

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Opa-locka Elementary School (4121)

Feeder Pattern - Hialeah-Miami Lakes Senior

Regional Center I

District 13 - Miami-Dade

Principal - Susan Trauschke-McEachin

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Opa-locka Elementary School will institute an instructional program with a strong focus on literacy from kindergarten to sixth grade. Common instructional reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy intervention across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment that monitors student achievement through a variety of evaluations including weekly, monthly and quarterly assessments which will yield student performance data to be carefully analyzed and used to focus instruction accordingly.

Opa-locka Elementary School, as a member of the School Improvement Zone, recognizes that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will occur. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities into classroom instruction. School site administrators, as the instructional leaders of the schools, will be involved in the professional development activities in order to effectively monitor instruction. The administrative team for the School Improvement Zone will be at the core of the professional development effort, monitoring and supporting the direct services to Opa-locka Elementary School.

Given instruction based on the Sunshine State Standards, 58 percent of students in grades 3 - 6 will score at/or above achievement Level 3 on the 2008 Reading FCAT SSS.

Given instruction based on the Sunshine State Standards, 58 percent of Black students in grades 3 - 6 will score at/or above achievement Level 3 on the 2008 Reading FCAT SSS.

Given instruction based on the Sunshine State Standards, 58 percent of Hispanic students in grades 3 - 6 will score at/or above achievement Level 3 on the 2008 Reading FCAT SSS.

Given instruction based on the Sunshine State Standards, 58 percent of Economically Disadvantaged students in grades 3 - 6 will score at/or above achievement Level 3 on the 2008 Reading FCAT SSS.

Given instruction based on the Sunshine State Standards, 62 percent of students in grades 3 - 6 will score at/or above achievement Level 3 on the 2008 Mathematics FCAT SSS.

Given instruction based on the Sunshine State Standards, 62 percent of Black students in grades 3 - 6 will score at/or above achievement Level 3 on the 2008 Mathematics FCAT SSS.

Given instruction based on the Sunshine State Standards, 79 percent of fourth grade students will score 3.5 or above on the 2008 FCAT Writing Plus Assessment.  
Administer the District Writing Pre/post Tests to determine each student's writing Level and provide instruction based on individual student needs.

Given instruction on the Sunshine State Standards fifth grade students will improve their science skills as evidenced by 65 percent scoring at or above grade level (Levels 3 – 5) on the 2008 Science FCAT.

Given the school-wide emphasis on parental and community involvement, Opa-locka Elementary School will increase parental and community interaction by 5 percent as evidenced by 2007-08 Title I reports.

Given an emphasis on a safe and orderly environment, student behavior will improve at Opa-locka Elementary School. The number of indoor suspensions will decrease to less than 1 percent of students and the number of outdoor suspensions will decrease to less than 2 percent of students.

Given an emphasis on the use of technology in education, students and teachers will have increased access to technology and technology-based programs.

Given instruction based on the M-DCPS FITNESSGRAM standards, percentage of students in grades four and five eligible to receive gold and silver awards will increase to 50 percent.

Given emphasis on the benefits of participating in Advanced Academic programs, 70 students will enroll and participate in Academic Excellence programs during the 2007-2008 school year.

On the next State of Florida ROI index publication, Opa-locka Elementary School will show progress toward reaching the 50th percentile.

Results from the 2007-08 Organizational Performance Improvement Snapshot Survey indicated two areas in need of improvement: "I know how well my organization is doing financially" with a score of 3.6 and "I can get all the resources I need to do my Job" with a score of 3.7.



# 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.

## 4121 - OPA-LOCKA ELEMENTARY SCHOOL

### VISION

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

### MISSION

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

### CORE VALUES

Opa-locka Elementary School believes

Excellence - All students can be successful learners.

Excellence - Professional staff development enhances a quality school.

Integrity - Parent and community involvement enhance student achievement.

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

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### ***School Demographics***

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SCHOOL PROFILE DEMOGRAPHICSSCHOOL PROFILE DEMOGRAPHICS Opa-locka Elementary School serves 450 children in kindergarten through grade six and 17 pre-kindergarten children in an urban neighborhood nestled in the heart of Opa-locka's historical district. The ethnic distribution of the student population is 62 percent Black, 37 percent Hispanic, and one percent White, Asian and/or multi-racial students. Opa-locka Elementary School receives Title I funding, with 98 percent of the students eligible for free and reduced lunch. Built in 1937, the school is a state-of-the-art facility emphasizing excellent instruction for all students, as well as being a Health Connect center providing medical, vision, and counseling services for all students. Opa-locka Elementary School has 25 classroom teachers, a guidance counselor, a speech/language pathologist, two special education teachers, an art, music, media specialist, ESOL, Spanish and Spanish as a second language teacher and two physical education teachers. Our staff also includes two reading coaches, a micro systems technician, two full-time paraprofessionals, one part-time paraprofessional and one pool substitute. We have eight cafeteria workers, one full-time and two part-time security monitors, and four custodians. Through community outreach, our community involvement specialist strives to meet the needs of our students and parents. We have four clerical staff members who assist with registration, data input, purchasing and parental concerns. Opa-locka Elementary School's administrative team includes one principal and one assistant principal. Twenty-seven percent of our staff have masters degrees, fourteen percent have specialists degrees and three percent have doctorate degrees. The average years of service of our staff in Florida is 17 years. The ethnicity of our staff is 58 percent Black, 16 percent Hispanic, and 24 percent White and two percent Asian/American Indian. One teacher attained National Board Certification in 2004-2005.

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## ***School Foundation***

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### **Leadership:**

The findings of the Organizational Performance Improvement Snapshot Survey (OPIS) provided a score of 4.4 indicating strength in the area of leadership. The administration will continue to provide strong leadership and strengthen the role of support personnel.

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

The findings of the OPIS provided a score of 4.2 indicating strength in the area of District strategic planning alignment. All stakeholders will continue to be actively engaged in the educational process.

### **Stakeholder Engagement:**

The findings of the OPIS provided a score of 4.2 indicating strength in the area of stakeholder engagement. All stakeholders will continue to be actively engaged by participation in all learning community functions such as EESAC, training programs, volunteer programs and various student activities.

### **Faculty & Staff:**

The findings of the OPIS provided a score of 4.1 indicating strength in the area of faculty and staff. The administration will continue to foster collaborative planning through TEC workshops, grade level meetings and professional development team sharing sessions.

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

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

### **Education Design:**

The findings of the OPIS provided a score of 4.0 indicating strength in the area of education design. Opa-locka Elementary will implement with fidelity, the District recommended CIM program and learning communities to drive the instructional program and enhance school performance.

### **Performance Results:**

The findings of the OPIS provided a score of 4.3 indicating strength in the area of performance results.

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***Schools Graded 'C' or Below***

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

Students will be assessed using both formative and summative assessments including: teacher-made benchmark tests (bi-monthly), School Improvement Zone assessments (monthly), District Interim assessments (October, January and May), DIBELS (October, January and May), FLKRS Kindergarten Readiness (September), DAR (as needed) and other teacher-made assessments.

**Alternative Instructional Delivery Methods :**



School Improvement Plan  
2007-2008



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***Schools Offering Primarily Grades 6 through 12***

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

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

#### Reading Statement

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

#### Needs Assessment

The results of the 2007 Reading FCAT indicate that 46 percent of the students tested in grades three through six at Opa-locka Elementary School scored at or above achievement Level 3, with 68 percent of students tested making learning gains as defined as a year's worth of progress. Sixty-three percent of struggling students made learning gains in reading. The data hold true regardless of student category due to the fact that our student population is small, with few subgroups. Our three subgroups include Economically Disadvantaged, Black and Hispanic. These subgroups scored an average of 40 percent in reading proficiency. More specifically, the data indicate that our students performed slightly below the state average on the four clusters in the mean points earned by content section. The scores were evenly distributed across the clusters at each grade level. The percentage of students who scored high achieving by grade level is as follows: third grade (33 percent), fourth grade (38 percent), fifth grade (39 percent) and sixth grade (47 percent).

#### NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



### Measurable Objective

Given instruction based on the Sunshine State Standards, 58 percent of students in grades 3 - 6 will score at/or above achievement Level 3 on the 2008 Reading FCAT SSS.

Given instruction based on the Sunshine State Standards, 58 percent of Black students in grades 3 - 6 will score at/or above achievement Level 3 on the 2008 Reading FCAT SSS.

Given instruction based on the Sunshine State Standards, 58 percent of Hispanic students in grades 3 - 6 will score at/or above achievement Level 3 on the 2008 Reading FCAT SSS.

Given instruction based on the Sunshine State Standards, 58 percent of Economically Disadvantaged students in grades 3 - 6 will score at/or above achievement Level 3 on the 2008 Reading FCAT SSS.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate the Accelerated Reader (AR) program into the curriculum using a passing criteria of 80 mastery on AR assessments to increase comprehension.	Administrators Media Specialist Classroom Teachers	08/20/07	06/01/08	Other/ Not Applicable	500
Utilize computer assisted programs such as READ 180 and Reading Plus to improve the reading performance scores of the struggling students in the bottom quartile by at least 10 percent.	Administrators Classroom Teachers Computer Technician Media Specialist	08/20/07	06/01/08	Other/ Not Applicable	1500
Monitor the School Improvement Zone Intervention Programs (Early Success/Soar to Success/Voyager Passport) to target specific needs and provide an immediate intervention to increase the percentage of students scoring Levels 3-5 from 46 percent to 58 percent on the 2008 FCAT.	Administrators Reading Coach Classroom Teachers	08/20/07	06/01/08	Other/ Not Applicable	5000
Implement a series of parent workshops designed to provide Black and Hispanic parents with viable strategies for helping their children increase their reading performance on the DIBELS progress monitoring tests.	Administrators Reading Coaches Curriculum Support Specialists Community Involvement Specialist	08/20/07	06/01/08	Other/ Not Applicable	500
Use the Voyager Passport program to improve the reading scores of grade three Tier 2 and Tier 3 students by at least 10 percent on the 2008 Reading FCAT NRT.	Administrators Classroom Teachers Reading Coaches Curriculum Support Specialists	08/20/07	06/01/08	Other/ Not Applicable	5000
Utilize the CIM process through small professional learning communities and leadership teams to disaggregate data from assessments (DIBELS, FCAT, SAT, theme/benchmark tests, Zone monthly, etc.) to drive instruction, to identify struggling students, and to provide appropriate interventions for those identified.	Administrators Classroom Teachers Reading Coaches Curriculum Support Specialists CIM Team Learning Communities	08/20/07	06/01/08	Other/ Not Applicable	300

### Research-Based Programs

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

### Professional Development

Teachers will participate in professional development in the following areas: Voyager Passport; Phonemic Awareness/Phonics; Vocabulary/Comprehension; Fluency and Creative Writing versus Formulative Writing.

### Evaluation

This objective will be evaluated by student performance on the 2007 Reading FCAT. Evaluations will also include informal curriculum measures used daily/weekly and bi-weekly benchmark tests administered by the classroom.

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

### Mathematics Statement

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

### Needs Assessment

Opa-locka Elementary School's Mathematics scores on the 2007 administration of the FCAT Mathematics Test indicated that 47 percent of students tested in grades three through six scored high achieving (Levels 3 – 5) in Mathematics and 68 percent of the students tested achieved learning gains or demonstrated a year's worth of progress. Seventy-four percent of struggling students made learning gains. Analysis of these results reflects an increase of 20 percentage points in the number of students making learning gains and a increase of 9 percentage points in the number of students achieving high standards when compared with the 2006 FCAT Mathematics results. This analysis shows a decrease of Level 1 students in Mathematics in grades three through six. Our three subgroups are: Black, Hispanic, and Economically Disadvantaged. The Hispanic and Economically Disadvantaged subgroups were able to make AYP via safe harbor. Data analysis indicated that remediation is needed in the following strands: measurement and algebraic thinking. Each grade level needs to focus on identified strengths while using on-going formative assessments to drive instruction to remediate weaknesses.

### NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, 62 percent of students in grades 3 - 6 will score at/or above achievement Level 3 on the 2008 Mathematics FCAT SSS.

Given instruction based on the Sunshine State Standards, 62 percent of Black students in grades 3 - 6 will score at/or above achievement Level 3 on the 2008 Mathematics FCAT SSS.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize collaborative planning in grade levels and departmentalized learning communities to discuss student data, redirect instruction and form flexible, prescriptive tutorials based on bi-weekly benchmark assessments	Administrators Grade Level Chairpersons Mathematics Leader Learning Communities Facilitators	08/20/07	06/01/08	Other/ Not Applicable	0
Implement on-going professional development through learning communities to ensure appropriate use of mathematics manipulatives and hands-on activities.	Administrators Professional Development Team Mathematics Leader Learning Communities Facilitator	08/20/07	06/01/08	Other/ Not Applicable	0
Monitor the implementation of a state-adopted mathematics core program which is aligned with the District Mathematics Pacing Guide - Harcourt, Florida Edition.	Administrators Mathematics Leader Grade Level Chairpersons Classroom Teachers	08/20/07	06/01/08	Other/ Not Applicable	0
Implement a tutorial program for Black students to improve mastery of benchmarks.	Administrators Saturday School Coordinator	10/15/07	02/10/08	Other/ Not Applicable	5000
Continue to implement the Continuous Improvement Model and data analysis to provide differentiated instruction and better meet the needs of Black students.	Administrators Curriculum Support Specialists CIM Team Grade Level Chairpersons	08/20/07	06/01/08	Other/ Not Applicable	0

### Research-Based Programs

Harcourt Math, Florida Edition, Continuous Improvement Model (CIM).

### Professional Development

During the 2007–2008 school year, our staff will participate in professional development that will enhance our Mathematics program and provide training in CRISS, Harcourt Mathematics Series, learning communities/action research and the Continuous Improvement Model (CIMS). Staff members will receive training facilitated by school-site personnel on how to effectively use manipulatives in the classroom, teacher collaboration, and review of the Sunshine State and District Mathematics standards. In-services will include model lessons and mentoring by the Mathematics leader.

### Evaluation

This objective will be evaluated by student performance on the 2008 Mathematics FCAT. Evaluations will also include formative and summative data collected from bi-weekly benchmark testing, monthly progress monitoring assessments and District Interim Assessments.

## 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 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"/>

### **Writing Statement**

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

### **Needs Assessment**

Results of the 2007 FCAT Writing indicate that 78 percent of the fourth grade students tested met proficiency as defined by the State of Florida Department of Education. The combined mean score was 3.7, with a mean score of 3.9 on expository writing and a mean score of 3.4 on narrative writing. The percentage of students demonstrating proficiency increased did not change from the 2006 FCAT Writing Plus results. .

### **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, 79 percent of fourth grade students will score 3.5 or above on the 2008 FCAT Writing Plus Assessment.  
 Administer the District Writing Pre/post Tests to determine each student's writing Level and provide instruction based on individual student needs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Infuse CRISS strategies to improve writing skills and ability.	Administrators Curriculum Support Specialists Grade Level Chairperson	08/20/07	06/01/08	Other/ Not Applicable	0
Monitor the Houghton-Mifflin Writing Connections Core Program to improve student writing scores by 3 percent on the 2008 FCAT Writing Plus Assessment.	Administrators Curriculum Support Specialists Grade Level Chairperson	08/20/07	06/01/08	Other/ Not Applicable	0
Monitor the Zone Writing Program to remediate students scoring below 4.0 on the District writing pretest.	Administrators Curriculum Support Specialists Grade Level Chairperson	08/20/07	06/01/08	Other/ Not Applicable	0
Monitor the Zone Writing Program to remediate students scoring below 4.0 on the District writing pretest.	Administrators Curriculum Support Specialists Grade Level Chairperson	08/20/07	06/01/08	Other/ Not Applicable	0
Administer the District writing pre/post tests to determine each student's writing level and provide instruction based on individual student needs.	Administrators Curriculum Support Specialists Grade Level Chairperson	08/20/07	06/01/08	Other/ Not Applicable	0

### Research-Based Programs

Houghton-Mifflin, CRISS

### Professional Development

Teachers will receive training in CRISS strategies, professional learning communities, book studies, action research and the K – 12 Literacy Plan.

### Evaluation

This objective will be evaluated by student performance on the 2008 FCAT Writing Plus Assessment. Monthly prompts and pre/post assessments will be used to drive instruction and monitor on-going progress.

## 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 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"/>

### **Science Statement**

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

### **Needs Assessment**

Scores on the 2007 Science FCAT indicate that 40 percent of fifth grade students were at or above grade level in Science (Levels 3 – 5). Data analysis of preliminary assessments of incoming fifth graders reveals that students in all subgroups require intensive remediation.

### Measurable Objective

Given instruction on the Sunshine State Standards fifth grade students will improve their science skills as evidenced by 65 percent scoring at or above grade level (Levels 3 – 5) on the 2008 Science FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate effective teaching strategies using CIMS model and learning communities to develop the students' understanding of the scientific concepts through classroom activities and project-based learning.	Administrators Science Lab Facilitator Classroom Teachers	08/20/07	06/01/08	Other/ Not Applicable	0
Encourage parental involvement in Science related projects to increase the number of student projects submitted in the 2008 Science Fair.	Administrators Science Chairperson Classroom Teachers	08/20/07	06/01/08	Other/ Not Applicable	1000
Establish a fully functional science lab for students in grades 3 - 6 to ensure hands-on discovery learning and skill mastery.	Science Chairperson Science Lab Facilitator Administration Curriculum Support Specialists	08/20/07	06/01/08	Other/ Not Applicable	8000
Monitor the implementation of a science pacing guide to ensure that all Sunshine State Standards are being taught and mastered.	Administrators Curriculum Support Specialists Grade Level Chairpersons	08/20/07	06/01/08	Other/ Not Applicable	0
Infuse CRISS strategies into our science classes to increase our percentage of students scoring at proficiency (Levels 3 - 5) on the 2007 FCAT.	Administrators Classroom teacher	08/20/07	06/01/08	Other/ Not Applicable	0
Conduct staff development workshops to promote the teaching of science process skills.	CIM Team Administration Science Lab Facilitator	08/20/07	06/01/08	Other/ Not Applicable	500
Disaggregate and analyze data to identify strengths and weaknesses of fifth grade students.	Administrators Classroom Teachers Science Lab Facilitator	08/20/07	06/01/08	Other/ Not Applicable	0

### Research-Based Programs

Scott Foresman Science (2007 Edition)

### Professional Development

Teachers will participate in professional development in the following areas: inquiry learning, use of newly adopted textbooks, use of technology in the classroom, use of the project-based hands-on activities, managing and guiding cooperative groups, learning communities and strategies to maximize learning opportunities as provided by the Zone and District.

### Evaluation

This objective will be evaluated by student performance on the 2008 Science FCAT. In addition, monthly School Improvement Zone assessments and participation in the 2008 Science Fair will be utilized to monitor progress and drive instruction.

## 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 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"/>

### **Parental Involvement Statement**

Opa-locka Elementary School will increase parental involvement.

### **Needs Assessment**

The 2006-2007 Title I Parental Involvement rosters and reports indicate a 8 percent increase in the level of parental involvement and only 31 percent of parents actively involved in workshops and school activities.



### Measurable Objective

Given the school-wide emphasis on parental and community involvement, Opa-locka Elementary School will increase parental and community interaction by 5 percent as evidenced by 2007-08 Title I reports.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase participation in parent workshops and Parent Academy courses to support educational programs and improve student achievement.	Administrators Community Involvement Specialist Reading Coach School Social Worker	08/20/07	06/01/08	Other/ Not Applicable	0
Provide and maintain a Parent Resource Center with instructional materials and activities that support student learning and achievement.	Administrators Community Involvement Specialist Reading Coaches Media Specialist	08/20/07	06/01/08	Other/ Not Applicable	30000
Increase participation and improve home-school relationships with English Language Learners (ELL) parents by providing translators/translations of communication and workshop materials.	Administrators Bilingual Department	08/20/07	06/01/08	Other/ Not Applicable	500
Increase the number of home visits by 10 percent to improve parent participation.	Administrators Community Involvement Specialist School Social Worker	08/20/07	06/01/08	Other/ Not Applicable	500
Provide opportunities for parents to participate in school events to improve home-school relationships.	Administrators Community Involvement Specialist	08/20/07	06/01/08	Other/ Not Applicable	0
Encourage positive parent/school communication by using Connect Ed communication systems, flyers, parent conferences and parent initiated activities to increase parental awareness of upcoming school events, policies and procedures.	Administrators Community Involvement Specialist Reading Coaches	08/20/07	06/01/08	Other/ Not Applicable	0

### Research-Based Programs

National Standards Parental Involvement Program

### Professional Development

The Community Involvement Specialist will attend the Title I and School Improvement Zone professional development initiatives and Title I Parent Involvement Conferences. School staff will receive professional development to support increased parental involvement.

### Evaluation

This objective will be evaluated by analyzing participation data including: the 2007-2008 parental involvement attendance rosters, including Title I meetings, District Advisory Counsel (DAC) meetings, workshops, Open House, report card pick-up nights, and returned signed compacts and contracts.

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

### **Discipline & Safety Statement**

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

### **Needs Assessment**

Analysis of data provided by Cognos indicate that fewer than 1 percent of students served in-school suspensions and fewer than 5 percent of students served outdoor suspensions.

### Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve at Opa-locka Elementary School. The number of indoor suspensions will decrease to less than 1 percent of students and the number of outdoor suspensions will decrease to less than 2 percent of students.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide developmental group counseling for students who have been suspended to reduce the number of discipline referrals.	Administrators Guidance Counselor	08/20/07	06/01/08	Other/ Not Applicable	0
Initiate an anti-bullying campaign to reduce the number of SCMs (code 22).	Administrators Guidance Counselor	08/20/07	06/01/08	Other/ Not Applicable	0
Implement a school-wide discipline and procedures plan based on the collaborative efforts of faculty and staff.	Administrators Classroom Teachers Discipline Committee Guidance Counselor	08/20/07	06/01/08	Other/ Not Applicable	0
Utilize students as peer mediators to address the number of disciplinary referrals.	Administrators Guidance Counselor	08/20/07	06/01/08	Other/ Not Applicable	0

### Research-Based Programs

“How To Be An Effective Teacher” – Harry and Rosemary Wong

### Professional Development

During the 2007-2008 school year, the Opa-locka Elementary faculty and staff will participate in professional development using learning communities as a vehicle for supporting the school-wide discipline plan.

### Evaluation

This objective will be evaluated by number of student suspensions as reported in Cognos.

## 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"/>

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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**

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

### **Needs Assessment**

Results of the 2006-2007 Reading Plus usage reports indicate that 80 percent of students in grades 2 - 6 had adequate usage to benefit from the program. Results of the 2006-2007 Accelerated Reader (AR) reports indicate that 65 percent of students read and successfully passed 10 or more AR tests.

### Measurable Objective

Given an emphasis on the use of technology in education, students and teachers will have increased access to technology and technology-based programs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize available resources to purchase additional hardware and software to meet current technology needs.	Administrators Media Specialist MicroSystems Tech	08/20/07	06/01/08	Other/ Not Applicable	10000
Monitor the use of the Excelsior Electronic Gradebook to ensure accurate record keeping.	Administrators Systems User Support (SUS) Gradebook Manager	08/20/07	06/01/08	Other/ Not Applicable	0
Monitor level of student involvement in the various computer and web-based educational programs to ensure on-going student progress in AR and Reading Plus.	Administrators Media Specialist Technology Facilitator	08/20/07	06/01/08	Other/ Not Applicable	0

### Research-Based Programs

Reading Plus  
Read 180  
FCAT Explorer / Riverdeep  
Accelerated Reader

### Professional Development

Provide professional development for teachers and administrators in the use of educational software to enhance student learning.

### Evaluation

This objective will be evaluated by Read 180, Accelerated Reader and Reading Plus student usage reports.

## 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 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"/>

### **Health & Physical Fitness Statement**

To increase student participation and performance in physical fitness activities.

### ***Needs Assessment***

The results of the 2006-2007 FITNESSGRAM indicate that 52 percent of the students tested in grades four and five at Opa-locka Elementary School received a gold card by scoring 100 percent and/or a silver card on the Presidential Fitness Test by scoring 81 percent.

### Measurable Objective

Given instruction based on the M-DCPS FITNESSGRAM standards, percentage of students in grades four and five eligible to receive gold and silver awards will increase to 50 percent.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide health and nutrition lessons and presentations to improve student nutrition.	Health Connect Coordinator Administration Classroom Teachers	10/01/07	06/01/08	Other/ Not Applicable	200
Utilize FITNESSGRAM to complete pre and post test data for students in grades four and five in order to determine attainment of goals and objectives	Administrators Physical Education Teachers	09/05/07	06/01/08	Other/ Not Applicable	0
Align and monitor an action plan to District goals and objectives.	Administrators Physical Education Teachers	08/20/07	06/01/08	Other/ Not Applicable	0

### Research-Based Programs

FITNESSGRAM

### Professional Development

District-wide Physical Education and Health professional development activities

### Evaluation

This objective will be evaluated by the results of the 2007-08 FITNESSGRAM Test.

## 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 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"/>

### **Electives & Special Areas Statement**

Increase student participation in Academic Excellence Programs.

### ***Needs Assessment***

In 2006-2007, 65 students were enrolled and actively participating in our Academic Excellence Programs. Based on the large number of students who participated in the Academic Excellence Programs in 2006-2007, there is a need to increase the number and types of programs for the 2007-2008 school year.



### Measurable Objective

Given emphasis on the benefits of participating in Advanced Academic programs, 70 students will enroll and participate in Academic Excellence programs during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Contact parents of all eligible students to encourage participation.	Administrators Academic Excellence Teachers	09/11/07	06/01/08	Other/ Not Applicable	0
Develop strategies to increase participation for identified subgroups in the academic excellence program.	Administrators Academic Excellence Teachers	08/20/07	06/01/08	Other/ Not Applicable	0
Provide professional development to Academic Excellence teachers to ensure quality delivery of instruction.	Administrators District	09/01/07	06/01/08	Other/ Not Applicable	0
Participate in competitions and performances.	Administrators Academic Excellence Teachers	12/01/07	06/01/08	Other/ Not Applicable	0

### Research-Based Programs

CRISS

### Professional Development

District provided professional development activities for chess, hands on science and drama/public speaking.

### Evaluation

This objective will be evaluated by Academic Excellence attendance rosters.

## 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 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"/>

### **Return On Investment Statement**

Opa-locka Elementary School will rank at or above the 50th percentile statewide in the ROI index of value and cost effectiveness of its programs.

### **Needs Assessment**

The most recent data supplied from the FLDOE indicates that in 2004-05 Opa-locka Elementary School ranked at the 41st percentile on the State of Florida ROI index.

### Measurable Objective

On the next State of Florida ROI index publication, Opa-locka Elementary School will show progress toward reaching the 50th percentile.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the District on resource allocation.	Principal	07/01/07	06/30/08	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal	07/01/07	06/30/08	Other/ Not Applicable	0
Monitor the FR0508 and other district reports to ensure good fiscal decisions.	Principal	07/01/07	06/30/08	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	07/01/07	06/30/08	Other/ Not Applicable	0

### Research-Based Programs

Not applicable

### Professional Development

The principal will attend professional development provided by the District which focus on budget and internal funds.

### Evaluation

This objective will be evaluated by the 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 will work with the administration on budgetary matters and will conduct workshops with regard to the 2007-2008 budget.

**Training:**

The EESAC will sponsor training in the Comprehensive Research-Based Reading Plan, Learning Communities, Continuous Improvement Model (CIM), Brain Research and CRISS Strategies for all teachers.

**Instructional Materials:**

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

**Technology:**

The EESAC will continue to provide professional development and purchase of software and hardware to support the Accelerated Reader, Reading Plus Program and other assorted educational programs.

**Staffing:**

The EESAC has no recommendations to make at this time.

**Student Support Services:**

The EESAC will continue to address the needs of the students as expressed by students and student support staff members attending EESAC meetings.

**Other Matters of Resource Allocation:**

The EESAC has no matters of resource allocation at this time.

**Benchmarking:**

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

**School Safety & Discipline:**



# School Improvement Plan 2007-2008



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

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	12800
Mathematics	5000
Writing	0
Science	9500
Parental Involvement	31000
Discipline & Safety	0
Technology	10000
Health & Physical Fitness	200
Electives & Special Areas	0
Return On Investment	0
<b>Total</b>	<b>68500</b>



# 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*