review Code of Conduct with students and parents to increase awareness of suspension policies.	Principal, Assistant Principal, Teachers	08/20/07	06/05/08	Alternative Education	0
Provide professional development for teachers using the "Safety Tips for Teachers Video" for promoting and maintaining a safe learning environment.	Assistant Principal	10/30/07	05/30/08	Safe and High-quality Facilities	0
Provide opportunities for students to participate in anger management counseling for the purpose of addressing and evaluating strategies to reduce number of suspensions.	Assistant Principal, Counselor	08/20/07	05/30/08	Alternative Education	0

Research-Based Programs

NOT APPLICABLE

Professional Development

Provide in-service training and assistance in Character Education to allow greater opportunities for stakeholders to participate in the maintenance of school attendance and discipline
 Student Code of Conduct
 Student Case Management

Evaluation

2007-2008 Case Management System Report

Technology Goal

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

Florida Education Priorities

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

Technology Statement

Oak Grove Elementary teachers will integrate technology in all curricular areas in order to increase computer/technology proficiency through intergrated, challenging, and learning opportunities.

Needs Assessment

The review of the 2007 STAR School Profile indicate that twenty percent of our teachers checked Stage 1 Entry Level which identified a need for instructional technology support for our teachers. The need may be a result of the teacher's lack of experience or exposure to a variety of technological resources. Professional development using technology resources in analyzing, synthesizing, retrieving information, and producing products to involve the summarization of materials should be on-going during the course of the school year.

Measurable Objective

Given professional development to incorporate technology across the curriculum, 30 percent of the teachers will increase their knowledge in Instructional Technology from Stage 1 Entry Level to Stage 2 Intermediate Level on the 2008 STaR School Profile.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Computer Lab bi-weekly to provide equal access to the available software and Internet resources.	Assistant Principal, Computer Specialist	10/01/07	06/05/08	Continuous Improvement Model	10000
Utilize computer assisted programs such as Accelerated Reader, STAR, Voyager, SuccessMaker, Reading Plus, Riverdeep, Lexia Learning Systems, Microsoft Office, and FCAT Explorer to enhance student academic performance.	Assistant Principal, Media Specialist, Computer Specialist, Microsystem Technician	10/01/07	05/30/08	Continuous Improvement Model	0
Provide professional development for all staff in the use of SuccessMaker, Edusoft, Reading Plus, STaR, Lexia Learning Systems, and Accelerated Reader.	Principal, Reading Coach, Media Specialist, Computer Specialist	09/04/06	05/30/07	Continuous Improvement Model	0

Research-Based Programs

NOT APPLICABLE

Professional Development

Reading Plus
SuccessMaker
EduSoft
STAR
Accelerated Reader
Lexia Learning Systems
Microsoft Office
Riverdeep

Evaluation

Review the results of the 2007 STAR School Profile
Computer Lab sign in log
Star School Profile

Health & Physical Fitness Goal

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

Florida Education Priorities

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

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

Health & Physical Fitness Statement

Oak Grove Elementary Community School will promote the overall health and fitness of students.

Needs Assessment

Student health-related fitness is assessed through the implementation of the FITNESSGRAM Test Program and indicates a need to improve the overall health and physical fitness of all students. The results of the 2006-2007 FITNESSGRAM indicated that 91 percent of the students in grades four through six received awards for proficiency. These results indicated a need for students to become more physically active and health conscious. A review of the National Standards for Physical Education indicates a need to improve student knowledge, quality, interest, and skills to promote and encourage life time fitness for daily living and wellness.

Measurable Objective

Given instruction based on the Sunshine State Standards to improve student physical fitness, the percentage of students in grades four through six receiving FITNESSGRAM Awards in gold and silver will increase to 93 percent in 2007-2008 (as compared to 91 percent for the 2006-2007 school year).

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer a pretest to determine baseline physical measures.	Assistant Principal, Physical Education Teachers	11/06/07	11/17/07	Student Wellness	0
Provide daily instructional time dedicated to fitness related activities.	Assistant Principal, Physical Education Teachers	08/20/07	06/05/08	Student Wellness	0
Administer a posttest as a valid measure of student baseline improvement.	Assistant Principal, Physical Education Teacher	04/07/08	05/02/08	Student Wellness	0
Monitor the physical education program to insure that instruction specifically relates to assessment component items.	Principal, Assistant Principal	08/20/07	06/05/08	Student Wellness	500

Research-Based Programs

NOT APPLICABLE

Professional Development

Physical Education teachers will attend monthly District mandated workshops provided by the Department of Life Skills Management

Evaluation

2007-2008 FITNESSGRAM

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Electives & Special Areas Statement

Oak Grove Elementary Community School will develop an appreciation for the arts through expanded curriculum and extra curricular offerings.

Needs Assessment

In reviewing the number of students participating in displaying their artistic talents, there is a need to increase student participation by three percent in the 2007-2008 school year. There is a need to enhance the curriculum in order to ensure artistic achievement and recognition. During the 2006-2007 school year 125 students participated in the school wide art exhibition as well as the district exhibition.

Measurable Objective

Given instruction using the Competency Based Curriculum and the Sunshine State Standards in art, student participation in the school-wide art exhibition and in the District's Art Exhibition/Galleries, will increase to 135 participants (as compared to 125 participants in 2006-2007).

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Enter various art exhibitions sponsored by Miami-Dade County Public Schools.	Assistant Principal, Art Teachers	09/20/07	06/05/08	Continuous Improvement Model	0
Provide an After School Art Club.	Assistant Principal, Art Teachers	10/01/07	05/30/08	Continuous Improvement Model	500
Schedule fieldtrips to local art museums.	Principal, Art Teachers, Classroom Teachers	09/20/07	05/30/08	Continuous Improvement Model	0
Submit art work to annual Dade County Youth Fair.	Assistant Principal, Art Teachers, PTA	09/20/07	04/07/08	Continuous Improvement Model	0
Implement an end of the year Art Gallery – Parent Night.	Principal, Assistant Principal, Art Teachers, PTA Board	09/20/07	05/30/08	Continuous Improvement Model	500

Research-Based Programs

NOT APPLICABLE

Professional Development

Art Teachers will attend "Retratos" workshops at the Bass Museum of Art
 Classroom teachers will incorporate the work of Hispanic, African-American, and women artist across the curriculum
 Art educators from Miami-Dade County will provide professional development for art teachers
 Art teachers will attend lectures and events provided by local artists

Evaluation

In-house logs for all students that participating in school-wide and District art exhibit and/or galleries

Return On Investment Goal

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

Florida Education Priorities

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

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

Return On Investment Statement

Given increased attention to the ranking on the State of Florida Return on Investment Index publication, Oak Grove Elementary will improve its ranking from the 55th percentile in 2004-2005 to the 56th percentile on the next publication of the Index.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2005, Oak Grove Elementary Community School ranked at the 55th percentile on the State of Florida Return On Investment Index.

Measurable Objective

Given increased attention to the ranking on the State of Florida Return on Investment Index publication, Oak Grove Elementary will improve its ranking from the 55th percentile in 2004-2005 to the 56th percentile on the next publication of the Index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Educate the school community regarding the use of financial resources in relationship to school programs.	Principal, Stakeholders	08/14/07	05/30/08	Continuous Improvement Model	0
Research existing resources for taking advantage of broader resource base, such as private foundations and volunteer networks.	Principal, Stakeholders	08/14/06	05/30/07	Continuous Improvement Model	0
Share use of facilities, partnering with community agencies.	Principal	08/14/07	06/05/08	Continuous Improvement Model	0
Collaborate with the District on resource allocation.	Principal, Assistant Principal	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

NOT APPLICABLE

Professional Development

In-service for all stakeholders on evaluating the efficiency and the effectiveness of program

Evaluation

The Florida Return On Investment Index publication

Other Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Other Statement

Needs Assessment

Measurable Objective

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Identify specific learning modalities of ESOL students for math instruction in grades 3-6.	Assistant Principal, ESOL Teacher, Classroom Teachers	8/14/06	5/30/07	Other/ Not Applicable	0
2. Utilize data to structure math curriculum for mastery of basic math skills.	Assistant Principal, ESOL Teacher, Classroom Teachers	8/14/06	5/30/07	Other/ Not Applicable	0
3. Provide the After School Tutorial Program (one hour, biweekly) and Saturday Academy (three hours, 14 Saturdays) to expand the opportunity for mastery of math basic skills.	Principal, Reading Coach, Classroom Teachers as Tutors	9/7/2006	2/10/2007	Other/ Not Applicable	0

Research-Based Programs

Professional Development

Evaluation

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:

EESAC agreed to utilize the 2007-2008 ESSAC funds to purchase incentives for student achievement, purchase software, and fund Saturday Academy.

Training:

EESAC Budget Training with the Principal

Instructional Materials:

EESAC understood the importance of maintaining research-based programs as reflected in the School Improvement Plan.

Technology:

EESAC recognized the importance of maintaining technology-based programs as reflected in the 2007-2008 School Improvement Plan.

Staffing:

EESAC budgeted funds to pay for personnel to teach in the Saturday Academy.

Student Support Services:

EESAC supported students through the Comprehensive Research-Based Reading Plan by approving expenditures for supplementary reading materials to enhance student learning.

Other Matters of Resource Allocation:

Benchmarking:

EESAC monitored the implementation of the 2007-2008 School Improvement Plan at monthly EESAC meetings.

School Safety & Discipline:

EESAC is 100 percent supportive of the policies and procedures outlined in the Student Code of Conduct as well as the importance of maintaining a safe learning environment for all Oak Grove Elementary Community School students.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	16395
Mathematics	0
Writing	0
Science	1500
Parental Involvement	1000
Discipline & Safety	0
Technology	10000
Health & Physical Fitness	500
Electives & Special Areas	1000
Return On Investment	0
Other	0
Total	30395



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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