

PART I - ELIGIBILITY CERTIFICATION

11FL4

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

11FL4

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 255 Elementary schools
 (per district designation) 79 Middle/Junior high schools
63 High schools
0 K-12 schools
397 Total schools in district
2. District per-pupil expenditure: 7801

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	22	17	39		6	0	0	0
K	64	59	123		7	0	0	0
1	81	59	140		8	0	0	0
2	78	64	142		9	0	0	0
3	76	76	152		10	0	0	0
4	80	75	155		11	0	0	0
5	91	77	168		12	0	0	0
Total in Applying School:								919

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
6 % Black or African American
82 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
9 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	22
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	29
(4)	Total number of students in the school as of October 1, 2009	912
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent limited English proficient students in the school: 30%

Total number of limited English proficient students in the school: 270

Number of languages represented, not including English: 8

Specify languages:

- Spanish
- French
- Haitian Creole
- Chinese
- Mandarin
- Urdu
- Portuguese
- Italian

9. Percent of students eligible for free/reduced-priced meals: 66%
 Total number of students who qualify: 609

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 14%
 Total number of students served: 125

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>30</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>41</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>23</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>11</u> Mental Retardation	<u>4</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>13</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>60</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>0</u>
Paraprofessionals	<u>7</u>	<u>4</u>
Support staff	<u>18</u>	<u>4</u>
Total number	<u>91</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 18:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	97%	96%	95%
Daily teacher attendance	97%	96%	96%	97%	95%
Teacher turnover rate	1%	1%	1%	1%	1%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

Oliver Hoover Elementary School, home of the *W.I.S.E.* Owls, where *We Instruct Students for Excellence*, was established in 1982 and named for a prominent educator who served the school system as a teacher, Dean of Boys, and Principal. Oliver Hoover Elementary prides itself on the rigorous curriculum provided to students as evidenced by its successful student achievement. For eleven consecutive years, Oliver Hoover has achieved and maintained a grade of “A” from the Florida Department of Education. After earning 627 accountability points on the 2010 Florida Comprehensive Achievement Test (FCAT), we continue to meet and exceed state and district standards in all academic areas. The school has also achieved Adequate Yearly Progress in all designated subgroups for the past two years.

Oliver Hoover is a pre-kindergarten through fifth grade elementary school. The school is comprised of two facilities. The main campus is located on six-acres on Hammocks Boulevard in the Hammocks, a suburban community in Miami-Dade County, and is adjacent to a five-acre park. It has 49 classrooms, and seven resource rooms, a cafeteria, a media center, a computer lab, a main office and fourteen portable classrooms. The Oliver Hoover Primary Learning Center is located one and a half miles from the main campus. This facility has 11 classrooms for children in Pre-Kindergarten and Kindergarten. Both facilities comprised of 918 students, service Special Education students including Gifted, Learning Disabled, Other Health Impaired, Developmentally Delayed, Intellectual Disabled and Autistic. Both campuses also serve a large population of English language learners (ELL). In addition, we offer an Extended Foreign Language Program (EFL) in kindergarten through third grade. The school is beautified with many tropical gardens which includes a butterfly garden, a 911 Dedication Garden, and a school vegetable garden which is maintained by our award winning 4-H environmental club.

The mission of Oliver Hoover Elementary School is to make learning an exciting, productive, and vital part of each child’s life. We foster an environment that promotes and encourages students to care for one another. We encourage truthfulness, sincerity and integrity to build honest and responsible citizens. We motivate our student body to work together toward common goals. We promote an environment that will create a society based upon democratic values.

Highly qualified teachers provided exceptional education to all of our students. Data analysis and differentiated instruction contribute to our high levels of student achievement. Our student centered classrooms, technology programs and enrichment opportunities maximize student learning. Student Government, Florida Educators of America (FEA), CHESS Club, 4-H Environmental Club, and Safety Patrols are examples of the variety of enrichment clubs offered at our school.

Oliver Hoover Elementary Title I designation gives us additional resources to assist our students and parents. For example, the Bilingual Parent Outreach Program (BPOP) conducts monthly in-house workshops for our parents to empower them with strategies to assist their child at home. The READ 2 Succeed Program offers free after school tutoring for our economically disadvantaged students who receive free or reduced lunch. By working together we have been able to meet the needs of all of our students.

Parental involvement is one of the keys to our continued success. Our Parent Teacher Association (PTA) works closely with administrators and teachers to provide our students with a quality education. Oliver Hoover Elementary has achieved the Golden School Award for the countless volunteer hours our PTA has provided to the school. The school is applying for the Florida Five Star School award this year. The school is committed to maintain strong business partnerships, a high level of both parental involvement and student community service participation and a vital connection to the outside community through volunteer membership and Educational Excellence School Advisory Council (EESAC). All these relationships contribute to the continued success of our school.

1. Assessment Results:

Oliver Hoover Elementary Florida Comprehensive Assessment Test (FCAT) results demonstrate that students consistently perform well above district and state averages. Students in grades three through five are evaluated annually in the spring with the FCAT assessment. The FCAT is a criterion referenced test which assesses student mastery of the Next Generation Sunshine State Standards (NGSSS) in reading, mathematics, science and writing. Student FCAT results are based on a 1 (lowest) to 5 (highest) rating scale. Students scoring a Level 1 or 2 are considered to be performing below grade level standards. A Level 3 score is considered meeting the standard, and a Level 4 or 5 is considered performing above grade level standards. Since 1999, FCAT results have been used as the primary criteria for calculating school grades in accordance with the Florida Department of Education (FDOE) accountability program. Schools are graded on a scale from A to F. Oliver Hoover Elementary has been designated by the State of Florida as an “A” school for eleven consecutive years. The FDOE provides all FCAT data on their website: <http://www.fldoe.org>.

Disaggregating and analyzing the FCAT data trends for the last five years indicates that an average of 88 percent of students achieved high standards in reading and 90 percent achieved high standards in mathematics. The district’s percent of students meeting high standards on the 2010 FCAT test in reading is 64 percent. Third through fifth grade students at Oliver Hoover scored 24 percentage points higher than students in grades three through five in the district. Additionally, students at Oliver Hoover performed 19 percentage points higher than the district average of 71 percent in mathematics. Therefore, it is evident that Oliver Hoover Elementary is a high performing school that has exceeded district averages.

Over the past five years, the data indicates a four percent increase from 84 to 88 percent of students meeting high standards in reading and a 17 percent increase from 73 to 90 percent of students meeting high standards in mathematics. Our students in grades three through five have either maintained or increased their test scores steadily over the past five years.

In accordance with No Child Left Behind, all subgroups tested achieved Annual Yearly Progress (AYP). Our subgroups have made significant gains in reading and mathematics for the past five years. For example only 29 percent of our third grade English language learners achieved high standards in reading in 2005 as compared to 70 percent achieving high standards in 2010. This is a significant improvement for our ELL students. Further analysis of the data tables indicates that our fifth grade Hispanic students have made significant gains in mathematics. Forty five percent of students achieved high standards in 2006 as compared to 75 percent in 2010. Oliver Hoover’s economically disadvantaged students are also making enormous gains in their test results. In 2009 only 79 percent of the economically disadvantaged students were proficient in the area of reading in third grade as opposed to 93 percent proficient in 2010. That is a 14 percentage point increase. Full desegregation of the data indicates all students at Oliver Hoover Elementary are meeting high standard in all academic areas.

2. Using Assessment Results:

In order for students to reach a level of academic excellence, the collecting and analyzing of data is essential. Oliver Hoover Elementary implements the Florida Continuous Improvement Model (FCIM), where data is used to drive instruction. It is based on the FOCUS process; where administrators, teachers and support staff, analyze data and work together to: formulate a plan to drive instruction, optimize their time by creating an Instructional Focus Calendar based on the needs of student groups, concentrate on teaching standards, utilize frequent assessments to monitor teaching methodology and sustain learning with intervention, enrichment, and re-teaching activities.

Under this model, when data from the FCAT becomes available it is used initially by the administration to make school-wide decisions on the grouping of students, future teacher placements, grade level configurations, as well as creating a school schedule that meets the needs of all learners, including those in need of intervention or enrichment.

Together the leadership team, comprised of department heads, grade level chairs and administration analyze FCAT data with the goal of developing a school-wide Instructional Focus Calendar that aligns with the Next Generation Sunshine State Standards (NGSSS), as well as, district pacing guides for reading, mathematics, science and writing.

Teachers now utilize the Instructional Focus Calendar to pace their instruction in the classroom. Teachers monitor their instruction and student learning, through various formative and summative assessments, such as the FAIR, district interim assessments, as well as, school-site and teacher developed exams. Data chats are held between teachers and individual students among grade levels and at leadership team meetings, in order to review and examine student results. Strategies are then implemented to provide students with intervention, or enrichment through differentiated instruction.

One of the unique features of our program is that the students at Oliver Hoover Elementary are an essential part of the FCIM process by participating in actual one to one data chats, with their instructors, as well as, with administration.

3. Communicating Assessment Results:

The administrative team at Oliver Hoover Elementary believes in the importance of communication between parents, teachers, students and the community. Student performance data is shared in multiple ways. At the beginning of the school year during our annual Open House, parents and community members are invited to the school's Resource Fair. Teachers and the administration showcase all the different programs and resources available for the students at the school site. The principal begins by welcoming the parents and congratulating them for supporting the school's mission and contributing to the school's success. The FCAT data is shared via a power point presentation to communicate student performance. In addition, parents and community members are invited to the Educational Excellence School Advisory Council (EESAC) meetings periodically to review the School Improvement Plan and the school performance data. Also, the school's website keeps parents abreast of student performance throughout the school year. At the end of each school year, the state's assessment results are published on the district and the school's website, as well as provided to all parents and community members through the School Accountability Report that is published annually. Finally, FCAT results are included with the end of the year report card and mailed out to each student's home address.

Parent teacher conferences are scheduled before, during and after school to communicate individual student performance data. Furthermore, teachers and parents work collaboratively to create a Progress Monitoring Plan for students who are performing below grade level expectations. The goal is to create a plan to offer additional support and services to these students. Communication with parents is ongoing throughout the school year.

Students and teachers meet during Data Chats to discuss and monitor student progress throughout the year. Teachers meet with students at the beginning of the school year to review the previous year's data and develop goals for the current school year. At the end of each nine weeks, report cards are sent home to inform parents of student performance for the grading period. Teachers meet with the students to review their grades and discuss how they can improve their performance.

4. Sharing Lessons Learned:

At Oliver Hoover Elementary School, the administrators and teachers are committed to sharing best practices with other schools, administrators, and teachers within our district. Collaborating with other schools in the district and sharing best practices contributes to our continued success. The principal and

the assistant principal attend monthly regional meetings and feeder pattern meetings to discuss current educational trends and share successful strategies with neighboring schools. Our Math Liaison, Science Liaison and Reading Leader serve on district committees that meet monthly to share best practices with other schools. The liaisons then share what they have learned at faculty meetings. Several teachers at Oliver Hoover Elementary are members of professional associations such as Dade Reading Council, International Reading Association, and Dade County Council of Teachers in Mathematics. Members attend meetings throughout the school year to keep abreast of current educational practices. Teachers discuss and share the new information with their grade levels.

Oliver Hoover Elementary is affiliated with the Regional IV district office. Effective strategies and monitoring plans are discussed with our regional personnel on a regular basis. School principals participate in regional Datacom meetings. At Datacoms meetings, school data is analyzed and school successes are highlighted. The region also sends out school instructional review teams to assess teaching methodology within the classroom environment, identify commendations, and offer recommendations for the school site.

Oliver Hoover Elementary works closely with local universities and colleges to prepare future teachers. Field experience students and interns are welcomed throughout the school year. These college students are paired with experienced teachers who serve as mentors. Our teachers, not only serve as role models, but also share best practices with the college students.

1. Curriculum:

The core curriculum at Oliver Hoover Elementary is student centered and data driven guided by the Next Generation Sunshine State Standards and research based resources. The content covered is delineated by six strands: reading process, literary analysis, writing process, writing applications, communication, and information/media literacy. The priority of the teachers is to provide a rigorous curriculum which develops critical thinking skills and a foundation for lifelong learning. Students are regularly assessed and instruction is based on individual needs. In preparing students for the 21st century many technological resources are utilized to supplement instruction.

The language arts/reading curriculum is standards based and provides ninety minutes of uninterrupted instruction for students in kindergarten through fifth grade. The instructional block addresses the big five components of reading instruction: phonemic awareness, phonics, vocabulary, fluency and comprehension through whole group, small group and individual instruction. In addition, for at least thirty minutes daily, students are taught the writing process: pre-writing, drafting, revising, editing and publishing. Teachers utilize differentiated instruction through centers in their classrooms to address every student's academic needs. Our print rich literacy classrooms have a teacher led center, technology center, writing center and classroom libraries to support the reading curriculum.

Mathematics instruction at each grade level focuses on grade level expectations and the Next Generation Sunshine State Standards. The school's mathematics program addresses the goals of Miami-Dade County Public School's *Comprehensive Mathematics Plan* which focuses on instruction in the areas of number sense, measurement, geometry, algebraic thinking and data analysis. Mathematics teachers utilize research based strategies and differentiated instruction to address all learning styles. In addition to our textbooks and support materials, teachers infuse technology and hands-on manipulatives into the lessons to help students visualize mathematical concepts.

Oliver Hoover Elementary's Science program is aligned with Miami-Dade County Public School's *Comprehensive K-12 Science Plan*. Science teachers incorporate research based materials, and experimental lab investigations throughout their instruction to help students learn scientific concepts.

Science instruction focuses on the five key elements: physical science, chemistry, earth and space science, life and environmental science, and scientific thinking. Students apply the scientific method by creating individual science fair projects. Every year, Oliver Hoover Elementary invites parents and community members to our annual Science Fair. Oliver Hoover's Science FCAT scores exceed district and state averages.

Oliver Hoover Elementary Social Studies program addresses history, customs/cultures, geography, government and citizenship through the instruction of the Next Generation Sunshine State Standards. When educating students in a multicultural society it is essential to teach students to appreciate diversity of cultures and communities. As a result of this effort Oliver Hoover Elementary has been selected by the Superintendent to be part of his Cultural Passport Initiative, where our students are invited to participate in various field trips and community presentations. These activities have brought to life the information that the students have been reading about in their textbooks.

The visual and performing arts program at Oliver Hoover Elementary includes one hour each of music and art instruction weekly for our students in second through fifth grade. Students in kindergarten and first grade receive forty minutes of instruction on a weekly basis. In addition, students participate in art exhibits and attend community concerts. This year several classes viewed classroom presentations sponsored by the Miami Art Museum. Oliver Hoover Elementary is in partnership with the Miami Music Project Foundation which provides opportunities for our students to be exposed to different musical genres. Visual arts education is vital to foster creativity and ensure a well rounded curriculum.

Oliver Hoover has an energetic physical education department comprised of three physical education coaches who teach our students the importance of healthy living, nutrition and exercise. Students in kindergarten through fifth grade receive thirty minutes of physical education instruction daily. Students are actively engaged in variety of sports, games and athletic competitions which build team work, collaboration and good sportsmanship. Each year students participate in the Jump Rope for Heart activity where they raise money for the American Heart Association and gain awareness for the importance of living a healthy life style.

2. Reading/English:

Teachers utilize the Next Generation Sunshine State Standards, District Pacing Guides, FCAT Test Item Specifications, and Access Points in their language arts and reading lesson plans. Language Arts and reading instruction is based on students' needs. Teachers analyze data and use it to plan instruction. During the ninety minutes of uninterrupted language arts instruction, the teacher instructs the whole group, small group, and the individual learner. All students in kindergarten through fifth grade take the Florida Assessment for Instruction in Reading (FAIR) test three times a year. Teachers analyze the FAIR test data to create differentiated instruction groups. The Florida Center for Reading Research (FCRR) has prepared binders and activities to address student deficiencies aligned to the Big 5. For example, if a first grader is having trouble with phonics, a teacher may access the FCRR website or binder at the school site, to select an activity to assist the child struggling with phonics. Furthermore, students in grades three through five take interim tests three times a year before FCAT. These tests are scored using the *Edusoft* system. Computer generated reports identify benchmarks that students mastered and those needing further review. The data is used to differentiate instruction on an individual student basis during small and whole group instruction. The state of Florida implements the Response to Intervention (RTI) model for all students. The RTI model consists of three tiers. The intervention needs of Tier I students are met through differentiated instruction within the classroom setting. Students who require additional interventions, Tier II students are targeted through the *Voyager Intervention Program*. To assist the students who are reading below grade level, two interventionists pull them out of special area classes for one hundred twenty minutes weekly. If students are not making progress, TIER III interventions are put in place to further assist the child. We also provide after school tutoring for our English language learners, economically disadvantaged students and students with disabilities. Early intervention impacts student achievement.

3. Mathematics:

The school's mathematics curriculum supports the Miami-Dade County's *Comprehensive Mathematics Plan* which is based on teaching the Next Generation Sunshine State Standards utilizing the Go Math! Florida textbook series and resources published by Houghton Mifflin Harcourt. For the 2010-2011 school year M-DCPS purchased the series for all elementary schools in the county. The textbook is aligned to the new FCAT 2.0 assessment. In addition to using this series, mathematics teachers utilize research based instructional strategies that improve achievement and differentiate instruction to meet the individual needs of students. Our teachers work together to plan lessons and implement support strategies for students who require additional assistance. During the mathematics instructional block, teachers instruct the whole group, small group and individual learners. Teachers begin the lesson with the Problem of the Day. Students and teachers unlock the problem together while addressing the lesson's essential question. After whole group instruction, the students break up into three small groups. One group of students goes to the computer to access *Successmaker*, which is a research based diagnostic computer program that provides activities to remediate or enrich learning skills based on a student's needs. Another group of students works collaboratively during the teacher led center to address the needs of those students who are working below, on or above grade level expectations. The third group of students works on their own incorporating the use of manipulatives to solve math problems that require the implementation of higher order thinking skills. The three groups of students rotate every fifteen minutes. In addition to one hour of math instruction daily, after school tutoring in mathematics is offered twice a week on Tuesdays and Thursdays to better serve the needs of our ELL students. A variety of support materials and technology resources are utilized to support student learning at home. For example,

the FCAT Explorer mathematics internet program can be accessed at home which prepares students for the new FCAT 2.0.

4. Additional Curriculum Area:

Technology instruction is instrumental to support the mission of Oliver Hoover Elementary to make learning an exciting, productive, and vital part of each child's life. To effectively educate students in the 21st century, it is essential to use current technology. Students communicate on the internet through email, research topics on Google, and play video games. As a result, we must infuse technology into our lessons to keep them interested and motivated to learn in ways that are more interactive. All classrooms have at least five computer work stations which are used daily to supplement instruction. Several classrooms have a SMART board which is used to enhance instruction. Furthermore, the school has a computer lab equipped with forty computers accessible by teachers on a rotating schedule. Many research based technology programs are implemented to support instruction. However, our teachers know to follow two key rules: All technology programs must be used with fidelity in order to work effectively and ongoing progress monitoring is essential. Under this philosophy, teachers work with their grade levels to decide which technological resources are going to be used to complement instruction. However, two non-negotiable computer research based programs are utilized school wide to reinforce student learning: the reading and math *SuccessMaker* and *Accelerated Reader* program. The additional technological resources used are up to the teacher's discretion and based on student individual needs. Some examples of other research based technology programs that are utilized for intervention and/or enrichment are *Reading Plus*, *FCAT Explorer*, *Academy of Reading* and *Gizmos*. Teachers print reports and analyze data weekly to monitor the effectiveness of the programs. Students are also taught to self monitor by clicking into specific areas and viewing their percentage scores. Teachers reward students for achievements with certificates and treats to keep them motivated and interested in learning. Using technology resources effectively provides many opportunities for students to succeed.

5. Instructional Methods:

In conjunction with our school wide theme: "We Instruct Students for Excellence." teachers must differentiate instruction to meet the needs of all learners. Using an array of research based strategies and resources teachers address all learning styles in their lesson plans and assessments. Teachers work together to continuously analyze and use data to design and plan instruction and ensure all students are learning. All classrooms are student centered, challenging and committed to developing life-long learners. Teachers use data to group their students. Instruction is modified or augmented based on individual needs. Differentiated instruction is used across the curriculum. Groups are fluid and changed frequently. Analysis of data assists teachers in identifying students who need additional assistance, tutoring or enrichment. Teachers begin lessons teaching the whole group, then break out into small groups, to reach every learner. Grade level instruction is modified through the use of appropriately leveled materials, tailored to address the needs of student subgroups such as English language learners who require key vocabulary always be taught prior to a lesson, or perhaps students reading below grade level who lack fluency and require the modeling of a teacher reading aloud to make improvements in this area. During small group instruction, teachers address areas that are in need of improvement through re-teaching lessons using hands on activities and mini-assessments to ensure effectiveness. Ongoing progress monitoring is necessary to regroup students as growth in learning is demonstrated. When teachers differentiate, they do so in response to student readiness, interest, and learning styles. Differentiated instruction that is tailored to student's individual learning needs, allows all students access the same curriculum with an increase opportunity for success.

Oliver Hoover Elementary offers before, during, and after school tutoring to supplement the daily instruction. In-house and after school tutoring in reading and mathematics is used to address our subgroups and provide additional assistance to students who need the extra support. English language learners are offered tutorials services after school twice a week. To better serve our Economically Disadvantaged students, Oliver Hoover has partnered with the Children's Trust to offer free daily after school tutoring in reading and mathematics. Two certified teachers provide daily instruction for one hour

after school daily. Finally, through the use of internet based programs from our Houghton Mifflin math series and Reading Plus, teachers are able to make individual assignments to students in the areas requiring further review. This aspect further ensures that all learners are continuing to make academic gains, even at home. Meeting the needs of every learner is the key to Oliver Hoover's success.

6. Professional Development:

Professional Development is ongoing throughout the school year and is directly correlated to the School Improvement Plan. Keeping up with the latest educational trends and technology positively impacts student achievement. At the beginning of each school year, teachers create a professional goal based on student data. At least one strategy must be aligned to professional development. Professional Development opportunities are offered at the school site on a monthly basis. The reading, science and math coach train staff at monthly faculty and grade level meetings. In addition, the district offers two teacher planning days which are dedicated solely to professional development. However, there is a professional development portal on the district's website that lists available courses for teachers to register for and participate either online or in a classroom environment. A multitude of professional development courses are offered throughout the year, including weekends and throughout the summer break.

The State of Florida has made revisions to the FCAT. Students in grades three through five will be taking the FCAT 2.0 in reading and mathematics in April 2011. The FCAT 2.0 is aligned to the Next Generation Sunshine State Standards. Therefore, our focus for professional development this school year has been to train our teachers on the new FCAT 2.0 and the Next Generation Sunshine State Standards. The administration wants to equip and empower our teachers to enhance student achievement. In addition to trainings teachers on the new standards and test, data is disaggregated at the beginning of the year to identify areas in need of improvement. An analysis of the previous year's data indicated that additional assistance was needed in writing. Therefore, all the fourth grade teachers and one representative from each grade level attended the writing guru, Melissa Forney, workshop in October 2010. Teachers are implementing the strategies learned at the workshop in their classrooms. The administrators send teachers to workshops to increase staff capacity and maximize student learning. Professional development enhances student learning and the overall success of our school.

7. School Leadership:

The principal at Oliver Hoover Elementary cultivates a positive school culture where all stakeholders are valued and are committed to ensuring student success. The philosophy of the principal is to empower teachers, establish collegiality and build relationships. On any given day, you may hear the principal saying that she is only as effective as her team. Great ideas come from people working together. School administrators meet regularly with the school leadership team to make data driven decisions that directly impact the school.

The administrative team at Oliver Hoover Elementary has an open door policy. Our priority is customer satisfaction. Teachers, students, parents and community member's concerns are valued and resolved immediately and effectively. By fostering a positive relationship with all stakeholders the principal acknowledges and responds to the needs of others. Her leadership goes beyond test scores; it is focused on making a difference in the lives of students.

The principal at Oliver Hoover Elementary effectively manages the programs, facilities and resources to promote a safe learning environment. She ensures that her decisions and actions conform to the district's moral and ethical principles. The principal identifies best practices to promote student achievement and shares knowledge with the staff to encourage positive school results. She develops and maintains an organizational climate conducive to learning and open to change.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: FCAT

Edition/Publication Year: 2006-2010 Publisher: Florida Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
FCAT Levels 3, 4, 5	92	80	83	81	79
FCAT Levels 4 & 5	66	52	49	49	44
Number of students tested	141	157	151	176	179
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	7	15	6	11
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
FCAT Levels 3, 4, 5	92	78	80	74	78
FCAT Levels 4 & 5	65	48	41	38	36
Number of students tested	92	86	75	93	81
2. African American Students					
FCAT Levels 3, 4, 5					
FCAT Levels 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
FCAT Levels 3, 4, 5	91	77	80	79	80
FCAT Levels 4 & 5	63	52	44	49	41
Number of students tested	117	123	111	135	136
4. Special Education Students					
FCAT Levels 3, 4, 5					
FCAT Levels 4 & 5					
Number of students tested					
5. English Language Learner Students					
FCAT Levels 3, 4, 5	70	47	58	50	80
FCAT Levels 4 & 5	35	18	33	32	40
Number of students tested	20	17	12	16	10
6.					
FCAT Levels 3, 4, 5					
FCAT Levels 4 & 5					
Number of students tested					
NOTES: Students with significant cognitive disabilities who were unable to master the grade level general state content standards even with state allowable accommodations, assistive technology and/or accessible instructional materials were assessed using an Alternate Assessment. These students are participating in a curriculum based on State Standards Access Points for all academic areas, and require extensive direct instruction in academics based on these access points in order to acquire, generalize and transfer skills across settings.					

11FL4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: FCAT

Edition/Publication Year: 2006-2010 Publisher: Florida Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
FCAT Level 3, 4, 5	92	80	72	73	80
Level 4 & 5	56	43	42	38	45
Number of students tested	141	157	151	176	179
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	7	15	6	11
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
FCAT Level 3, 4, 5	93	79	68	67	75
Level 4 & 5	54	34	35	28	36
Number of students tested	92	86	75	93	81
2. African American Students					
FCAT Level 3, 4, 5					
Level 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
FCAT Level 3, 4, 5	91	78	70	73	79
Level 4 & 5	51	45	40	36	42
Number of students tested	117	123	111	135	136
4. Special Education Students					
FCAT Level 3, 4, 5					
Level 4 & 5					
Number of students tested					
5. English Language Learner Students					
FCAT Level 3, 4, 5	70	47	33	38	40
Level 4 & 5	15	12	17	6	20
Number of students tested	20	17	12	16	10
6.					
FCAT Level 3, 4, 5					
Level 4 & 5					
Number of students tested					
NOTES: Students with significant cognitive disabilities who were unable to master the grade level general state content standards even with state allowable accommodations, assistive technology and/or accessible instructional materials were assessed using an Alternate Assessment. These students are participating in a curriculum based on State Standards Access Points for all academic areas, and require extensive direct instruction in academics based on these access points in order to acquire, generalize and transfer skills across settings.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: FCAT

Edition/Publication Year: 2006-2010 Publisher: Florida Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
FCAT Levels 3, 4, 5	83	87	77	74	77
FCAT Levels 4 & 5	50	56	44	38	38
Number of students tested	162	139	172	183	186
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	12	5	9	12
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
FCAT Levels 3, 4, 5	83	84	72	68	70
FCAT Levels 4 & 5	43	53	39	33	34
Number of students tested	98	74	85	82	88
2. African American Students					
FCAT Levels 3, 4, 5					
FCAT Levels 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
FCAT Levels 3, 4, 5	82	84	76	74	77
FCAT Levels 4 & 5	46	57	44	38	35
Number of students tested	130	101	137	140	148
4. Special Education Students					
FCAT Levels 3, 4, 5					
FCAT Levels 4 & 5					
Number of students tested					
5. English Language Learner Students					
FCAT Levels 3, 4, 5	67	0	47	0	47
FCAT Levels 4 & 5	28	0	12	0	21
Number of students tested	18	0	17	0	19
6.					
FCAT Levels 3, 4, 5					
FCAT Levels 4 & 5					
Number of students tested					
<p>NOTES: Students with significant cognitive disabilities who were unable to master the grade level general state content standards even with state allowable accommodations, assistive technology and/or accessible instructional materials were assessed using an Alternate Assessment. These students are participating in a curriculum based on State Standards Access Points for all academic areas, and require extensive direct instruction in academics based on these access points in order to acquire, generalize and transfer skills across settings.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: FCAT

Edition/Publication Year: 2006-2010 Publisher: Florida Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Feb	Mar
SCHOOL SCORES					
FCAT Level 3 4, 5	76	79	75	75	76
FCAT Level 4 & 5	51	49	48	43	40
Number of students tested	161	139	173	183	185
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	12	5	9	12
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
FCAT Level 3 4, 5	76	73	69	67	73
FCAT Level 4 & 5	45	37	38	31	38
Number of students tested	98	74	85	82	89
2. African American Students					
FCAT Level 3 4, 5					
FCAT Level 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
FCAT Level 3 4, 5	77	80	73	76	74
FCAT Level 4 & 5	51	47	43	41	36
Number of students tested	127	101	138	140	148
4. Special Education Students					
FCAT Level 3 4, 5					
FCAT Level 4 & 5					
Number of students tested					
5. English Language Learner Students					
FCAT Level 3 4, 5	44	0	18	0	42
FCAT Level 4 & 5	22	0	12	0	5
Number of students tested	18	0	17	0	19
6.					
FCAT Level 3 4, 5					
FCAT Level 4 & 5					
Number of students tested					
<p>NOTES: Students with significant cognitive disabilities who were unable to master the grade level general state content standards even with state allowable accommodations, assistive technology and/or accessible instructional materials were assessed using an Alternate Assessment. These students are participating in a curriculum based on State Standards Access Points for all academic areas, and require extensive direct instruction in academics based on these access points in order to acquire, generalize and transfer skills across settings.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: FCAT

Edition/Publication Year: 2006-2010 Publisher: Florida Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
FCAT Levels 3, 4, 5	75	63	77	77	48
FCAT Levels 4 & 5	45	42	50	47	24
Number of students tested	151	172	173	185	200
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
FCAT Levels 3, 4, 5	71	55	75	70	0
FCAT Levels 4 & 5	38	35	50	38	0
Number of students tested	93	87	89	91	0
2. African American Students					
FCAT Levels 3, 4, 5					
FCAT Levels 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
FCAT Levels 3, 4, 5	75	61	80	79	45
FCAT Levels 4 & 5	44	41	51	45	24
Number of students tested	118	140	132	145	146
4. Special Education Students					
FCAT Levels 3, 4, 5					
FCAT Levels 4 & 5					
Number of students tested					
5. English Language Learner Students					
FCAT Levels 3, 4, 5	17	36	0	44	14
FCAT Levels 4 & 5	17	7	0	25	0
Number of students tested	12	14	0	16	14
6.					
FCAT Levels 3, 4, 5					
FCAT Levels 4 & 5					
Number of students tested					
<p>NOTES: Students with significant cognitive disabilities who were unable to master the grade level general state content standards even with state allowable accommodations, assistive technology and/or accessible instructional materials were assessed using an Alternate Assessment. These students are participating in a curriculum based on State Standards Access Points for all academic areas, and require extensive direct instruction in academics based on these access points in order to acquire, generalize and transfer skills across settings.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: FCAT

Edition/Publication Year: 2006-2010 Publisher: Florida Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
FCAT Levels 3, 4, 5	81	81	76	82	71
FCAT Levels 4 & 5	51	54	41	45	36
Number of students tested	151	173	173	184	198
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	8	4	8	10	8
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
FCAT Levels 3, 4, 5	80	82	69	77	0
FCAT Levels 4 & 5	41	50	33	39	0
Number of students tested	93	89	89	90	0
2. African American Students					
FCAT Levels 3, 4, 5					
FCAT Levels 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
FCAT Levels 3, 4, 5	81	78	75	81	67
FCAT Levels 4 & 5	51	50	38	42	30
Number of students tested	118	141	132	144	144
4. Special Education Students					
FCAT Levels 3, 4, 5					
FCAT Levels 4 & 5					
Number of students tested					
5. English Language Learner Students					
FCAT Levels 3, 4, 5	33	36	0	31	27
FCAT Levels 4 & 5	8	36	0	13	0
Number of students tested	12	14	0	16	15
6.					
FCAT Levels 3, 4, 5					
FCAT Levels 4 & 5					
Number of students tested					
NOTES: Students with significant cognitive disabilities who were unable to master the grade level general state content standards even with state allowable accommodations, assistive technology and/or accessible instructional materials were assessed using an Alternate Assessment. These students are participating in a curriculum based on State Standards Access Points for all academic areas, and require extensive direct instruction in academics based on these access points in order to acquire, generalize and transfer skills across settings.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
FCAT Level 3,4,5	83	76	79	77	67
FCAT Level 4 & 5	53	52	48	45	35
Number of students tested	454	468	496	454	565
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	21	23	28	25	31
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
FCAT Level 3,4,5	82	72	75	71	74
FCAT Level 4 & 5	49	45	44	36	35
Number of students tested	283	247	249	266	169
2. African American Students					
FCAT Level 3,4,5					
FCAT Level 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
FCAT Level 3,4,5	83	73	79	77	67
FCAT Level 4 & 5	51	49	46	44	33
Number of students tested	365	364	380	420	430
4. Special Education Students					
FCAT Level 3,4,5					
FCAT Level 4 & 5					
Number of students tested					
5. English Language Learner Students					
FCAT Level 3,4,5	56	42	52	47	44
FCAT Level 4 & 5	28	13	21	29	19
Number of students tested	50	31	29	32	43
6.					
FCAT Level 3,4,5					
FCAT Level 4 & 5					
Number of students tested					
NOTES:					

11FL4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
FCAT Levels 3, 4, 5	83	80	74	77	76
FCAT Levels 4 & 5	53	45	44	42	40
Number of students tested	453	469	497	543	562
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	21	23	28	25	31
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
FCAT Levels 3, 4, 5	83	78	69	70	74
FCAT Levels 4 & 5	47	41	35	33	37
Number of students tested	283	249	249	265	170
2. African American Students					
FCAT Levels 3, 4, 5					
FCAT Levels 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
FCAT Levels 3, 4, 5	83	79	73	77	73
FCAT Levels 4 & 5	51	47	40	40	37
Number of students tested	362	365	381	419	428
4. Special Education Students					
FCAT Levels 3, 4, 5					
FCAT Levels 4 & 5					
Number of students tested					
5. English Language Learner Students					
FCAT Levels 3, 4, 5	52	42	24	35	36
FCAT Levels 4 & 5	16	23	14	10	7
Number of students tested	50	31	29	32	44
6.					
FCAT Levels 3, 4, 5					
FCAT Levels 4 & 5					
Number of students tested					
NOTES:					

11FL4