FLORIDA DIFFERENTIATED ACCOUNTABILITY 
PROGRAM
2008 - 2009 SCHOOL IMPROVEMENT PLAN

School Name: OLIVER HOOVER ELEMENTARY SCHOOL

District Name: Dade

Principal: NEYDA G. NAVARRO

SAC Chair: JOAN L. CORTEZ

Superintendent: MR. ALBERTO M. CARVALHO

Date of School Board Approval: PENDING SCHOOL BOARD APPROVAL

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

VISION
Oliver Hoover Elementary aspires to be a caring community of learners in which all stakeholders fulfill their potential, personal, professional and intellectual excellence. We promote an environment that will create a society based upon democratic values and decision-making.

MISSION
The mission of Oliver Hoover Elementary School is to make learning an exciting, productive, and vital part of each child’s life.

SCHOOL PROFILE DEMOGRAPHICS

FACILITY/COMMUNITY

Oliver Hoover Elementary School was established in 1982. The Oliver Hoover Primary Learning Center is located one and a half miles from the main campus. It was established in 2000. The main campus is located on six-acres on Hammocks Boulevard in the Hammocks, a suburban community in Miami-Dade County, and it is adjacent to a five-acre park. The community is made up of single family homes, townhouses, apartment buildings and businesses. The main campus has 49 classrooms and seven resource rooms, a cafeteria, a media center, a computer lab and a large main office. Fourteen portable classrooms are also on this site. The Primary Learning Center has 11 classrooms for children in Pre-Kindergarten and Kindergarten. At this time, 269(78.57 percent) of the students are on free or reduced price lunch. During the summer of the 2007-2008 school year, the Americans with Disabilities Act bathroom renovations were completed.

STUDENT DEMOGRAPHICS

The student population of Oliver Hoover Elementary for the 2008-2009 school year consists of 953 students in Pre-Kindergarten through grade five comprising a multi-ethnic population. This population consists of 77 percent Hispanic, 9 percent White Non-Hispanic, 5 percent Black Non-Hispanic, and 3 percent Asian/Pacific Islander. 

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percent Asian/Indian Multi-racial. Oliver Hoover has 18 percent of the students enrolled in English Language Learners (ELL) Program. At the present time, there are 66 students at Reading Level 1 and 39 students at Mathematics Level 1 in third through fifth grade. There are 59 students at Reading Level 2 and 64 students at Mathematics Level 2 in third through fifth grade. The NCLB subgroups are White, Black, Hispanic, Asian, Indian, Multi-racial, English Language Learners, Standard Curriculum, Economically Disadvantaged, and Students With Disabilities.

Standard curriculum students represent 73 percent of our student population. Fifteen percent (144) of Oliver Hoover students are enrolled in Special Education (SPED), including Learning Disabilities, Other Health Impaired, Developmentally Delayed,Trainable Mentally Handicapped and Autism. Twelve percent (116) of Oliver Hoover students are enrolled in Gifted. These children have a wide range of exceptionalities and their social, emotional, and academic programs are governed by an Individual Educational Plan (IEP) and Educational Plan (EP). In addition, the school provides services for Speech, Language Therapy, Occupational and Physical Therapy and guidance services. The school also receives assistance from a school social worker, a school psychologist and a staffing specialist. The students at Oliver Hoover receive instruction in Reading, Language Arts, Mathematics, Science and Social Studies as described in the Miami-Dade County Public Schools Competency Based Curriculum. Music, Art, Technology, Physical Education and Bilingual courses are also staples of the curriculum.

STRENGTHS

Oliver Hoover Elementary has been designated an “A” school for nine consecutive years. Oliver Hoover continues to offer a variety of curriculum and activities that motivate students. The school addresses the various needs of our students with curriculum alternatives i.e. TEAM, Gifted, ESE, ELL, and ESL. The school also offers various tutoring programs during and after school to assist our students in making achievement gains. One-to-one tutoring, small groups and technology assisted programs address the varied learning needs of our students. Our school has a rich technology curriculum that supports the classroom teacher, enriches the After School Care Program and provides students with enrichment in the home learning environment.

AREAS OF CONCERN

At this time, our greatest area of concern is that our Students With Disabilities did not meet Adequate Yearly Progress. The school data indicates that these students are not making sufficient learning gains. Our intent is to focus on strategies to target these students and their areas of weakness.

In order to provide a safe and stimulating environment for students of working parents, Oliver Hoover Elementary School provides Before-School Care beginning at 7:15 a.m. and After-School Care ending at 6:00 p.m. at both the main campus and the Primary Learning Center.

TEACHER DEMOGRAPHICS

The Oliver Hoover instructional staff includes 83 full time teachers: 42 in the general education curriculum, 18 Exceptional Student Education, 13 in special subject areas, four Occupational Therapists, two counselors, one Media Specialist, and one Program Specialist. The instructional staff employs 45 (52 percent) Hispanic teachers, 28 (33 percent) white Non-Hispanic teachers, and 12 (14 percent) black Non-Hispanic teachers and one (1 percent) Asian-Pacific teacher. There are no beginning teachers on staff. At the present time, 25 (29 percent) have obtained Master’s degrees and five (6 percent) have obtained Specialist or Doctoral degrees. There are no part-time teachers on the staff. The most current data indicates the staff attendance rate was 95.6 percent. The average years teaching on staff are 12 years. Three administrators, a principal and two assistant principals, serve as the instructional leaders of the school. The school Leadership Team consists of the administration the EESAC Chair, UTD Designated Steward, Media Specialist, Program Specialist, and ten department chairs in each area of the curriculum. At the present time, there are no vacancies.

CLASS SIZE/TEACHER-TO-STUDENT RATIO

The average class size in K – 3rd grade is 14.70. The average class size in 4th - 5th grade is 17.09. The SPED population is integrated into the general school population due to inclusion, self-contained classes and
SPED population is integrated into the general school population due to inclusion, self-contained classes and resource models. The teacher to student ratio by grade level in kindergarten is 15:1, first grade 14.4:1, second grade 14:1, third grade 11.21:1, fourth grade 12.83:1, and fifth grade is 15.72:1.

ATTENDANCE RATE

The attendance rate during the 2007-2008 school year rose from 95.93 percent in 2006-2007 to 96.48 percent as compared to 95.38 percent in the District. The Connect-Ed automated telephone service and student attendance reward program has positively impacted the school-wide attendance.

PROMOTION/RETENTION RATES

Retention rate in 2007-2008 was 2 percent as compared to the District rate of 5.6 percent. The promotion rate in 2007-2008 was 98 percent as compared to the District rate of 94.4 percent.

FEEDER PATTERN

Oliver Hoover is part of the Felix Varela Feeder Pattern. Students attend elementary school at Oliver Hoover Elementary, Dr. Gilbert Porter Elementary, Christina Eve Elementary, Hammocks Middle School, Jorge Mas Canosa Middle School and Felix Varela High School. All schools in the Feeder Pattern were designated "A" schools except Felix Varela that was designated a "B" school and Jorge Mas Canosa Middle School that was designated a "C" school.

SPECIAL PROGRAMS

Special programs include: 2 Teaching Enrichment Activities to Minorities (TEAM), 2 Extended Foreign Language (EFL), English Language Learners (ELL), 1 Voluntary Pre-Kindergarten, 4 Gifted Classes, 12 Special Education (SPED), Occupational and Physical Therapy, Speech and Language Therapy and Guidance Services. Oliver Hoover provides technology classes in the computer lab to enhance technology skills and prepare students for the FCAT. Students are also provided with After School FCAT and LEP tutorial programs.

SCHOOL COMMUNITY RELATIONS/PARTNERS

Ana Rivas-Logan is the School Board representative representing Oliver Hoover Elementary. Ms. Janet Hupp is the South Regional Center Superintendent. Dr. Alexis Martinez is the Administrative Director of the South Regional Center assigned to Oliver Hoover Elementary.

Education Fund donates 10-20 refurbished computers per year for distribution in the school to needy students. School volunteers assist the Oliver Hoover Elementary teachers and students with various tasks. They act as listeners, provide one-to-one tutoring, work with groups of children in the classroom, and assist in many other ways.

Oliver Hoover Elementary receives in kind donations from Domino’s Pizza, BJ Warehouse, Washington Mutual, Publix, Home Depot and Hammocks Community Center to support instructional incentives and the teacher attendance incentive program. Oliver Hoover Elementary has a very active Parent/Teacher Association (PTA). The organization provides numerous opportunities for parents to become acquainted with the school program. The PTA sponsors cultural and recreational activities for students and holds several fundraising activities each year. Monies generated by fundraising events are used to supplement the purchase of costly materials and equipment needed to reinforce the basic curriculum. This year the PTA implemented "Three For Free" to encourage every parent to volunteer at least three hours in our school. Several Dade Partners are very influential in the school’s pursuit of educational excellence. Employees for these organizations assist the school with motivational incentives, monetary donations and mentoring/tutoring of students.

GRANTS

Oliver Hoover is currently implementing the Title III Tutoring Program for English Language Learners (ELL). This program is available after school and at this time is being provided to 50 ELL students three hours a
This program is available after school and at this time is being provided to 50 ELL students three hours a week. FCAT strategies are taught in Reading, Mathematics and Science. Five teachers participate in this program by working with students to identify and remediate their academic needs.

The school continued its membership with The Alliance for a Healthier Generation sponsored by The American Heart Association and Clinton Foundation. The purpose of this association is to have a healthy school by imparting information to students, staff members and the community. The main goal is to reduce the threat of Diabetes and Heart Disease in children. Staff members receive messages on healthy foods including how to check their cholesterol and sugar levels. Active lifestyles and regular exercise are encouraged. Last year Oliver Hoover was awarded $2,000 to extend physical activities through our After School Care Program.

Last year the Coca-Cola Company on behalf of the American Beverage Association donated 1,300 Step-O-Meters and literature on healthy eating habits for our entire school to promote physical activity. This program is still being implemented this school year.

SCHOOL MATCH
Note: Required for all Assistance Plus Schools

QUALITY STAFF

Highly Qualified Administrators
Note: Required for Title I

Recruitment/Retention of Highly Qualified Teachers
Note: Required for Title I

No Attached Staff List

ADDITIONAL REQUIREMENTS

Coordination and Integration
Note: Required for Title I

School Wide Improvement Model
Note: Required for Title I

NCLB Public School Choice
Note: Required for Title I
Oliver Hoover Elementary offers various Pre-K programs. These programs include Voluntary Pre-K, Fee Paid Voluntary Pre-K and Exceptional Student Education Pre-K. One Voluntary Pre-K has 8 non-paying students that remain until 11:30 am and 10 students that pay fees and remain until 2:00 pm. There are two Role Model ESE Voluntary Pre-K and one self-contained Autistic Exceptional Education Pre-K classes that are funded by the state and Exceptional Education class. The administration and staff provide parents with activities, registration materials, workshops and orientation classes to help students and their parents’ transition to the elementary environment. Students with special needs are identified prior to entering the public schools and placed according to their needs. The Growth Indicators Benchmark Assessments from the Houghton Mifflin Pre-K Series is administered to pre-school general education students as an assessment tool to collect data on student skill levels. The Learning Accomplishment Profile – Diagnostic test (LAP-D) is administered to Exceptional Student Education pre-school students at the beginning and end of the school year to collect data on improvement of student skill levels. Certified teachers and support personnel work with students using developmentally appropriate activities after data identifies areas of weakness.

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Extended Learning Opportunities

SCHOOLS GRADED C OR BELOW

Professional Development

Disaggregated Data

Informal and Formal Assessments

Alternative Instructional Delivery Methods

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

http://www.flbsi.org/0809_sip_templ...
Different Innovative Approaches to Instruction

Responsibility of Teaching Reading for Every Teacher

Quality Professional Development for Teachers and Leaders

Small Learning Communities (SLC)

Intensive Intervention in Reading and Mathematics

Parental Access and Support

Applied and Integrated Courses

Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

Academic and Career Planning

GOALS

Goal: Reading

*Note: Required for Title I
Scroll down for school data

*Needs Assessment: The results of the 2008 Reading test administration on the FCAT indicate that 82 percent of students in grades three through five scored at or above FCAT Achievement Level 3. Sixty-six percent (66 percent of the lowest 25 percent made learning gains. Additionally, third grade students need improvement in Comparisons with an overall score of 66 percent correct. Fourth grade students need improvement in Comparisons with an overall score of 63 percent correct. Fifth grade students need improvement in Reference/Research with an overall score of 65 percent correct. This year’s concerted instructional effort in these areas should result in an increase in student achievement in reading.

All subgroups made learning gains with the exception of Students With Disabilities. This subgroup needs improvement in reading.

*Objective: Given instruction based on the Sunshine State Standards, the number of students meeting the state required mastery level of 3 or above will increase by five percentage points on the 2009 administration of the FCAT Reading Test as compared to the 2008 administration of the FCAT Reading Test.
1. Utilize the Continuous Improvement Model to monitor student performance.
2. Disaggregate and analyze data from the 2008 FCAT Reading Test to identify strengths and weaknesses in student performance and develop an instructional focus calendar for reading utilizing the Reading Coach.
3. Implement the Comprehensive Research Based Reading Plan (CRRP) with intensive focus on Guided Reading and vocabulary development utilizing the Houghton Mifflin Reading Program for students in grades kindergarten through five.
4. Utilize Academy of Reading phonemic awareness software program to complement phonics instruction in the second grade and reward students completing the program. Provide grade two students with access to the FCAT Explorer Third Grade Reading Program in the second semester of the school year to remediate and extend the classroom curriculum.
5. Utilize Accelerated Reader/STAR computer assisted resources to reinforce and enhance reading skills.
6. Conduct ongoing grade level, subject-specific and data chat meetings with leadership teams to ensure and direct effective application of strategies.
7. Identify the students scoring at Levels 1 and 2 on the FCAT, as delineated in the AYP disaggregated data. Provide tutorial assistance during school hours to address the reading deficiencies of all subgroups represented.
8. Implement a school-wide weekly benchmark focus calendar in grades kindergarten through five.
9. Provide teachers in grades three and four with FCAT Explorer quarterly completion reports to identify students needing additional instruction and motivation.
10. Implement tutoring program for English Language Learners (ELL) utilizing the Title III grant. Use periodic assessments to monitor students.

**Evaluation:**
Achievement of the objective will be evaluated by 87 percent of students meeting the state mastery level of 3 or above on the 2009 administration of the FCAT Reading Test.

Other evaluations utilized include:
- Yearly - FCAT Assessment (March 2009)
- Ongoing - Dynamic Indicators of Basic Early Learning Literacy Skills (DIBELS) (September, January, May)
- Ongoing - FCAT Reading textbook assessments
- Ongoing - Accelerated Reader Assessments
- Ongoing – STAR Quarterly Assessments
- Ongoing – Diagnostic Assessment of Reading (DAR)
- Ongoing - Quarterly FCAT Explorer Reading Reports (Grade 3-4)
- Ongoing - Individual Riverdeep Reading Reports
- Ongoing – Voyager tutoring
- Ongoing – Academy of Reading Progress Charts
- Ongoing – Continuous Improvement Model

**Evidence-based Program(s):**
- Houghton Mifflin Reading Program
- Academy of Reading
- Compass Learning Odyssey Reading
- Waterford Early Reading
- Reading Plus
- Voyager

**Professional Development:**
- October – Using DIBELS Data to Drive Instruction
- October – Differentiated Instruction and Centers
- November – Using FCAT Data to Drive Instruction
- March – Interpreting Star Data

**Objective:**
Given instruction based on the Sunshine State Standards, the number of Students with Disabilities meeting the state required mastery level of 3 or above will reach 65 percent on the 2009 administration of the FCAT Reading Test as compared to the 2008 administration of the FCAT Reading Test.

**Strategies:**
1. Utilize the Continuous Improvement Model to monitor student performance.
2. Students with disabilities who participate in FCAT testing follow the same curriculum standards as their peers without disabilities using modifications and adaptations which are delineated in their individual education plans (IEP).
3. Implement all strategies utilized with students without disabilities. Provide District support workshops for general education teachers to ensure the implementation of curriculum modifications.
4. Implement tutoring program for English Language Learners (ELL) utilizing the
Title III grant. Use periodic assessments to monitor students.

**Evaluation:**
Achievement of the objective will be evaluated by 65 percent of Students with Disabilities meeting the state required mastery level of 3 or above on the 2009 administration of the FCAT Reading Test.

Other evaluations utilized include:
- Monthly – Status updates on individual goals and benchmarks (IEP)
- Yearly - FCAT Assessment (March 2009)
- Ongoing – Dynamic Indicators of Basic Early Learning Literacy Skills (DIBELS) (September, January, May)
- Ongoing - FCAT Reading textbook assessments
- Ongoing - Accelerated Reader Assessments
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**Budget:**

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<th>Evidence-based Program(s)/Material(s)</th>
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**Non-Highly Qualified Instructors:**
Although Oliver Hoover Elementary is not a Title I school, the school recognizes the need for Highly Qualified Instructors. The following teachers are Highly Qualified in Exceptional Education; however, they are not Highly Qualified in the Core Subject Area: Magaly Victores-Guillen, Maria Serralta and Yliuska Mayor. Administration has identified methods for them to become certified that include
taking the subject area test and taking courses at the college level, but at this
time, they are not seeking certification in the Core Subject Area.

Pamela Rodriguez is a Highly Qualified teacher in elementary education. She is
also a National Board Certified Teacher and is currently seeking certification in
Advanced Academics.

Lisa Clements and Magalie Fulcher are Highly Qualified in elementary education.
These teachers are Non-Highly Qualified in ESOL. They are currently working on
certification in this area and will complete classes within the next two years.

Goal: Mathematics

*Note: Required for Title I
Scroll down for school data

*Needs Assessment: The results of the 2008 Mathematics test administration of the FCAT indicate
that 86 percent of students in grades three through five scored at or above FCAT
achievement Level 3. Seventy-one percent (71 percent) of the lowest 25
percent made learning gains. Additionally, third grade students need improvement
in Algebraic Thinking with an overall average score of 68 percent correct. Fourth
grade students need improvement in Number Sense with an overall average
score of 64 percent correct. Fifth grade students need improvement in Number
Sense with an overall average score of 66 percent correct. This year’s concerted
instructional effort in these areas should result in an increase in student
achievement in mathematics.

All subgroups made learning gains with the exception of Students With Disabilities.
This subgroup needs improvement in mathematics.

*Objective:

Given instruction based on the Sunshine State Standards, the number of
students meeting the state required mastery level of 3 or above will increase by
five percentage point on the 2009 administration of the FCAT Mathematics Test
as compared to the 2008 administration of the FCAT Mathematics Test.

*Strategies:

1. Utilize the Continuous Improvement Model to monitor student performance.
2. Disaggregate and analyze data from the 2008 FCAT Mathematics test to
   identify strengths and weaknesses and develop an instructional focus calendar for
   mathematics.
3. Provide students in grades kindergarten through five with performance based
   activities incorporating the use of manipulatives, problem solving, critical thinking
   and communication.
   Internet Program, FCAT Explorer, BrainPop and Quarter Mile Mathematics
   computer assisted resources to reinforce and enhance mathematics skills for
   students in grades kindergarten through five. Utilize Sistema Avanzado de
   Aprendizaje mathematics software program for ELL students.
5. Conduct ongoing grade level, subject-specific and data chat meetings with
   leadership teams to ensure and direct effective application of strategies.
6. Utilize V-Math Live to improve and extend students’ knowledge of basic
   mathematics facts. Participate in worldwide competition to motivate students to
   practice and memorize all basic facts.
7. Engage students in grades one through five in a “Mathematics Facts Bowl-0-
   Rama” to improve acquisition of basic mathematics facts. These will take place
   three times a year.
8. Provide teachers in grade five with FCAT Explorer quarterly completion reports
   to identify students needing additional instruction and motivation.
9. Implement tutoring program for English Language Learners (ELL) utilizing the
   Title III grant. Use periodic assessments to monitor students.

*Evaluation:

Achievement of the objective will be evaluated by 91 percent of students
meeting the state mastery level of 3 or above on the 2009 administration of the
FCAT Mathematics Test.

Other evaluations utilized include:

• Yearly - FCAT Assessment (March 2009)
*Evidence-based Program(s):* Scott Foresman Mathematics Program

*Professional Development:* November – Using Mathematics Data to Drive Instruction

*Objective:* Given instruction based on the Sunshine State Standards, the number of Students with Disabilities meeting the state required mastery level of 3 or above will reach 68 percent on the 2009 administration of the FCAT Mathematics Test as compared to the 2008 administration of the FCAT Mathematics Test.

*Strategies:*
1. Utilize the Continuous Improvement Model to monitor student performance.
2. Students with disabilities who participate in FCAT testing follow the same curriculum standards as their peers without disabilities using modifications and adaptations which are delineated in their individual education plans (IEP).
3. Implement all strategies utilized with students without disabilities.
4. Provide District support workshops for general education teachers to ensure the implementation of curriculum modifications.
5. Implement tutoring program for English Language Learners (ELL) utilizing the Title III grant. Use periodic assessments to monitor students.

*Evaluation:* Achievement of the objective will be evaluated by 68 percent of Students With Disabilities meeting the state mastery level of 3 or above on the 2009 administration of the FCAT Mathematics Test.

Other evaluations utilized include:
- Monthly – Status updates on individual goals and benchmarks (IEP)
- Yearly - FCAT Assessment (March 2009)
- Ongoing - FCAT Mathematics textbook assessments
- Quarterly - FCAT Explorer Mathematics Reports (Grade 5)
- Ongoing - Individual Riverdeep Mathematics Reports (By Teacher)
- Ongoing – Continuous Improvement Model

**Budget:**

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<th>Evidence-based Program(s)/Material(s)</th>
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**Non-Highly Qualified Instructors:**

Although Oliver Hoover Elementary is not a Title I school, the school recognizes the need for Highly Qualified Instructors. The following teachers are Highly Qualified in Exceptional Education; however, they are not Highly Qualified in the Core Subject Area: Magaly Victores-Guillen, Maria Serralta and Yliuska Mayor. Administration has identified methods for them to become certified that include taking the subject area test and taking courses at the college level, but at this time, they are not seeking certification in the Core Subject Area.

Pamela Rodriguez is a Highly Qualified teacher in elementary education. She is also a National Board Certified Teacher and is currently seeking certification in Advanced Academics.

Lisa Clements and Magalie Fulcher are Highly Qualified in elementary education. These teachers are Non-Highly Qualified in ESOL. They are currently working on certification in this area and will complete classes within the next two years.

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**Goal: Writing**

*Note: Required for Title I

Scroll down for school data

**Needs Assessment:**

The results of the 2008 Writing test administration of the FCAT reflect that the 92 percent of students in grade four scored at or above the state standard of 3.5. Students’ narrative scores were ten percentage points lower than the expository scores. Therefore, students in fourth grade need to show growth in narrative writing in order to score 4.0 or better as evidenced by 66 percent of students meeting this criterion. This year’s concerted instructional effort in this area should result in an increase in student achievement in writing.

**Objective:**

Given instruction based on the Sunshine State Standards, the number of students meeting the state required mastery level of 3.5 or above will maintain 92 percent or increase by one percentage point on the 2009 administration of the FCAT Writing+.

**Strategies:**

1. Utilize the Continuous Improvement Model to monitor student performance.
2. Promote effective writing techniques through the implementation of various computer-based programs, such as Microsoft Word, Kidspiration and PowerPoint utilizing Computer-to-TV projection devices in large and small group settings for grades kindergarten through five.
3. Provide in-service for all administrators and instructional staff in writing techniques to ensure effective delivery of writing instruction and monitor its implementation.
4. Conduct ongoing grade level, subject-specific and data chat meetings with leadership teams to ensure and direct effective application of strategies.
5. Administer the District provided expository and narrative pre/post tests to all students in grades one through five, and utilize the assessment data to plan instruction to address areas of need through the use of the writing curriculum.
6. Administer monthly writing prompts for all students in grades one through five that will be scored utilizing a grade-appropriate rubric to assess student effective narrative and expository writing techniques and determine further instruction.
7. Improve the quality of writing through the use of strategies such as, magnified moments, vivid verbs, sentence variety, writing pictures and magic words for students in grades kindergarten through five.
8. Incorporate classroom journal writing using non-fiction prompts to provide additional writing opportunities in the content areas for students in grades kindergarten through five.

**Evaluation:**

Achievement of the objective will be evaluated by the number of students meeting the state required mastery level of 3.5 or above maintaining or increasing to 93 percent on the 2009 administration of the FCAT Writing+.

Other evaluations utilized include:

* Yearly - District provided expository and narrative pre/post tests (August, March)
Goal: Science

*Note: Required for Title I
Scroll down for school data

**Needs Assessment:** The results of the 2008 Science test administration of the FCAT indicate that 68 percent of students in grade five scored at or above FCAT Achievement Level 3. The data also indicates that fifth grade students need improvement in Earth and Space Sciences. This year’s concerted instructional effort in this area should result in an increase in student achievement in Science.

**Objective:** Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 10 percentage points on the 2009 FCAT Science Test as compared to the 2008 administration of the FCAT Science Test.

**Strategies:**

1. Utilize the Continuous Improvement Model to monitor student performance.
2. Disaggregate and analyze data from the 2008 FCAT Science Test and an FCAT-style pre-test and post-test to identify strengths and weaknesses of students in grade five.
3. Conduct ongoing grade level, subject-specific and data chat meetings with leadership teams to ensure and direct effective application of strategies.
4. Utilize the District developed Science pacing guide to enhance the delivery of instruction in Science and ensure that all Science benchmarks are taught in grades kindergarten through five.
5. Utilize the Advanced Learning System Technology Program Science component, BrainPop and FCAT Explorer Science to enhance Science instruction in grades three through five.
6. Conduct staff development workshops to promote the teaching of Science process skills. Increase student participation in hands-on Science activities by conducting classroom experiments utilizing materials provided by the Scott Foresman Science series that demonstrate concrete applications of the Scientific Method for students in grades kindergarten through five.
7. Incorporate effective teaching strategies to develop students’ understanding of scientific concepts through classroom activities and project-based learning, such as cooperative groups, hands-on activities and using problem-solving/critical thinking strategies.
8. Conduct a school-wide Science Fair to demonstrate application of the Scientific Process for students in grades kindergarten through five.
9. Implement school-wide classroom recycling program in conjunction with the Environmental Club.
10. Utilize the FCAT-style problem solving "Science Dailies" in grade five to enrich curriculum by exposing students to concepts using higher order thinking skills.
11. Utilize McGraw-Hill Science Snapshots in grade five to supplement the Science program with audio-visual presentations and vocabulary workbooks that address the needs of multiple learning styles.
12. Implement the StudyBuzz Science computer-based program in grade five to assess student deficiencies and develop learning packets for remediation of skills.
13. Provide teachers in grade five with Science FCAT Explorer quarterly completion reports to identify students needing additional instruction and motivation.
14. Implement tutoring program for English Language Learners (ELL) utilizing the Title III grant. Use periodic assessments to monitor students.

**Evaluation:**
Achievement of the objective will be evaluated by 78 percent of students meeting high standards in grade five on the 2009 FCAT Science Test.

Other evaluations utilized include:
• Ongoing - FCAT Science textbook assessments
• Ongoing - FCAT-style pre-test and post-test to monitor student progress and redirect learning activities
• Quarterly - FCAT Explorer Science Grade Five Reports
• Ongoing - StudyBuzz Computer Generated Unit Tests
• Yearly - Participation in the school Science Fair
• Ongoing – Continuous Improvement Model

**Evidence-based Program(s):**
McGraw-Hill Science Program
Scott Foresman Science Program

**Professional Development:**
November – Using FCAT Science Data to Drive Instruction
January – Conducting Hands-On Science Experiments

**Budget:**

<table>
<thead>
<tr>
<th>Evidence-based Program(s)/Material(s)</th>
<th>Description of Resources</th>
<th>Funding Source</th>
<th>Available Amount</th>
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<tbody>
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<td><strong>$331.73</strong></td>
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<tr>
<td>Other</td>
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http://www.flbsi.org/0809_sip_templ...
**Non-Highly Qualified Instructors:** Although Oliver Hoover Elementary is not a Title I school, the school recognizes the need for Highly Qualified Instructors. The following teachers are Highly Qualified in Exceptional Education; however, they are not Highly Qualified in the Core Subject Area: Magaly Victores-Guillen, Maria Serralta and Yliuska Mayor. Administration has identified methods for them to become certified that include taking the subject area test and taking courses at the college level, but at this time, they are not seeking certification in the Core Subject Area.

Pamela Rodriguez is a Highly Qualified teacher in elementary education. She is also a National Board Certified Teacher and is currently seeking certification in Advanced Academics.

Lisa Clements and Magalie Fulcher are Highly Qualified in elementary education. These teachers are Non-Highly Qualified in ESOL. They are currently working on certification in this area and will complete classes within the next two years.

---

**Goal: Parental Involvement**

*Note: Required for Title I*

**Needs Assessment:** Parent participation sign-in sheets show that during the 2007-2008 school year, 4,199 parent signatures were collected of parents attending school site activities, teacher-parent conferences, parent workshops and other such meetings during the 2007-2008 school year. This number indicates we need to continue to strive to improve parental involvement.

**Objective:** Given school-wide emphasis on parental and community involvement, the school will demonstrate an increase of three percentage points in the number of parental and community contacts as evidenced by comparing the parent sign in logs for the 2007-2008 to the 2008-2009 school year.

**Strategies:**

1. Promote school-wide presentations such as Open House, Science Fair Parent Night, Pre-K and Kindergarten Orientation, Parent/Teacher Conferences, Parent Technology Night, Parent Academy(4), and the BILINGUAL PARENT OUTREACH PROGRAM (6).
2. Promote the use of the Parent Resource Center located in the Media Center, Primary Learning Center Office and the Main Office.
3. Continue to implement multi-cultural and community experiences through classroom curriculum instructions to all grade levels. Encourage faculty, staff and students to participate in monthly celebrations such as Hispanic Heritage, Red Ribbon Week, Black History, Career, Vehicle Day, Field Trips, Field Day, Health Day, Mother’s Day Celebrations, Pajama Reading Night and Thanksgiving Baskets.
4. Encourage parents to actively participate in groups such as Parent Teacher Association, Volunteer Parents, (PTA) the Educational Excellence School Advisory Council (EESAC) and “Three For Free” parent volunteer program.
5. Maintain an ongoing line of communication in students’ home language between the home and the school using the following forms of communications: student progress reports, report cards, letters, flyers, monthly activity calendars, school newsletters, parent teacher conferences, home visits, monthly parental meetings, computer-based Gradebook Parental Viewer through the Miami-Dade County Parent Portal, the Oliver Hoover web-site for district information, Connect-ED call messenger and web access to instructional computer programs.
6. Monitor the participation of parents and community based organizations by maintaining sign in sheets and logs of attendance.
7. Promote the Oliver Hoover Elementary website for school information, school activities, district information, access to instructional computer programs, the on-line PTA website, the Miami-Dade County Parent Portal and the Excelsior...
Gradebook Parental Viewer.
8. Utilize Connect-Ed on a daily basis to contact parents regarding student attendance.
9. Promote school-wide incentive programs for attendance improvement in grades kindergarten through five utilizing incentives such as "Perfect Attendance Awards", "Student of the Month", and "Glad You're Here". Maintain and monitor proactive discipline procedures.

**Evaluation:**
This objective will be evaluated by compiling attendance records of sign in sheets, logs and surveys collected at all meetings and parent seminars.

**Evidence-based Program(s):**
National Parent Teacher Association

**Professional Development:**
Administrators, teachers and parents will participate in district/school based parent involvement workshops that address the needs of parents in helping their children achieve academic progress and will assist them in enhancing their own personal growth.

**Budget:**

<table>
<thead>
<tr>
<th>Evidence-based Program(s)/Material(s)</th>
<th>Description of Resources</th>
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<th>Available Amount</th>
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<tbody>
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**Total:** $0.00

**Final Total:** $1,395.00

*End of Parental Involvement Goal*

**Goal: Return on Investment**

**Needs Assessment:**
The most recent data supplied by the Florida Department of Education (FDLOE) indicates that in 2006-2007, Oliver Hoover Elementary School ranked at the 58th percentile on the State of Florida Return on Investment (ROI) index. This is one percent lower than the 2005-2006 State of Florida Return on Investment (ROI) index.

**Objective:**
Oliver Hoover Elementary School Return on Investment (ROI) percentile ranking will increase by one percentage point.

**Strategies:**
1. Become more informed about the use of financial resources in relation to school programs.
2. Collaborate with the District on resource allocation.
3. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks. Consider shared use of facilities and partnering with community agencies.

http://www.flbsi.org/0809_sip_templ...
4. Provide financial resource information to EESAC and staff. Budget training during EESAC meetings is open to all parents and staff to increase knowledge of the daily operation of our school and funding structures.
5. Develop school plan to improve attendance of the 3.6 percent of students absent from school 21 or more days per year to improve Return on Investment. Monitor students with excessive absences and utilize intervention strategies.
6. Increase parental involvement in developing strategies to improve student attendance.
7. Follow the procedures stipulated in the attendance plan developed by the Attendance Review Committee.

**Evaluation:**
On the next State of Florida Return on Investment ROI index publication, Oliver Hoover Elementary will show progress towards exceeding the 58th percentile.

---

**ADDITIONAL GOALS**
No Additional Goals were submitted for this school

---

**FINAL BUDGET**

<table>
<thead>
<tr>
<th>Evidence-based Program(s)/Material(s)</th>
<th>Goal</th>
<th>Description of Resources</th>
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<td>Science</td>
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</table>
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, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

☑ Yes. Agree with the above statement.

SAC Involvement

The School Advisory Council (SAC) at Oliver Hoover Elementary meets on Wednesday once a month to provide support for the preparation and implementation of the School Improvement Plan. The SAC:

1. Prepares a budget each year to support funding for materials or software to support the School Improvement Plan goals.
2. Materials purchased must enhance classroom instruction.
3. The SAC addresses school concerns and works to improve the learning environment.
4. Budget training takes place to educate the committee on the various funding sources utilized in running a school.
5. The staff researches concerns and advises the SAC of solutions.

SAC Members

Members

1) Neyda G. Navarro, Principal
2) Joan Cortez, SAC Chair
3) Francesca Blanco, Student
4) Diana Gomez, Teacher
5) Erica Rojas, Teacher
6) Monica Patino, Teacher
7) Janine Fernandez, Teacher
8) Margaret Villaverde, Teacher
9) Jerry Laden, Business Member
10) Kristine Sanchez, Parent
11) Tariku Menberu, Parent
12) Cheryl Nodarse, Parent
13) Ivette Garcia, Parent
14) Carlos Paredes, Parent
15) Annette Sodikromo, Parent
16) Maria McNamara, Parent
17) Silvia Duenas, School Support Personnel
18) Joan Cortez, Union Steward

IMPLEMENTATION EVALUATION

Snapshot is utilized to interpret data to support the goals of the School Improvement Plan. StudyBuzz, BrainPop and Reading Plus are the software programs utilized to enhance instruction in the school. These programs are in their third year of implementation resulting in higher FCAT scores in Reading and Science.

The administrative team and department chairs will meet throughout the school year to review the implementation of the School Improvement Plan and identify modifications needed in strategies.

The SAC will meet throughout the school year to review the implementation of the School Improvement Plan and identify modifications needed in strategies.

REPORTING

Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

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FCAT Assessed Grade Level: 4

http://www.flbsi.org/0809_sip_templ...
### 2008-2009 Florida School Improvement Plan

#### FCAT Assessed Grade Level: 5

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#### Name of Assessment Used

**10/21/2008 2008-2009 Florida School Improvement Plan**

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http://www.flbsi.org/0809_sip_templ...
### Baseline Data Report

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Name of Assessment Used

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Name of Assessment Used

#### FCAT Assessed Grade Level: 11

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Name of Assessment Used

### Baseline data aggregated at school level

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No data submitted

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**AYP DATA**

http://www.fldesi.org/0809_sip_templ...
### 2007-2008 Adequate Yearly Progress (AYP) Report - Page 2

**Dade OLIVER HOOVER ELEMENTARY SCHOOL 2521**

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<th>Math: 525</th>
<th>2007-2008</th>
<th>Did the School make Adequate Yearly Progress?</th>
<th>This section shows the percent tested and performance for each group used to determine AYP (Parts a and c²).</th>
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</thead>
<tbody>
<tr>
<td>This section shows the improvement for each group used to determine AYP via safe harbor (Part b²).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>This section shows the percent of students &quot;on track&quot; to be proficient used to determine AYP via the growth model.</td>
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<tr>
<td>This section shows the percent of students &quot;on track&quot; to be proficient used to determine AYP via the growth model.</td>
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<td>This section shows the percent of students &quot;on track&quot; to be proficient used to determine AYP via the growth model.</td>
</tr>
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<table>
<thead>
<tr>
<th>Group</th>
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<th>Math Tested 95% of the students?</th>
<th>58% scoring at or above grade level in Reading?</th>
<th>62% scoring at or above grade level in Math?</th>
<th>Improved performance in Writing by 1%?</th>
<th>Increased Graduation Rate² by 1%?</th>
<th>Percent of Students below grade level in Reading</th>
<th>Safe Harbor Reading</th>
<th>Percent of Students below grade level in Math</th>
<th>Safe Harbor Math</th>
<th>% of students on track to be proficient reading</th>
<th>Growth model reading</th>
<th>% of students on track to be proficient in math</th>
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<td>TOTAL⁴</td>
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<td>100 Y</td>
<td>75 Y</td>
<td>79 Y</td>
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</table>

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### 2006-2007 Adequate Yearly Progress (AYP) Report - Page 2

**Dade OLIVER HOOVER ELEMENTARY SCHOOL 2521**

<table>
<thead>
<tr>
<th>Number of students enrolled in the grades tested:</th>
<th>Read: 567</th>
<th>Math: 567</th>
<th>2006-2007</th>
<th>Did the School make Adequate Yearly Progress?</th>
<th>This section shows the percent tested and performance for each group used to determine AYP (Parts a and c²).</th>
</tr>
</thead>
<tbody>
<tr>
<td>This section shows the improvement for each group used to determine AYP via safe harbor (Part b²).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>This section shows the percent of students &quot;on track&quot; to be proficient used to determine AYP via the growth model.</td>
</tr>
<tr>
<td>This section shows the percent of students &quot;on track&quot; to be proficient used to determine AYP via the growth model.</td>
<td></td>
<td></td>
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<td></td>
<td>This section shows the percent of students &quot;on track&quot; to be proficient used to determine AYP via the growth model.</td>
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</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>Reading Tested 95% of the students?</th>
<th>Math Tested 95% of the students?</th>
<th>51% scoring at or above grade level in Reading?</th>
<th>56% scoring at or above grade level in Math?</th>
<th>Improved performance in Writing by 1%?</th>
<th>Increased Graduation Rate² by 1%?</th>
<th>Percent of Students below grade level in Reading</th>
<th>Safe Harbor Reading</th>
<th>Percent of Students below grade level in Math</th>
<th>Safe Harbor Math</th>
<th>% of students on track to be proficient reading</th>
<th>Growth model reading</th>
<th>% of students on track to be proficient in math</th>
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<td>33 22</td>
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<td>NA</td>
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<td>NA</td>
<td>41 28</td>
<td>NA</td>
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<td>76 NA</td>
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<td>66 Y</td>
<td>87 Y</td>
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<td>43 34</td>
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<td>94 N</td>
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</tr>
</tbody>
</table>

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http://www.flbsi.org/0809_sip_templ...

Number of students enrolled in the grades tested:
(Click here to see the number of students in each group.)

Read: 592
Math: 592

2005-2006 School Grade: A

Did the School make Adequate Yearly Progress? PRO

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c).

This section shows the improvement for each group used to determine AYP via safe harbor (Part b).

<table>
<thead>
<tr>
<th>Group</th>
<th>Reading Tested 95% of the students?</th>
<th>Math Tested 95% of the students?</th>
<th>44% scoring at or above grade level in Reading?</th>
<th>50% scoring at or above grade level in Math?</th>
<th>Improved performance in Writing by 1%?</th>
<th>Increased Graduation Rate by 1%?</th>
<th>Percent of Students below grade level in Reading Safe Harbor Reading</th>
<th>Percent of Students below grade level in Math Safe Harbor Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>Y/N</td>
<td>Y/N</td>
<td>Y/N</td>
<td>Y/N</td>
<td>Y/N</td>
<td>Y/N</td>
<td>Y/N</td>
<td>Y/N</td>
</tr>
<tr>
<td>WHITE</td>
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<td>99 Y</td>
<td>77 Y</td>
<td>68 Y</td>
<td>91 Y</td>
<td>86 N</td>
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<td>27 N</td>
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<tr>
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<td>NA</td>
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<td>NA</td>
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<td>71 Y</td>
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<td>85 Y</td>
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<tr>
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<td>57 Y</td>
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<td>70 Y</td>
<td>60 N</td>
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<td>55 N</td>
</tr>
</tbody>
</table>


Number of students enrolled in the grades tested:
(Click here to see the number of students in each group.)

Read: 592
Math: 592

2005-2006 School Grade: A

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</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>Y/N</td>
<td>Y/N</td>
<td>Y/N</td>
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<td>Y/N</td>
<td>Y/N</td>
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<tr>
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<td>77 Y</td>
<td>68 Y</td>
<td>91 Y</td>
<td>86 N</td>
<td>NA</td>
<td>27 N</td>
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<td>100 Y</td>
<td>71 Y</td>
<td>59 Y</td>
<td>85 Y</td>
<td>88 N</td>
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<td>35 N</td>
</tr>
<tr>
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<td>57 Y</td>
<td>77 Y</td>
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<td>NA</td>
<td>40 N</td>
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<td>100 Y</td>
<td>52 Y</td>
<td>47 N</td>
<td>70 Y</td>
<td>60 N</td>
<td>NA</td>
<td>55 N</td>
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</table>

SCHOOL GRADE DATA

Dade School District
OLIVER HOOVER ELEMENTARY SCHOOL
2007-2008

<table>
<thead>
<tr>
<th>Reading Points Earned</th>
<th>Math Points Earned</th>
<th>Writing Points Earned</th>
<th>Science Points Earned</th>
<th>Grade Points Earned</th>
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<tbody>
<tr>
<td>82%</td>
<td>86%</td>
<td>92%</td>
<td>68%</td>
<td>328</td>
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</table>

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.

<table>
<thead>
<tr>
<th>% Meeting High Standards (FCAT Level 3 and Above)</th>
<th>% of Students Making Learning Gains</th>
<th>Adequate Progress of Lowest 25% in the School?</th>
</tr>
</thead>
<tbody>
<tr>
<td>82%</td>
<td>74%</td>
<td>66% (YES)</td>
</tr>
</tbody>
</table>

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 = 614
Percent Tested = 100%

School Grade: A
Grade based on total points, adequate progress, and % of students tested

http://www.flbsi.org/0809_sip_template...
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>Reading</td>
</tr>
<tr>
<td>% Meeting High Standards (FCAT Level 3 and Above)</td>
<td>85%</td>
<td>84%</td>
</tr>
<tr>
<td>% of Students Making Learning Gains</td>
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<td>76%</td>
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<td>Adequate Progress of Lowest 25% in the School?</td>
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<td>71% (YES)</td>
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<td>Points Earned</td>
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<td>Percent Tested = 100%</td>
<td>Percent of eligible students tested</td>
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<td>School Grade</td>
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<td>Grade based on total points, adequate progress, and % of students tested</td>
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<th>Dade School District</th>
<th>OLIVER HOOVER ELEMENTARY SCHOOL</th>
<th>2005-2006</th>
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<tr>
<td></td>
<td></td>
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<td>73%</td>
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<td>62% (YES)</td>
<td>62</td>
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</table>
| Points Earned | 449 | 23/23
| Percent Tested = 99% | Percent of eligible students tested |
| School Grade | A | Grade based on total points, adequate progress, and % of students tested |