

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: OLINDA ELEMENTARY SCHOOL

District Name: Dade

Principal: Mr. Adrian Montes

SAC Chair: Ms. Katina McRae

Superintendent: Mr. Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 08-27-2009

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chancellor
K-12 Public Schools
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VISION and MISSION STATEMENTS

VISION: We are committed to imparting the knowledge, skills and behaviors required to achieve life-long academic and personal success.

MISSION: We promote the academic and personal excellence of all students through positive reinforcement, high expectations and parental involvement.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Olinda Elementary is an urban school located at 5536 NW 21st Avenue, Miami, Florida. The school sits on approximately 9.95 acres. Olinda Elementary was built in 1969 and has the capacity to serve 432 students. The majority of the students walk to school or are transported by private vehicles or buses. Approximately five percent of the students served at Olinda receive transportation provided by the district office. The neighborhood surrounding Olinda is comprised primarily of private homes, apartments, low-income housing, churches, and other schools. The Joseph Caleb Center, located across the street, contains several community service agencies, as well as the Model City Branch of the Miami-Dade Public Library. The majority of private businesses in the area are restaurants, convenience stores and warehouses. In 1969, Olinda Elementary opened its doors as an "open pod" demonstration school with one pod housing three classrooms. Today, seven open pod spaces are divided in half to house two classrooms, with one pod serving as a renovated media center. In addition, two portables, owned by The Carrie Meek Center are located on the premises and serve students that are enrolled in the County's Head Start Program. Furthermore, the school increased its technology by adding twenty percent more computers during the 2006-2007 school year. Additional renovations include the Physical Education Shelter, a complete retrofit of the main building to support a network, and an annex completed in January of 1998, with seven self-contained classrooms, a music suite and a student services suite. Olinda Elementary is a Title I school serving pre-kindergarten through fifth grade.

Unique School Strengths for Next Year

Olinda Elementary School has raised its school grade from a "C" in 2007-2008 to a "B" in 2008-2009. Results on the 2009 FCAT indicate that Olinda Elementary School earned 502 accountability points, which is an increase of 63 points when compared to the total points earned in the 2008 A+ Accountability System. The school is also proud of its students for increasing their attendance rate for the second year in a row by one percentage point. During the 2008-2009 year, Olinda Elementary's "CHESS" team participated in district-wide competitions and won 3rd place in one competition. In addition, the school participated in the Theodore Gibson Oratorical Contest and had a student to compete in the finals at the district level. Students in the "gifted" program have participated in playwriting and drama competitions and have received awards and recognitions for their participation. Furthermore, the school has recruited the assistance of AmeriCorps volunteers who work hourly as tutors for students in kindergarten through fifth grade scoring below proficiency on DIBELS or FCAT. During the 2008-2009 school year, Olinda received the Platinum Award from the District that recognizes high academic achievement. Olinda Elementary is proud of the fact that it has been able to retain close to 90 percent of its highly-qualified teachers for the 2009-2010 school year. Furthermore, the school's leadership has remained consistent for the last two years. This continuity in leadership has provided a foundation for the continuous understanding of the specific educational and professional development needs of both students and staff.

Unique School Weaknesses for Next Year

Olinda Elementary School has identified several challenges concerning improvement in the Education Design and Support Process. The first challenge is ensuring and maintaining academic excellence, which includes the school's goal of meeting

Adequate Yearly Progress (AYP) for all of the school's subgroups (Economically Disadvantaged, Black, and SWD). In order to address this challenge, the administration and instructional leadership team met prior to the 2009-2010 school year to disaggregate and analyze student assessment data in an effort to develop a school-wide instructional focus that addresses the educational needs of all subgroups. Specific emphasis will be placed on all subgroups utilizing Florida's Continuous Improvement Model (FCIM). This evidenced-based approach will enable the school to continuously develop, implement, assess, and modify the instructional focus as needed to help meet the academic needs of all students. In addition, the leadership team developed class schedules that insure common planning times for all teachers in similar grade levels in an effort to promote collaboration and to assist the instructional staff in the development of Professional Learning Communities (PLC). The school's leadership team has created a structured instructional focus in the areas of Reading, math, writing and science that addresses the needs of the students as evidenced by the 2009 FCAT results that will assist in meeting the educational needs of our students. The leadership team will be following the FCIM's four step process (Plan, Do, Check, and Act) throughout the 2009-2010 school year.

The school's second challenge is the instructional staff's attendance rate. To address this challenge, the administration will provide incentives and recognition programs that will target improving teacher attendance.

The third challenge presently being faced by the school is a reduction in funds that have been allocated for the 2009-2010 school year. The school's general operating budget was reduced by over \$140, 000 as compared to the 2008-2009 school year. In addition, the school's Title 1 allocations were also reduced by \$20, 000. The reduction in funds for the upcoming school year creates a significant challenge as it may jeopardize the school's ability to provide supplemental educational opportunities such as after-school tutoring and Saturday school.

Student Demographics

Olinda's student membership is as follows: 88% Black, 11% Hispanic, and 1% White, with 98% of the students eligible to receive free or reduced lunch. 2% of our students are English Language Learners (ELL) students. 14% of the total school population participates in Special Education (SPED) programs. Of these Special Education students, 9% are Specific Learning Disabled, 0.6 % are Educable Mentally Handicapped, 7.6% are Profoundly Mentally Handicapped, 0.6% are Physically Impaired, 4.5% are Speech Impaired, 0.3% are Language Impaired and 9.6% are gifted. Olinda Elementary School provides a variety of Special Education services such as inclusion and a resource setting for VE/SLD SPED students. The school presently houses three self contained Autistic units and a resource program for gifted students. During the 2008-2009 school year, Olinda Elementary saw an increase of student enrollment of 8%.

Student Attendance Rates

Olinda Elementary School's attendance rate for the 2008-2009 school year was 96%, which is an increase of one percentage point from 2007-2008 and an almost two percentage point gain from the 2006-2007 school year. Presently, the school's attendance average is one percent higher than the district's overall average. Miami-Dade County Public School's Attendance Rates: 2006-2007: 94.96%; 2007-2008: 95.45; 2008-2009: 95.52%. Longitudinal attendance data taken from the 2006-2007, 2007-2008 and the 2008-2009 school years indicate that the average attendance rate of all schools in the Miami Northwestern feeder pattern is 94%. This is one percentage point lower than the districts average of 95%.

Student Mobility

Longitudinal data relating to student mobility indicates an increase in the mobility rates of students in the last three years. The present mobility rate for students at Olinda Elementary is 44%, which is 17 percentage points higher than the district's average of 27%. The school believes that the present mobility rate is due primarily to the significant economic instability being experienced within this low-socioeconomic community.

Student Suspension Rates

Analysis of District and School-wide Information System (SWIS) data reflects the following: 2006-2007: Out-of-School 6, In-school 0; 2007-2008: Out-of-School 6, In-school 0; and 2008-2009: Out-of-School 11, In-school 2.

Student Retention Rates

Olinda Elementary retained ten third grade students at the end of the 2008 -2009 school year based on the students achieving a Level 1 on the FCAT Reading Test. The school's promotion rate is presently at 97%; a one percentage point increase from the 2007-2008 school year's retention rate of 96%.

Class Size

School-wide averages indicate that Olinda has been able to meet class size reduction. The average class sizes for general education at Olinda Elementary are as follows: Kindergarten (21:1); first grade (22:1); second grade (17:1); third grade (18:1); fourth grade (18:1); and fifth grade (22:1). The average class size for SPED students participating in the three self contained Autistic classrooms is 9:1 (multi-graded) and the two SPED resource classroom are averaging a ratio of 10:1 (multi-graded).

Academic Performance of Feeder Pattern

School Name	School Grade	AYP	DA	Status
Olinda Elementary	B Black,	Economically Disadvantaged,	SWD:	No Correct II
Poinciana Park Elementary	A Black,	Economically Disadvantaged,	SWD:	No Prevent I
Earlington Heights Elementary School	D Black,	Economically Disadvantaged,	SWD:	No Prevent II
Holmes Elementary	C Black,	Economically Disadvantaged,	SWD:	No Intervene
Liberty City Elementary	A Black,	Economically Disadvantaged,	SWD:	Yes Correct I
Orchard Villa Elementary	D Black,	Economically Disadvantaged,	SWD:	No Correct II

Charles R. Drew Elementary B Black, Economically Disadvantaged, SWD: No Correct I
 Martin Luther King Elementary N/A N/A N/A
 Lillie C. Evans Elementary A Black, Economically, Disadvantaged, SWD: Yes N/A
 Melrose Elementary A Black, Economically, Disadvantaged, SWD: No Correct I
 Brownsville Middle C Black, Economically, Disadvantaged, SWD: No Correct I
 Charles R. Drew Middle D Black, Economically, Disadvantaged, SWD: No Correct II
 The 500 Role Model Academy F Black, Economically, Disadvantaged, SWD: No Intervene
 Corporate Academy F Black, Economically Disadvantaged, SWD: No Intervene
 Miami Dorsey Skill Center N/A N/A N/A
 Miami Northwestern Senior F Black, Economically, Disadvantaged, SWD: No Correct II

Partnerships and Grants

The school plans to continue its partnership with community agencies such as Hosanna Community Church, Concerned African Women, Learning for Life, and AmeriCorps. These agencies provide additional educational and social services support that assist in meeting the continuous educational needs of students. The school has partnered with Hosanna Community Church and has collaborated in the writing of several grants for the 2009-2010 school year such as 21st Century and Children's Trust Out of School Program Grant. Olinda Elementary also plans to continue its partnership with Concerned African Women during the 2009-2010 school year. This partnership assists the school in providing after-school tutorials services for students in first and second grade. The partnership with AmeriCorps benefits the school by providing three to four full time volunteers that assist the school in the implementation of the Voyager Intervention Program.

Olinda Elementary School collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. This collaboration includes: Head Start, Exceptional Student Education, Staff Development Department, Miami-Dade County Health Department, community colleges, universities, ESOL/LEP Program, At risk Programs, the Parent Academy, the Parent Information and Resource Center (PERC), the PTS/PSTA, and through compacts with local municipalities as well as Miami-Dade County. These collaborative efforts will eliminate gaps in service for the students, children with disabilities, N & D children, and homeless children. An avenue will be provided for sharing information about available services, and for helping to eliminate duplication and fragmentation within the programs. Title I personnel will, on an on-going basis, work with the appropriate staff to increase program effectiveness of the instructional program. Representatives from these agencies will meet as necessary to coordinate various services for families and children to increase student achievement. Additionally, the school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as Differentiated instruction/intervention, classroom libraries, and Project CRISS.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Adrian Montes	Bachelor of Arts-Varying Exceptionalities, Nova Southeastern University; Master of Science-Educational Leadership, Nova Southeastern University; Principal Certification State of Florida	2	7	<p>Principal of Olinda Elementary School in 2008-2009: Grade: B, Reading Mastery 52%, Math Mastery 54%, Science Mastery, 44%. Writing 76% AYP= No SWD, Black and Economically Disadvantaged did not make AYP in Reading or Mathematics.</p> <p>2007-2008: Grade: C, Reading Mastery 49%, Math Mastery 60%, Science Mastery, 16%. AYP= No SWD, Black and Economically Disadvantaged did not meet AYP in Reading or Mathematics.</p> <p>2006-2007: AP Charles R. Drew Elementary Grade: C, Reading Mastery 59%, Math Mastery 60%, Science Mastery, 23%. AYP= No SWD, Black and Economically Disadvantaged did not meet AYP in Reading or Mathematics.</p> <p>2005-2006: Grade: C, Reading Mastery 58%, Math Mastery 58%. AYP= No SWD, Black and Economically</p>

					Disadvantaged did not meet AYP in Reading and Mathematics. 2004-2005 Grade: A, Reading Mastery 68%, Math Mastery 68%. AYP= Yes SWD, Black and Economically Disadvantaged met AYP in Reading and Mathematics.
Assis Principal	Kimula O. Green	Bachelor's of Arts in English; Master's of Science in Reading; Certification in Educational Leadership; Certification in Elementary Education; Certification in Reading, K – 12; ESOL Endorsed	3	3	Assistant Principal of Olinda Elementary School in 2008-2009: Grade: B, Reading Mastery 52%, Math Mastery 54%, Science Mastery, 44%. AYP= No SWD, Black and Economically Disadvantaged did not make AYP in Reading or Math 2007-2008: Grade: C, Reading Mastery 49%, Math Mastery 60%, Science Mastery, 16%. SWD, Black and Economically Disadvantaged did not meet AYP in Reading and Math 2006-2007: Grade: C, Reading Mastery 56%, Math Mastery 64%, Science Mastery, 21%. AYP= No SWD, Black and Economically Disadvantaged did meet AYP in Reading and Math 2004-2005, Teacher, Poinciana Park Elementary Grade B, Reading Mastery 55%, Math Mastery 68%, Writing Mastery 95%. AYP= Yes All subgroups made AYP

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading & Mathematics (Title I)	Katina McRae	Bachelors of Art in Exceptional student Education, Master of Science in Educational Leadership Professional Educator's: Varying Exceptionalities K-12, ESOL and Educational Leadership Reading and Mathematics endorsed	8	3	2008-2009: Grade: B, Math Mastery 57%: Learning Gains: 59%, Lowest 25% Gains: 70%. AYP= No SWD, Black and Economically Disadvantaged did not make AYP in Math 2007-2008: Grade C. Math Mastery: 60%, Learning Gains: 54%, Lowest 25% Gains: 50%. AYP= No Black, Economically Disadvantaged, and SWD did not make AYP in Math. 2006-2007: Grade C. Math Mastery: 64%, Learning Gains: 76%, Lowest 25% Gains: 71%. AYP= Yes Black, Economically Disadvantaged, and SWD made AYP in Math.

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. New Teacher Orientation	Principal	08/18/09	
2. Regular meetings with new teachers	Principal	On-going	
3. Pairing new teachers with veteran teachers	Assistant Principal	On-going	
4. Soliciting referrals from current employees	Principal	On-going	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
			Ms. Zincke is presently attending Miami-Dade College for ESOL

Alicia H. Zincke	Special Education	1st Grade	endorsement. She is also scheduled to take the Elementary K-5 Subject Area Test during the summer of 2009.
Linda O. Campfield	Special Education and Elementary Education	1st Grade	Ms. Campfield is presently scheduled to take the necessary courses that will allow her to get endorsed in the area of ESOL.
June W. Barolette	Elementary Education	1st Grade	Ms. Barolette is presently scheduled to take the necessary courses that will allow her to get endorsed in the area of ESOL.

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
32	6	50	28	16	34	86	3	9	10

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Maria Uceta	Alicia Zincke	<p>Ms. Zincke is a beginning primary teacher. Ms. Uceta has been teaching primary students for more than three years, and has maintained a high percentage of students scoring in Initial Placement as reflected by the DIBELS test results.</p> <p>For the last two school years, over 90% of Ms. Uceta's kindergarten students have scored at the initial level on the DIBELS assessment.</p>	<p>The mentor and mentee are meeting biweekly in a professional learning community to discuss, evidenced-based instructional strategies, and classroom management strategies. The mentor is given release time to view the mentee while instructing. Time is given for the feedback, coaching, and planning.</p>
Diaka Tartt	Linda Campfield	<p>Ms. Campfield's students have shown below average performance levels in Reading Achievement as reflected by DIBELS and SAT test results. As the school's Reading coach, Ms. Tartt will be able to provide Ms. Campfield with continuous development and strategies to help support and strengthen Reading instruction. Ms. Tartt is</p>	<p>The mentor and mentee are meeting biweekly in a professional learning community to discuss, evidenced-based instructional strategies, and classroom management strategies. The mentor is given release time to view the mentee while instructing. Time is given for the feedback, coaching, and planning.</p>

		an experienced teacher who has served the school as Writing, and Reading coach.	
Katina McRae	Yanelys Sarmiento	Ms. Sarmiento, a novice teacher, has not previously incorporated successful classroom management strategies. Ms. McRae is our Functional Assessment of Behavior (FAB) Specialist. Ms. Mcrae is an experienced teacher who has served the school as math coach. Ms. McRae has assisted the school in increasing the percent of students making learning gains in Math for two consecutive years.	The mentor and mentee are meeting biweekly in a professional learning community to discuss classroom management strategies, and evidenced-based instructional strategies. The mentor is given release time to view the mentee while in the classroom environment. Time is given for the feedback, coaching, and planning.
Charisse Mosley	Tamiya Gibbs	Ms. Gibbs has not previously incorporated various research-based instructional strategies or successful classroom management strategies. Ms. Mosley, a veteran teacher will facilitate Ms. Gibbs in expanding her knowledge base as well as providing her classroom management strategies. In addition, Ms. Mosley has been successful in increasing student achievement as evidenced by 80% of her students scoring at or above Reading Level 3 on the 2008 FCAT.	The mentor and mentee are meeting biweekly in a professional learning community to discuss, evidenced-based instructional strategies, and classroom management strategies. The mentor is given release time to view the mentee while instructing. Time is given for the feedback, coaching, and planning.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or

summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Title I, Part D

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:

- Tutorial programs (K-5)
- Parent outreach activities
- Professional development on best practices for ESOL and content area teachers
- Reading and supplementary instructional materials (K-5)
- Hardware and software for the development of language and literacy skills in Reading, mathematics, and science.
- The above services will be provided should funds become available for the 2009-2010 school year.

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements
- Project Upstart provides a homeless sensitivity and awareness campaign throughout all the schools-each school is provided a video and curriculum manual a contest is sponsored by the homeless trust-a community organization.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

Career and Technical Education

Job Training

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.
- HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS will enhance the health education activities provided by the schools and by the health department. HCiOS will assure all students receive health education.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program

Parental

Olinda Elementary will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the Migrant population as applicable.

School Improvement Grant Fund/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County.

Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and reculture teaching practices to establish quality school environments.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Principal/Assistant Principal: Ensures that the Leadership Team implements RtI; provides training for RtI for staff; monitors implementation of intervention and documentation; and educates parents about RtI.

School Counselor: Provides consultation regarding student needs; participates in data collection and analysis; assists in developing intervention plans; and observe students to help identify appropriate intervention strategies. Provides support to students and communicates with parents the RtI process.

School Psychologist: Provides consultation regarding student needs; participates in data collection and analysis; assists in developing intervention plans; observe students to help identify appropriate intervention strategies; and evaluate the student's relevant academic, behavioral and mental health functioning. Provides support to students and communicates with parents the RtI process.

School Social Worker: Provides consultation regarding student needs; participates in data collection and analysis; assists in developing intervention plans; and observe students to help identify appropriate intervention strategies. Provides support to students and communicates with parents the RtI process.

Speech Language Pathologist: Provides expertise in language, its disorders, and treatment; assists general education

teachers with universal screening; and consults with teachers to meet the needs of students with a specific focus on the relevant language underpinnings of learning and literacy.

Behavior Support Staff: Provides insight into the function(s)/impact of student's behavior; provides input for developing effective intervention strategies.

School Nurse: Provides insight on the impact of health and medical factors on achievement and behavior.

Instructional Coaches (Reading/Math): Observes student to help identify appropriate intervention strategies, monitors student progress; collects and analysis student data; and, supports and monitors the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

General Education Teachers: Provides core instruction; collects student data; implements Tier 1 intervention plan; and collaborate with Reading and/or math coaches.

Exceptional Student Education (ESE) Teachers: Implements core curriculum; collects student data; participates in data analysis meetings; and collaborate with general education teachers.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The purpose of Response to Intervention (RtI) is to integrate assessment and intervention within a multi-level prevention system to maximize student achievement and to improve student behavior. Olinda Elementary School RtI Academic Leadership Team will meet on a weekly basis to focus on identifying students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness and identify students with learning disabilities. . In addition, the RtI Behavior Team will be responsible for the implementation and monitoring of the Positive Behavior Support (PBS) Action Plan.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RtI Leadership Academic and Behavior Teams will train the Educational Excellence School Advisory Council (EESAC) on RtI. They will also provide data on Tier 1, 2 and 3 academic and behavior students. RtI Team members will monitor the progress of students and make recommendations for these students. RtI Team members will participate in data collection and analysis; assists in developing intervention plans; and observe students to help identify appropriate intervention strategies.

RtI Implementation

Describe the data management system used to summarize tiered data.

Academic

Baseline data: FAIR Baseline Test, Spring 2009 Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Florida Comprehensive and Assessment Test (FCAT), Stanford Achievement Test 10 (SAT-10)

Progress Monitoring: FAIR – OPM

Midyear: Florida Assessments for Instruction in Reading (FAIR), FCAT Simulation, Interim Assessments

End of Year: FAIR, SAT-10, FCAT

Behavior

Baseline data: Attendance Reports, Suspension Reports, SWIS Reports; COGNOS Reports

Progress Monitoring: Attendance Reports, Suspension Reports, SWIS Reports; COGNOS Reports

Midyear: Attendance Reports, Suspension Reports, SWIS Reports; COGNOS Reports

End of Year: Attendance Reports, Suspension Reports, SWIS Reports; COGNOS Reports

Describe the plan to train staff on RtI.

Olinda Elementary will utilize the Florida RtI Introductory Training Course developed by the Florida Department of Education to train its RtI Leadership Team. This course includes four self-paced modules and serves as a comprehensive introduction to Problem-Solving and Response to Intervention. Professional development for staff will occur during Staff Professional Development Trainings scheduled for September and October, 2009. Staff members will participate in a workshop titled "The PBS Classroom" on August 20, 2009.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strongest Cluster (%)
3rd Grade

Reading: Reference and Research
Math: Data Analysis and Geometry
Science: N/A
Writing: N/A

4th Grade
Reading: Word/Phrases
Math: Data Analysis
Science: N/A
Writing: Support

5th Grade:
Reading: Reference and Research
Math: Number Sense and Geometry
Science: Life and Environmental
Writing: N/A

Weakest Cluster(%)
3rd Grade:
Reading: Main Idea/Authors Purpose
Math: Number Sense and Measurement
Science: N/A
Writing: N/A

4th Grade
Reading: Reference and Research
Math: Measurement
Science: N/A
Writing: Focus

5th Grade:
Reading: Words/Phrases
Math: Algebraic Thinking and Measurement
Science: Scientific Thinking and Earth and Space
Writing: N/A

Strengths: Students scoring at Achievement Level 3 – 5 increased 28 percentage points in science. Students are performing at district averages in all Science Content Clusters. Students scoring at Achievement Level 3 – 5 increased one percentage point in Grade 3 Reading and eight percentage points in Grade 5 Reading. Students scoring at Achievement Level 3 – 5 increased four percentage points in Grade 3 Mathematics.

Weaknesses: In Grades 3 and 4, student scores decreased in the Main Idea Content Cluster. In Grades 3 and 4, student scores declined in the Measurement Content Cluster. In Grade 5, student scores dropped in the Algebraic Thinking Content Cluster. In Grade 4, student scores decreased in Writing by 15 percentage points.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

Instructional Focus Calendars (IFC) were developed by the District in July 2009. Teachers representing every grade level have analyzed student assessment data and have identified secondary benchmarks that will be infused within the IFC's. The IFC is developed based on the strengths and weaknesses identified from data. Implementation of the IFC will begin on the first day of school. Implementation of the IFC will be monitored by administration through classroom visitations, reviewing lesson plans and reviewing test data. Instructional coaches will support teachers with lesson planning and teaching the benchmarks identified in the IFC. Professional development activities will be designed to target lowest benchmarks as indicated by data. Monthly assessments will be administered to monitor progress and modifications to the IFC will be made according to data results. Modifications to the IFC will be determined by data from the Pre-Test administered in September and the Mid-Year Test administered in December.

Teachers who are struggling with implementing the IVC will be provided with additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: Main Idea was the least proficient strand and will be given priority focus.
Writing: Support will be given priority focus.
Mathematics: Measurement was the least proficient strand and will be given priority focus.
Science: Scientific Thinking was the least proficient strand and will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Based on FCAT Test results, some teaching assignments will change. In addition, the strongest teachers will be assigned the lowest performing students.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Teachers incorporate into their lesson plans "application activities" that tie the current benchmark to the real world. A daily focus of the school is for teachers and students to ask each other, "Why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided Reading materials and "focus lessons" that are based on current events.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Ollinda Elementary will be implementing the Advancement Via Individual Determination (AVID) Program in fourth and fifth grades AVID is a fourth- through twelfth-grade system to prepare students in the academic middle for four-year college eligibility. In addition, the school will be holding a career week that will help expose students to the various professional and skill-based careers that are available within the community.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Teachers will develop lesson plans to address the benchmarks identified on the Instructional Focus Plan (IFP). Lesson plans will include activities that teaches the benchmark, allow students to practice the benchmark and apply the benchmark. Students at different ability levels will have the opportunity to practice and apply the benchmark at their ability level. Differentiated instruction will be evident in the lesson plans. In addition, teachers will meet weekly to share "best practices" and resources. Professional development activities will be scheduled monthly to reinforce content and provide teachers with effective instructional strategies.

How are instructional focus lessons developed and delivered?

Focus lesson plans will be aligned to the benchmarks assessed annually on the FCAT. Focus lesson plans addressing targeted benchmarks will be developed by teachers along with instructional coaches beginning in June. Reading, math and science teachers will create 10 to 15 minute focus lessons to be taught at the beginning of the each lesson. Reading, math, and science teachers will teach the focus lesson that correlates with their subject area.

How will instructional focus lessons be revised and monitored?

Mini-assessments will be administered to monitor the effectiveness of the focus lesson plans. Student mastery of the benchmark will determine if the focus lesson plans needs to be revised and re-taught. Mini-assessments will also determine which teachers are having difficulty teaching the content and need assistance from instructional coaches.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Mini-assessments based on the focus lesson plan will be administered on a monthly basis. Ten questions per benchmark will be administered. Students will need to score at 80% to be considered at mastery of the benchmark.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Mastery will be set at 80%. Students scoring between 61% and 79% will receive additional instruction and/or practice with the benchmark; students scoring below 60% will receive intensive instruction to remediate the benchmark; and students scoring 80% or above will receive enrichment activities to enhance proficiency.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Mini-assessments will be identified on the Instructional Focus Calendar (IFC) to monitor mastery of the skills being taught. Monthly assessments will review all previously taught benchmarks to maintain mastery. Previously taught benchmarks will be integrated into lesson plans so that students retain the skills.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Grade level teams and content area teams will meet weekly with instructional coaches to review data from mini-assessments and /or to plan focus lesson plans. Modifications to lesson plans and/or the IFC will be discussed at these meetings depending upon data results.

A teacher will be designated to record notes from the meeting, and the notes will be submitted along with the weekly agenda to the administrative staff. Members of the administrative staff will attend meetings on a rotating basis.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Leadership Team will meet with teachers during weekly grade level/content team meetings or one-on-one to support teachers and discuss student progress. During these meetings data binders, lesson plans and student work samples will be reviewed. During these meetings, the progress of students in special populations will be discussed and monitored. In addition, instructional coaches will meet with teachers to provide support with planning lessons, and modeling and coaching lessons. Instructional coaches will also provide teachers with mini-assessments and monthly assessments. Instructional coaches will be responsible for scanning test bubble sheets into Edusoft and generating reports to teachers and the Principal. The instructional coaches will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

State adopted instructional materials purchased by the school district will be utilized for core instruction and interventions. SuccessMaker and FCAT Explorer will be the primary computer-based programs utilized to supplement instruction. Teachers will utilize effective instructional strategies identified during professional development trainings to differentiate instruction for all students. In addition, teachers will utilize resources identified in "best practices" to supplement instruction for all students. Students identified for Response to Intervention (RtI) due to consistent non-mastery will receive intensive instruction and/or intervention according to the recommendations of the RtI Leadership Team.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

State adopted resources identified for intensive instruction and/ or interventions will be utilized to re-teach non-mastered benchmarks/skills. Resources adopted by the state will provide explicit instruction and intervention with activities that are developmental appropriate, systematic and incremental.

How does the school identify staff's professional development needs to improve their instructional strategies?

Professional development is identified by teacher surveys, data analysis, and effectiveness of instructional strategies determined by student performance, administrators' observations, classroom walk-through and instructional coaches' recommendations.

Which students will be targeted for supplemental and intensive instruction/interventions?

Students who are consistently demonstrating academic difficulties will be targeted for supplemental and/or intensive instruction/intervention. Progress monitoring tools, teacher observations and recommendations, as well as, students identified for RtI and scores from tests such as FCAT, FAIR, etc. will be utilized to identify students in need of additional academic support.

How will the effectiveness of the interventions be measured throughout the year?

Progress monitoring tools such as FAIR and SuccessMaker will be utilized to monitor student achievement on a regular basis. Students participating in an intervention will have a Progress Monitoring Plan (PMP) which will be updated at the end of every grading period.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students who qualify for the gifted program receive accelerated instruction and enrichment activities. In addition, student who consistently scores above proficiency will receive enrichment during differentiated instruction within the classroom.

Describe how students are identified for enrichment strategies.

Students who consistently score above 80% on assessments, FCAT scores, SAT-10 scores and teacher recommendations will determine which students receive enrichment strategies.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
K, 1st & 2nd grade Reading Teachers, Reading Coach, and ESE Teacher.	Reading Coach	Bi-Monthly	First and third Tuesday of the month	Critical Friends Group: Analyze the effectiveness of the Reading/L.A. Pacing Guide, lesson studies, assessments, maintenance, tutorials, and enrichments to determine any necessary revisions
3rd, 4th, & 5th grade Reading Teachers, Reading Coach, and ESE Teacher.	Reading Coach	Bi-Monthly	First and third Tuesday of the month	Critical Friends Group: Analyze the effectiveness of the Reading FCIM calendars, mini-lessons, mini assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.
K, 1st & 2nd grade Mathematics Teachers, Mathematics Coach, and ESE teacher.	Mathematics Coach	Bi-Monthly	First and third Tuesday of the month	Critical Friends Group: Analyze the effectiveness of the Mathematics Pacing Guide, lesson studies, assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.
3rd, 4th, & 5th grade Mathematics Teachers, Mathematics Coach, Gifted Teacher, and ESE Teacher.	Mathematics Coach	Bi-Monthly	First and third Tuesday of the month	Critical Friends Group: Analyze the effectiveness of the Reading FCIM calendars, mini-lessons, mini assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.
3rd, 4th, & 5th grade Teachers, Reading and Mathematics Coaches, Gifted Teacher, and ESE Teachers.	Principal	Monthly	Fourth Wednesday of during common planning time.	Analyze data of common assessments and review FCIM mini-assessment results.
Positive Behavior Support Team. Open to all interested personnel.	Assistant Principal	Monthly	Third Wednesday of the month during common planning time.	Analyze the effectiveness of the PBS plan, monitor student behavior, and provide interventions for behavior problems.

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
[Show Attached Notification of \(School in Need of Improvement\) SINI Status](#) (Uploaded on 8/21/2009 3:55:30 PM)
- Public School Choice with Transportation (CWT) Notification
[Show Attached Public School Choice with Transportation \(CWT\) Notification](#) (Uploaded on 8/21/2009 3:55:48 PM)
- Notification of (School in Need of Improvement) SINI Status
[Show Attached Supplemental Educational Services \(SES\) Notification](#) (Uploaded on 8/21/2009 3:56:02 PM)

Pre-School Transition

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPPY) Program. HIPPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

Olinda Elementary School's pre-school transition plan includes conducting informational meetings with parents and Head Start student visitations to Kindergarten classroom. During these visitations, the pre-school students participate in the Kindergarten routines and curriculum. The staff provides parents with packets of activities, registration materials, and offers workshops to train parents to assist their children at home. An exit interview and the ESI-K will be given to each student before entering Kindergarten to assess readiness and any need for remediation. Olinda Elementary Kindergarten teachers communicate a minimum of two times per year with Head Start teachers to provide information regarding curriculum and discuss other areas of importance as it relates to the transitional preparation into Kindergarten.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:
	Did the total percent proficient increase or decrease? What is the percent change?
	What clusters/strands, by grade level, showed decrease in proficiency?
	Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
	Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
	Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
52% percent of students in grades 3-5 scored a Level 3 or higher on the 2009 administration of the FCAT Reading Test. This represents an increase of 3 percentage points compared to 49% who achieved mastery in 2008. 77% of the lowest 25% made learning gains, a 17 percentage point increase from 2008. 67% of students made learning gains, a 7 percentage point increase from 2008. The following content clusters have been identified as needing improvement: Main Idea/Author's Purpose; Reference and Research; and Word Phrases.		Given instruction using the Sunshine State Standards, 72% of students in grades 3-5 will score a Level 3 or above on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The school will implement the new FAIR assessments to monitor student progress.	Principal, Reading Coach	Review FAIR data reports to ensure teachers are assessing students according to the created schedule.	FAIR data
2	Mini assessments based on the IFC will be administered on a monthly basis utilizing Edusoft to continuously assess the reading progress of all students.	Reading Coach and Assistant Principal	Monthly assessment results will be analyzed through the use of Edusoft by teachers and administration during professional learning community meetings.	Effectiveness will be determined through on-going benchmark assessments and FAIR assessments.
3	Develop an Instructional Focus Calendar for Reading and Language Arts for all grades (K-5) that can be modified to address the educational needs of the students'.	Reading Coach, Assistant Principal	Administrator's will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through on-going benchmark assessments and FAIR assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 39% of Students With Disabilities (SWD) in grades 3-5, scored at or above Level 3. Words and Phrases in Context was the lowest scoring area with 12% mastery. This represents a decrease of 8 percentage points from 2008.		Given instruction using the Sunshine State Standards, the percent of 3-5 grade SWD scoring at or above a Level 3 will increase from 39% to 72% on the 2010 FCAT Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Utilize Voyager to provide differentiated instruction to students with an evidenced-based intervention tool to	Assistant Principal, Reading Coach	Through ongoing reading assessments, students in need of additional support will be identified and an	Student Reading progress will be evaluated utilizing mini-assessments, monthly benchmark assessments and

help increase mastery in the area of Reading.	intervention schedule will be developed utilizing Voyager.	district interim assessments.
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 50% of Black students in grades 3-5, scored at or above Level 3 on the 2009 FCAT Reading Test. Main Idea and Authors Purpose signified the greatest area of need with only a 54% mastery rate. This represents a decrease of 4 percentage points from 2008.		Given instruction using the Sunshine State Standards, the percent Black students in grades 3-5 scoring at or above a Level 3 will increase from 50% to 72% on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Utilize SuccessMaker Enterprise (SME) computer-based reading program to individualize program instruction in the area of Main Idea and Author's Purpose for students in grades 3-5.	Reading Coach, Assistant Principal	Monthly progress reports will be reviewed by administrators and classroom teachers will keep a computer-based binder that will be utilized to identify individual student progress.	Individualized SME student reports, as well as FAIR assessments will be utilized to determine effectiveness of program.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 48% of Economically Disadvantaged Students in grades 3-5, scored at or above Level 3 on the 2009 FCAT Reading Test. The needs assessment revealed that improvement is required in the areas of Main Idea/Author's Purpose as only 50 percent of ED students achieved mastery on the 2008 FCAT Reading Test.		Given instruction using the Sunshine State Standards, the percent Economically Disadvantaged students in grades 3-5 scoring at or above a Level 3 will increase from 48% to 72% on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Increase daily opportunities for students to practice making inferences, drawing conclusions and identifying implied main idea and author's purpose throughout all content areas to continuously expose students to assessed content cluster.	Principal, Reading Coach	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal.	Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions will be conducted.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, 72% of students in grades 3-5 will score a Level 3 or above on the 2010 FCAT Reading Test	Effective Implementation of the Instructional Focus Calendar	Assistant Principal, Reading Coach	August 2009	Lesson Plans Classroom Visits	Principal, Assistant Principal
Given instruction using the Sunshine State Standards, the percent of Black students in grades 3-5 scoring at or above a Level 3 will increase from 50% to 72% on the 2010 FCAT Reading Test.	Best Practices and effective instructional strategies in the area of Main Idea/Author's Purpose and Words and Phrases.	Assistant Principal, Reading Coach	September 2009	Classrooms walkthroughs and discussions documented during Professional Learning Community meetings.	Principal, Assistant Principal
Given instruction using the Sunshine State Standards, 72% of students in grades 3-5 will score a Level 3 or above on the 2010 FCAT	Implementing effective Data Chats with your students	Assistant Principal, Reading Coach	September 2009	Classroom visits, Student Data Chat Binder	Principal, Assistant Principal

Reading Test					
Given instruction using the Sunshine State Standards, 72% of students in grades 3-5 will score a Level 3 or above on the 2010 FCAT Reading Test	RTI Introductory Training Course	Assistant Principal	September 2009	Monthly Meetings	Principal, Assistant Principal

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

N/A

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Houghton Mifflin Reading Series	Instructional Materials Categorical	\$5,740.00
Voyager Passport Reading Intervention Program	Instructional Materials Categorical	\$4,000.00
		Total: \$9,740.00
Technology		
Description of Resources	Funding Source	Available Amount
Successmaker	District Funding	\$12,000.00
SmartBoard	Title I	\$2,500.00
Increase the number of desktop computers	District	\$24,000.00
		Total: \$38,500.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Development of Reading Instructional Focus Calendars- Stipends for Summer Development	Title I	\$1,500.00
		Total: \$1,500.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$49,740.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

- Did the total percent proficient increase or decrease? What is the percent change?
- What clusters/strands, by grade level, showed decrease in proficiency?
- Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
- Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
- Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
In grades 3-5, 57% of students achieved mastery on the 2009 administration of the FCAT Mathematics Test, a 3 percentage points decrease from 2008. 70% of the lowest 25% made learning gains, a 20 percentage	Given instruction using the Sunshine State Standards, 74% of students in grade 3-5 will score a Level 3 or above on the 2010 FCAT Mathematics

point increase from 2008. 59% of students made learning gains, a 5 percentage point increase from 2008. The content clusters requiring the most improvement include: Measurement and Algebraic Thinking.		Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Utilize the FCIM to identify students in the core curriculum needing intervention and enrichment in specific content clusters.	Principal, Math Coach	Continuous student assessment data will be extracted from EduSoft in an effort to continuously identify the academic progress of targeted students. The data will serve as a focal point of discussion regarding future instructional practices during leadership team meetings and PLC meetings to help meet the individual needs of students.	Increasing progress of students on school-site and district interim assessments
2	On-going data chats with students will be initiated by teachers to promote and engage students in tracking and monitoring their individual progress throughout each of the content clusters.	Teachers, Reading Coach, Assistant Principal	Student Data discussion logs will be maintained and reviewed by the administration during data discussions with teachers.	Monthly school-based as well as District Interim Assessments will be analyzed and disaggregated to determine individual student progress.
3	Provide students with hands-on experiences to facilitate the conceptual learning and understanding of grade-level appropriate measurement concepts and apply the learning to solve real-world problems; hands-on experiences include the use of manipulatives.	Assistant Principal, Math Coach	Walkthroughs by the administrators	Increasing progress of students on school-site and district interim assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 56% of Black students achieved a Level of 3 or above on the 2009FCAT Mathematics Test; a 4 percentage point decrease from 2008. The content clusters of Measurement and Number Sense signified the greatest area of need with only a 54% mastery rate. This represents a decrease of 4 percentage points from 2008.		Given instruction using the Sunshine State Standards, 74% of Black students in grades 3-5 will score Level 3 or above on the 2010 FCAT Mathematics Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Utilize computer assisted programs in math such as SuccessMaker and FCAT Explorer to reinforce learning and provide repetition for growth in all content clusters with specific emphasis on Measurement and Number Sense.	Assistant Principal, Math Coach	FCAT Explores and SuccessMaker session reports will be monitored to solicit individual student progress in the area of mathematics.	Increased students' performance on site-authored and district assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Mathematics data, 42% of Students With Disabilities (SWD) in grades 3-5, scored at or above Level 3 on the 2009 FCAT Mathematics Test; a 15 percentage point decrease from 2008. Number sense and measurement were noted as the lowest scoring areas for SWD's.		Given instruction using the Sunshine State Standards, 74% of SWD's in grades 3-5 will score Level 3 or above on the 2010 FCAT Mathematics Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Utilize Voyager Math to	Assistant Principal,	Through ongoing	Student mathematic

provide differentiated instruction to students with an evidenced-based intervention tool to help increase their mastery in the area of number sense.	Math Coach	mathematics assessments, students in need of additional support will be identified and an intervention schedule will be developed utilizing Voyager Math	progress will be evaluated utilizing mini-assessments, monthly benchmark assessments and district interim assessments.
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 55% of Economically Disadvantaged students achieved a Level of 3 or above on the 2009FCAT Mathematics Test; a 4 percentage point decrease from 2008. The content clusters of Measurement, Number Sense, and Algebraic Thinking signified the greatest area of need.		Given instruction using the Sunshine State Standards, 74% of Economically Disadvantaged students in grades 3-5 will score Level 3 or above on the 2010 FCAT Mathematics Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Benchmark focus lessons will be developed incorporating strategies and activities that prepare students to engage in more abstract reasoning, planning, analysis, judgment, and creative thought (i.e., high complexity level questions and activities).	Principal, Assistant Principal, Math Coach	Student progress on mini-benchmark assessments will assist the administrators in determining the effectiveness of the action step.	Increased student performance in mini-benchmark assessments targeting algebraic thinking.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, 74% of students in grade 3-5 will score a Level 3 or above on the 2010 FCAT Mathematics Test.	Effective Implementation of the Instructional Focus Calendar	Math Coach	August 2009	Modeling of Lessons Classroom Visits	Principal, Math Coach
Given instruction using the Sunshine State Standards, 74% of students in grade 3-5 will score a Level 3 or above on the 2010 FCAT Mathematics Test.	Utilization of manipulatives to enhance understanding of concepts through hands-on mathematics	Math Coach	September 2009	Observation of center use and documentation in lesson plans	Principal, Math Coach
Given instruction using the Sunshine State Standards, 74% of SWD's in grades 3-5 will score Level 3 or above on the 2010 FCAT Mathematics Test	Differentiated instructional Practices in Mathematics	Math Coach	October 2009	Targeted walkthroughs will be utilized to monitor effectiveness of differentiated instruction training in using evidence-based instruction/interventions within the mathematics blocks	Principal, Math Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Voyager Math	Title 1	\$2,000.00

Harcourt Brace Series	District	\$4,239.00
		Total: \$6,239.00
Technology		
Description of Resources	Funding Source	Available Amount
Successmaker	District	\$12,000.00
		Total: \$12,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Development of Mathematics Instructional Focus Calendars- Stipends for Summer Development	Title I	\$1,000.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$19,239.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Science data, 33% of students achieved a Level 3 or above; a 19 percentage point increase from 2008. Although gains were exhibited among all clusters, Scientific Thinking was the lowest content cluster with 54% of students scoring at a mastery level.		1. Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Develop a school-based science instructional focus and pacing guide that will focus on the yearly assessed benchmarks.	Principal, Assistant Principal	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through progress on benchmark assessments.
2	2. Utilize the school-based laboratory in which students in kindergarten through grade five will participate in weekly hands-on inquiry based investigations to develop students' scientific thinking	Principal, Assistant Principal	A lab schedule will be created and implemented with fidelity and monitored by the Principal.	Student progress on science mini assessments
3	Develop and implement an FCAT Explorer computer schedule for students.	Principal, Assistant Principal	FCAT Explorer utilization reports will be monitored in an effort to ensure continuous exposure to annually assessed benchmarks	Improvement on the science mini-assessments
4	Emphasize cross-curricular utilization of the scientific method as a problem solving tool applicable to increase students' science skills in scientific thinking, Earth/ Science, Life/ Environmental, and Physical/ Chemical culminating with a school wide Science Fair to	Principal and Assistant Principal	This action step will be monitored by the administrative team, classroom teachers, and the Leadership Team utilizing teachers' lesson plans/instructional focus during collaborative grade level planning sessions monthly.	Student participation in Science Fair

help obtain mastery of science standards.			
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Test.	Effective utilization of the Scott Foresman Science Series	Assistant Principal	September 2009	Walkthrough administered by the administration will take place in order to ensure the appropriate implementation of the science series.	Principal and Assistant Principal
Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Test.	Effective planning and implementation of science labs	Assistant Principal	September 2009	Development of science lab schedule; walkthrough by administration ensuring that science labs are appropriately developed and taking place.	Principal and Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Scott Foresman Science Series	District	\$4,239.00
		Total: \$4,239.00
Technology		
Description of Resources	Funding Source	Available Amount
SuccessMaker	District	\$12,000.00
		Total: \$12,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Development of Science Instructional Focus Calendars- Stipends for Summer Development	Title I	\$1,000.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$17,239.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Student assessment data indicates that 71% of students in grade 4 scored at a Level 3.5 or above in on the 2009 FCAT Writing Test; a 14 percentage point decrease from 2008.		Given instruction based on the Sunshine State Standards, on the 2010 administration of the FCAT Writing Test, 61% of the 4th grade students will achieve a 4.0 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Provide in-class coaching and mentoring with the implementation of the monthly writing prompts, interpretation of the U-6 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.	Principal, Reading Coach	The effectiveness of the action step will be monitored by the administration through PLC meetings, classroom observations and with coaching logs.	Student progress on monthly writing samples
2	2. Instruct students in small and total group sessions based on pre and midyear test results.	Principal, Reading Coach	Small group writing intervention schedules will be developed based on the specific needs of students. The administration will meet monthly with teachers to review writing progress of students receiving intervention.	Progress between the Pretest Prompt and Mid-year Prompt, as well as monthly writing samples
3	3. Writing workshops will be held with students on a weekly basis to expose them to several strategies such as magnified moments, vivid verbs, sentence variety, writing pictures, and transitional words.	Principal, Reading Coach	Administrators will meet with reading coach and classroom teachers bi-weekly to discuss writing workshops and to review student progress.	Review progress on monthly prompts

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, on the 2010 administration of the FCAT Writing Test, 61% of the 4th grade students will achieve a 4.0 or above.	The Writing Process	Reading Coach	September 2009	The professional development activity will be monitored utilizing classroom visitations by the administrators and reading coach. In addition, the effectiveness of strategies learned will be discussed during PLC meetings	Principal, Assistant Principal
Given instruction based on the Sunshine State Standards, on the 2010 administration of the FCAT Writing Test, 61% of the 4th grade students will achieve a 4.0 or above.	Differentiating Writing instruction	Reading Coach	October 2009	The professional development activity will be monitored utilizing classroom visitations by administrators and reading coach. In addition, the effectiveness of strategies learned will be discussed during PLC meetings.	Principal, Assistant Principal
Given instruction based on the Sunshine State					

Standards, on the 2010 administration of the FCAT Writing Test, 61% of the 4th grade students will achieve a 4.0 or above.	"There's a Six in You" writing strategy workshop to enhance writing skills in fourth grade.	Reading Coach	October 2009	The professional development activity will be monitored utilizing classroom visitations by the administration and student progress on monthly prompts. In addition, the effectiveness of strategies learned will be discussed during PLC meetings	Principal, Assistant Principal
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Writing Component of the Houghton Mifflin Reading Program	District	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$0.00		

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The data reflected on the 2008-2009 Parent Contact Logs and Title I sign-in sheets indicated a 36% of parents attended two or more school sponsored activities. This signifies an increase of 8 percentage points as compared to the 2007-2008 school year.		The school will increase the number of parents that participate in two or more school sponsored activity by 30%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Ensure the consistent delivery of the Dolphin Parent calendar/Newsletter to help parental involvement in their child's educational process and to provide up-to-date information on relating to PTA meetings, EESAC meetings and on-going parental workshops.	Principal, Assistant Principal	The action step will be monitored for effectiveness by maintaining a binder that will document the delivery of Monthly Calendars.	Increased parental participation in school sponsored activities as evidenced by sign-in sheets.

2	Promote the use of technology among parents by providing up-to-date school, District, and community-based information on the school's web site and by providing parents additional avenues of communicate with teachers and administration.	Principal, Assistant Principal	The action step will be monitored by the administration in an effort to ensure that the school's web site is being consistently updated. The administration will meet bi-weekly with the school's Micro System Tech to ensure real-time data is incorporated within the school's web site.	Increased use of the school's web site by parents
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
A review of the 2008-2009 teacher/parent contact logs revealed that only 28% of classroom teachers communicated more than four times with each of their students' parents.		As evidenced by teacher/parent contact logs, the school will increase the amount of teachers communicating more than four times with each of their students' parents' by 65%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Use of Connect-Ed messaging System to increase on-going communication between the school and home.	Principal	The administration will monitor the effectiveness of this action step through a parental feedback survey that will be administered to parents in January 2010.	Communication data retrieved from Connect Ed and completed parent survey
2	Quarterly parent communication will be made by all classroom teachers via telephone or in person to the parents of all assigned students in an effort to provide them with information regarding on-going student progress.	Assistant Principal	Administrators will review and monitor Parental Communication Logs during regular classroom walkthroughs to ensure that quarterly communication is evident.	Completed teacher/parent logs indicating quarterly communication
3	The school will be providing all students with an agenda book that will go home daily to parents informing them of required assignments and upcoming events. The parents will acknowledge that they reviewed the information by signing the agenda book daily.	Principal, Assistant Principal	The action step will be monitored by the administration through communication with teachers during PLC meetings and through parent meetings and discussions.	Signed student agendas

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
The school will increase the number of parents that participate in two or more school sponsored activity by 30%.	Title I in Action	Principal	September 2009	Effectiveness will be determined by the completion of parent surveys	Principal; Office of Community Services and the Office of Program Evaluation
The school will increase the number of parents that participate in two or more school sponsored activity by 30%.	Introduction to the Parent Portal and school's web-site	Principal/Assistant Principal	October 2009	Follow-up survey will be administered to participating parents	Principal, Assistant Principal
As evidenced by teacher/parent contact logs, the school will increase the amount of teachers communicating more than four times with each of their students' parents' by 65%.	Communicating Effectively With Parents	Principal	August 2009	Administrators will monitor teacher/parent contact logs	Principal, Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
1% of Title I Part A School-wide allocation and District parental set-aside	Title I Part A	\$1,300.00
Student Agendas	Title I	\$600.00
		Total: \$1,900.00
Technology		
Description of Resources	Funding Source	Available Amount
Olinda Elementary School's Web Site Continuous information, including calendars and links will be made available to parents in an effort to add an additional avenue of communication for parents	School Funds	\$500.00
		Total: \$500.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Introduction to the Parent Portal and school's web-site	Title I	\$250.00
		Total: \$250.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$2,650.00

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Houghton Mifflin Reading Series	Instructional Materials Categorical	\$5,740.00
Reading	Voyager Passport Reading Intervention Program	Instructional Materials Categorical	\$4,000.00
Mathematics	Voyager Math	Title 1	\$2,000.00
Mathematics	Harcourt Brace Series	District	\$4,239.00
Writing	Writing Component of the Houghton Mifflin Reading Program	District	\$0.00
Science	Scott Foresman Science Series	District	\$4,239.00
Parental Involvement	1% of Title I Part A School-wide allocation and District parental set-aside	Title I Part A	\$1,300.00
Parental Involvement	Student Agendas	Title I	\$600.00
			Total: \$22,118.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Successmaker	District Funding	\$12,000.00
Reading	SmartBoard	Title I	\$2,500.00
Reading	Increase the number of desktop computers	District	\$24,000.00
Mathematics	Successmaker	District	\$12,000.00
Science	SuccessMaker	District	\$12,000.00
Parental Involvement	Olinda Elementary School's Web Site Continuous information, including calendars and links will be made available to parents in an effort to add an additional avenue of communication for parents	School Funds	\$500.00
			Total: \$63,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Development of Reading Instructional Focus Calendars-Stipends for Summer Development	Title I	\$1,500.00
Mathematics	Development of Mathematics Instructional Focus Calendars-Stipends for Summer Development	Title I	\$1,000.00
Science	Development of Science Instructional Focus Calendars-Stipends for Summer Development	Title I	\$1,000.00
Parental Involvement	Introduction to the Parent Portal and school's web-site	Title I	\$250.00
			Total: \$3,750.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$88,868.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[Show Attached school's Differentiated Accountability Checklist of Compliance](#) (Uploaded on 8/21/2009 3:50:23 PM)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle 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.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Academic Enhancement (supplemental materials)	3000
Student Incentives	500

Describe the Activities of the School Advisory Council for the Upcoming Year

The Educational Excellence School Advisory Council (EESAC) has an important function for the success of Olinda Elementary School. Listed below are some of the functions of the EESAC.

- Reach out to community to obtain more partners
- Effectively participate in making informed decisions on curriculum, technology, budget and involvement
- Organize School Events
- Sponsor drives to increase parent involvement
- Assist the school to analyze and review identified action steps to continuously determine the effectiveness of SIP strategies.

SAC Members

Members

- 1) Adrian Montes, Principal
- 2) Katina L. Mcrae, SAC Chair
- 3) Monica Oltmanns, Teacher
- 4) David Mikolashek, Teacher
- 5) Temeka Bradley, Parent
- 6) Sylvia Willis, Parent
- 7) Zonnie Brown, Parent
- 8) Johnnie Dixon, Parent
- 9) Gloria Isom, Parent
- 10) Tiffany Moss, Parent
- 11) Delcita Scott, Parent
- 12) Charles Dickens, Community Member
- 13) Steve Silberberg, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Dade OLINDA ELEMENTARY SCHOOL 4071													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 189 Math: 189			2008-2009 School Grade ¹ : B			Did the School make Adequate Yearly Progress? NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).							This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	
TOTAL ⁴	100	Y	100	Y	49	N	54	N	88	87	N			NA	51	51	N	41	46	N	61	N	55	N			
WHITE		NA		NA		NA		NA		NA				NA						NA							
BLACK	100	Y	100	Y	50	N	56	N	92	87	N			NA	51	50	N	40	44	N	60	N	54	N			
HISPANIC		NA		NA		NA		NA		NA				NA						NA							
ASIAN		NA		NA		NA		NA		NA				NA						NA							
AMERICAN INDIAN		NA		NA		NA		NA		NA				NA						NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	48	N	55	N	90	87	N			NA	50	52	N	41	45	N	61	N	56	N			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA		NA				NA						NA							
STUDENTS WITH DISABILITIES	100	Y	100	Y	39	N	42	N			NA			NA	53	61	N	43	58	N	50	N	44	N			

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Dade OLINDA ELEMENTARY SCHOOL 4071													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 157 Math: 157			2007-2008 School Grade ¹ : C			Did the School make Adequate Yearly Progress? NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).							This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	Y/N	2008	Y/N	2008	Y/N	
TOTAL ⁴	100	Y	100	Y	49	N	59	N	93	88	N			NA	45	51	NA	39	41	NA	53	NA	59	NA			
WHITE		NA		NA		NA		NA		NA				NA						NA							
BLACK	100	Y	100	Y	49	N	60	N	92	92	Y			NA	47	51	NA	40	40	NA	52	NA	60	NA			
HISPANIC		NA		NA		NA		NA		NA				NA						NA							
ASIAN		NA		NA		NA		NA		NA				NA						NA							
AMERICAN INDIAN		NA		NA		NA		NA		NA				NA						NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	50	N	59	N	90	Y				NA	46	50	NA	40	41	NA	54	NA	61	NA			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA		NA				NA						NA							
STUDENTS WITH DISABILITIES	100	Y	100	Y	47	N	57	N			NA			NA	47	53	NA	47	43	NA			NA				

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Dade OLINDA ELEMENTARY SCHOOL 4071													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 165 Math: 165			2006-2007 School Grade ¹ : C			Did the School make Adequate Yearly Progress? YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).							This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL ⁴	99	Y	99	Y	55	Y	61	Y	85	93	Y			NA	45	46	NA	52	39	NA	51	NA	76	NA			
WHITE		NA		NA		NA		NA		NA				NA						NA							
BLACK	99	Y	99	Y	53	Y	60	Y	83	92	Y			NA	47	50	NA	53	40	NA	49	NA	75	NA			
HISPANIC		NA		NA		NA		NA		NA				NA						NA							
ASIAN		NA		NA		NA		NA		NA				NA						NA							
AMERICAN INDIAN		NA		NA		NA		NA		NA				NA						NA							
ECONOMICALLY DISADVANTAGED	99	Y	98	Y	54	Y	60	Y	86	Y				NA	45	47	NA	52	40	NA	50	NA	74	NA			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA		NA				NA						NA							
STUDENTS WITH DISABILITIES	96	Y	96	Y	53	Y	53	N			NA			NA	49	50	NA	53	47	Y	53	NA	65	NA			

SCHOOL GRADE DATA

Dade School District OLINDA ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	57%	76%	44%	229	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	59%			126	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level

						1 or 2
Adequate Progress of Lowest 25% in the School?	77% (YES)	70% (YES)			147	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					502	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Dade School District OLINDA ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	49%	60%	90%	16%	215	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	60%	54%			114	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	50% (YES)			110	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					439	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Dade School District OLINDA ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	64%	83%	21%	224	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	53%	76%			129	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	53% (YES)	71% (YES)			124	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					477	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested