
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 2241 - Gratigny Elementary School

FeederPattern: North Miami Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Aaron Enteen

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Gratigny Elementary School

Gratigny Elementary, a Full Service School, is located in suburban Miami-Dade County. It serves approximately 700 students, comprising the following ethnic populations: 83 percent Black-Non-Hispanic, 15 percent Hispanic, one percent White-Non-Hispanic, and one percent Asian/Indian/Multiracial, in grades prekindergarten through six. In addition, Gratigny has five autistic units serving prekindergarten through grade five. Gratigny offers a range of educational programs in conjunction with the District mandated Comprehensive Research-Based Reading Plan: Reading Plus, Accelerated Reader, America Reads!, Lexia, and Learning Today. Additionally, health and social services are offered to all students and their families through the Full Service School Health Center. After having analyzed and evaluated data such as the School Demographic and Academic Profile, Stanford Achievement Test Report Card, the School Improvement Plan results for the 2005-2006 school year, the 2005-2006 NCLB School Public Accountability Report, Florida Department of Education Annual Report Card, and FCAT data, Gratigny Elementary, in conjunction with its Educational Excellence School Advisory Council, has targeted the following schoolwide priority objectives for the 2006-2007 school year:

Given instruction using the Sunshine State Standards, students in grades three through six will improve their reading skills as evidenced by 65 percent of students reaching Level 3 or higher as documented by scores on the 2007 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students in grades three through six will improve their reading skills as evidenced by 51 percent of students reaching Level 3 or higher as documented by scores on the 2007 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students in grades three through six will improve their mathematics skills as evidenced by 61 percent of students reaching Level 3 or higher as documented by scores on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, LEP students in grades three through six will improve their mathematics skills as evidenced by 56 percent of students reaching Level 3 or higher as documented by scores on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in grade four will maintain their writing skills as evidenced by 87 percent of students reaching 3.5 or higher as documented by scores on the 2007 FCAT Writing Assessment.

Given instruction using Sunshine State Standards, students in grade five will improve their science skills as evidenced by 41 percent of students reaching Level 3 or above on the 2007 FCAT Science Assessment.

Given the importance of strengthening the link between the home and the school so as to improve academic achievement of students, conference log sheets, home visitation log sheets, and school activities

sign-in rosters will reflect a minimum of 1,200 parent contacts.

Given the Code of Student Conduct and the continuous need for improved student behavior, a proactive plan of assertive discipline and parent contacts will result in a 5 percent reduction in the number of outdoor suspensions from 24 during the 2005-2006 school year to 23 or less during the 2006-2007 school year.

Given the emphasis on technology, 100 percent of instructional staff members will be trained in the use of the electronic gradebook during the 2006-2007 school year.

Given the importance of good physical fitness, Gratigny Elementary will increase the percentage of FITNESSGRAM award recipients from 62 percent in 2006 to 63 percent in 2007.

Given the advisability of providing field trips and other experiences to enhance and extend learning, Gratigny teachers will schedule and participate in on-site and off-campus field trips as evidenced by a 5 percent increase in the number of events from a total of 33 in 2005-2006, to a minimum of 35 in the 2006-2007 school year.

Gratigny Elementary School will improve its ranking in the State of Florida ROI Index publication from the 28th percentile in 2004-2005 to the 30th percentile on the next publication of the Index.

Based on the results of the Organizational Performance Improvement Snapshot, Gratigny has identified the following two items as requiring the greatest emphasis for the 2006-2007 school year: Item 1g., "My work location asks me what I think." and 2a., "As it plans for the future, my organization asks for my ideas." Administration and support staff will actively solicit suggestions from all faculty and staff for the development and execution of plans for school improvement. A suggestion box will also be placed in the teacher's lounge and main office where suggestions might be elicited anonymously from stakeholders. Staff members are welcome to attend EESAC meetings to discuss issues and ideas to improve the school. Results of the Snapshot survey will be shared and discussed with the faculty and EESAC.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

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

Integrity

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

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Gratigny Elementary School

VISION

Gratigny Elementary envisions the development of students who are academically proficient, socially responsible, emotionally secure, and physically fit. We believe that our students will be able to enter a complex and competitive global society with the skills, attitudes, and competencies to allow them to successfully compete in an uncertain future. We envision children who will face adulthood with the self-confidence to view problems as opportunities, to arrive at solutions in creative ways, and to employ critical thinking skills to the benefit of themselves as well as to our society.

MISSION

At Gratigny Elementary School, we are dedicated to the development of every student's academic, social, physical, and emotional potential in a wholesome and supportive environment so as to create lifelong learners and productive citizens in a multicultural and changing world.

CORE VALUES

Excellence

Gratigny Elementary pursues the highest standards in academic rigor, achievement, and organizational performance.

Integrity

Gratigny Elementary cultivates positive relationships through honesty, respect, and empathy; which augment the self-esteem, safety, and well-being of our students, families, faculty, and staff.

Equity

Gratigny Elementary fosters an environment which serves all students and seeks to eliminate any gaps in achievement.

Citizenship

Gratigny Elementary celebrates the diversity of our community by working in concert with our stakeholders to ensure the success of our students while recognizing that our duty is not limited only to our professional responsibilities to promote democratic principles.

School Demographics

Gratigny Elementary, a Title I-funded school, is located at 11905 North Miami Avenue, Miami, Florida, 33168, and is situated upon eight acres of land in suburban, unincorporated Miami-Dade County, adjoining the municipalities of Miami Shores and North Miami. Constructed in 1955, the school has had additional wings added to the campus to accommodate a trend of increasing enrollment. One of these wings houses the school's state-of-the-art media center, complete with a closed-circuit television system and a number of networked computers. Additionally, there is a network of linked classroom computers and two computer laboratories on the campus. Presently, nine relocatables are being utilized on the school campus; a number which includes a full service clinical facility awarded to the school through a PECO (Public Education Capital Outlay) grant from the State of Florida in 1995. The school is presently participating in the Reading First grant. Other recent grant awards include: All Schools All Students grant, and a Children's Trust grant to focus on academic skill building in the YMCA Afterschool Care Program. In addition, Health Connect through our full service clinical facility will provide a social worker and nurse 2.5 days a week. Gratigny has also secured corporate in-kind commitments in the amount of \$8,909 to support the school's technology infrastructure. The school received a 2006 Florida School Recognition Award for "innovation and commitment to achieving higher academic performance for all students." Our school has been the recipient of Miami-Dade Public School's Golden School Award for outstanding volunteerism for the last sixteen years in succession. Gratigny has a number of strengths; the faculty transience rate is low, resulting in a core faculty that has been at the school for many years providing continuity of its vision and mission. Gratigny faces on-going challenges as it seeks to have its ethnically, culturally, and linguistically diverse population excel in academics. Gratigny has multiple opportunities for improvement in all aspects of its service to its community. The primary focus will concentrate on the improvement of academic performance of all students. Other opportunities include a greater enhancement of its ties with parents to help support the aims and goals of the school. Gratigny serves approximately 700 students, comprised of the following ethnic populations: 83 percent Black-Non-Hispanic, 15 percent Hispanic, one percent White-Non-Hispanic, and one percent Asian/Indian/Multiracial, in grades prekindergarten through six. Approximately 82 percent of the student enrollment qualifies for free or reduced priced lunch. Gratigny offers a range of educational programs in conjunction with the District mandated Comprehensive Research-Based Reading Plan: Reading Plus, Accelerated Reader, America Reads!, Lexia, Waterford, and Learning Today. The school houses grades prekindergarten through six, including five units of Special Education (SPED) autistic students, which includes the part-time Learning Experiences: Alternative Program for Preschoolers and Parents (LEAP). There are 40 students in the Varying Exceptionalities Program in grades kindergarten through six in addition to two units of prekindergarten SPED. An inclusion model, as well as a resource model will be utilized to provide for the needs of Varying Exceptionalities students. Students attending gifted education classes are provided services once a week. Additionally, 115 Limited English Proficiency (LEP) students are enrolled in English for Speakers of Other Languages (ESOL) classes. Approximately 17 percent of Gratigny students are classified as ESOL. Gratigny Elementary employs 87 full-time and 19 part-time staff members which includes two administrators, 34 regular classroom teachers, ten SPED teachers, one counselor, 13 special area teachers, 17 paraprofessionals, three security personnel, five clerical, five custodial, and nine cafeteria workers. Thirty-two percent of the instructional staff hold masters degrees, 16 percent hold either a specialist or doctoral degree. Gratigny's instructional staff is comprised of the following ethnic populations: 32 percent Black-Non-Hispanic, 26 percent Hispanic, 40 percent White-Non-Hispanic. The average number of years of service for Gratigny teachers in Florida is 13. According to the most recent available data, the average attendance rate for the instructional staff is 95.4 percent.

School Foundation

Leadership:

The Gratigny Elementary Organizational Performance Improvement Snapshot self-assessment results indicate that responses averaged 4.2 for all items in this topic area. Faculty and staff generally agreed that they understood the school's mission and felt that the leadership took into account their values in decision making. The responses further indicated that the working environment and the information provided to them creates a positive milieu in which to deliver educational services. Faculty and staff indicated that they understood the organization's priorities as well as indicating their support for those priorities as they seek to further their professional careers.

District Strategic Planning Alignment:

The Gratigny Elementary Organizational Performance Improvement Snapshot self-assessment results indicate that responses averaged 3.9 for all items in this topic area. Faculty and staff generally agreed that they were consulted about the direction the school would take as it seeks to define, refine, and implement educational goals and objectives. Input from all staff and faculty is sought and utilized in the planning and execution of educational goal-setting, delivery, and evaluation of student performance.

Stakeholder Engagement:

The Gratigny Elementary Organizational Performance Improvement Snapshot self-assessment results indicate that responses averaged 4.2 for all items in this topic area. Faculty and staff agreed to a great degree that they understand that the school families they serve are their priority focus. Respondents reported that they communicate with their customers, accept suggestions from their school families, and attempt to address issues/problems for and with their school families.

Faculty & Staff:

The Gratigny Elementary Organizational Performance Improvement Snapshot self-assessment results indicate that responses averaged 4.1 for all items in this topic area. Faculty and staff generally agreed that they are encouraged to demonstrate initiative and cooperation when interacting with the larger team; putting the goals and mission of the organization ahead of those of their own. Respondents agreed that they were encouraged to develop their job skills to benefit of career advancement. Faculty and staff also generally agreed that administration was concerned with them and that they felt safe in their work environment. The teacher mentoring program at Gratigny comprises both formal and informal systems. At the heart of the program is an open door policy where new teachers and veteran teachers may confidently seek help from administration and from peers. With a trained and well-experienced cadre of teachers serving on the Professional Growth Team (PGT), new teachers and veteran teachers have the opportunity to be provided with constructive assistance in a non-threatening, collegial environment. The Reading Coaches and District/Regional personnel will demonstrate model reading lessons to Kindergarten through sixth grade teachers/students to enhance instructional delivery of the Comprehensive Research-Based Reading Plan. School/Regional/District personnel will also model exemplary writing lessons in expository and narrative formats, as well as math and science lessons. The Instructional Professional Evaluation and Growth System (IPEGS) will provide the framework for peer mentoring and support to improve the delivery of instruction. The establishment of Professional Learning Communities further the goal of creating the most conducive environment where teachers may learn from one another in order to maximize their effectiveness of teaching and learning in the classroom.

Data/Information/Knowledge Management:

The Gratigny Elementary Organizational Performance Improvement Snapshot self-assessment results indicate that responses averaged 4.3 for all items in this topic area. Faculty and staff agreed to a great degree that they are aware of and understand how to manipulate and interpret information to further their own job performance and the outcome of their efforts. Further, results indicate that respondents are very satisfied with the information about the school's performance and are able to understand their relationship to the larger organizational goals.

Education Design:

The Gratigny Elementary Organizational Performance Improvement Snapshot self-assessment results indicate that responses averaged 4.1 for all items in this topic area. Respondents generally agreed that they have positive processes for carrying out their functions. Additionally, respondents agreed that they have control over their work processes and that they are able to access the resources and data they require in order to produce a quality outcomes. The following are features of Gratigny's Extended Learning Opportunities: After school tutoring twice weekly for lower-achieving students as well as an Academic Excellence Program for higher-achieving students who also meet twice a week. A remediation program for three hours on Saturdays in January and February will provide intensive instruction to better prepare students for the FCAT. Gratigny will utilize the 8-Step Continuous Improvement Model (CIM), incorporating the Plan-Do-Check-Act as a schoolwide improvement schema in the 2006-2007 school year. It is expected that by making use of a regular regime using objective data driven reporting and decision making about student performance and instructional delivery, will effectively foster improved student achievement.

Performance Results:

The Gratigny Elementary Organizational Performance Improvement Snapshot self-assessment results indicate that responses averaged 4.1 for all items in this topic area. Respondents generally agreed that they are satisfied with their employment as well as with their work product. The faculty and staff agreed that the organization uses their time and talents well to the benefit of the community at large.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 1 STATEMENT:

Gratigny's goal is to produce students who are fluent, critical, and capable readers who are able to decode and comprehend at or above grade level.

Needs Assessment

Reading scores indicate that 36 percent of students in grades three through six have not scored at or above FCAT Achievement Level 3 on the 2006 administration of the FCAT Reading Assessment. Reading scores in grade three increased by four percent of students scoring Level 3 or above on the 2006 FCAT Reading Assessment as compared with the 2005 administration of the FCAT Reading Assessment. Reading scores in grade four decreased by ten percent of those students scoring Level 3 or above on the 2006 FCAT Reading Assessment as compared with the 2005 administration of the FCAT Reading Assessment. Reading scores in grade five increased by 12 percent of students scoring Level 3 or above on the 2006 FCAT Reading Assessment as compared with the 2005 administration of the FCAT Reading Assessment. Reading scores in grade six increased by 36 percent of students scoring Level 3 or above on the 2006 FCAT Reading Assessment as compared with the 2005 administration of the FCAT Reading Assessment.

Students in grades three through six attained an average score of 61 percent in both Words/Phrases and Main Idea/Author's Purpose. Sixty percent attained an average score in Comparisons and 58 percent in Reference/Research skills. These results indicate that each cluster requires additional improvement to further enhance student achievement in reading.

Seventy percent of the lowest quartile of students in grades three through six attained a year's growth of progress in reading.

The information derived from these analyses will be used to target students for remediation of specific reading skill deficits.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>										

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through six will improve their reading skills as evidenced by 65 percent of students reaching Level 3 or higher as documented by scores on the 2007 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students in grades three through six will improve their reading skills as evidenced by 51 percent of students reaching Level 3 or higher as documented by scores on the 2007 FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement and monitor the District approved, uninterrupted two-hour reading block using Comprehensive Research-Based Reading Plan in Kindergarten through sixth grades to ensure growth in phonemic awareness, phonics, vocabulary, fluency, and comprehension skills.	Reading Coaches	8/4/2006	5/30/2007	District-wide literacy plan	\$0.00
Disaggregate and analyze data from the 2006 FCAT and SAT Reading subtests, in addition to the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), to identify students' strengths and opportunities for improvement.	Principal/ Assistant Principal/ Reading Coaches/ Math and Science Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize bi-weekly reading focus skill data to identify and remediate deficient skills.	Classroom Teachers Reading Coaches	10/06/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize and monitor through reports computer-assisted instructional programs in reading such as Accelerated Reader, Learning Today, Riverdeep, Lexia, FCAT Explorer, Reading Plus, and Leaptrack to improve reading comprehension and to promote independent reading.	Reading Coaches Math and Science Coach Media Specialist	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Facilitate Supplementary Educational Services (SES) small group tutoring after school. Target FCAT Level 1 and 2 students during January and February for after school tutoring twice weekly for 1.5 hours and 3 hours on Saturday. Provide approved reading interventions during the school day for Tier 2	Assistant Principal Reading Coaches Math and Science Coach	9/15/2006	5/30/2007	District Strategic Plan	\$30000.00

and 3 students. Tutoring will be monitored through benchmark assessments.					
Integrate the Continuous Improvement Model (CIM) utilizing the Eight-Step Process as a framework for instructional improvement in reading.	Principal Assistant Principal Reading Coaches Math and Science Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Develop and monitor individualized LEP Plans to address the needs of struggling LEP students.	ESOL Teacher Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Houghton-Mifflin Reading Program

Lexia

Soar To Success

Voyager Passport

Early Success

Reading Plus

Professional Development

Eight-Step Continuous Improvement Model

Comprehensive Researched-Based Reading Plan

Best Practices in Reading

FCAT Explorer

Project OWL

Project BEAR

Project DRAW

CRISS Training

Waterford Early Reading Program

Accelerated Reader

Intervention strategies

Evaluation

2007 FCAT Assessment

DIBELS

District Interim Assessments

Bi-weekly Reading Assessments

Houghton-Mifflin Theme Assessments

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 2 STATEMENT:

Gratigny's goal is to produce students who are aware of mathematics concepts, processes, and algorithms, as well as their relationships to the application of mathematics skills to real-life problems at or above grade level.

Needs Assessment

Mathematics scores indicate that 40 percent of students in grades three through six have not scored at or above FCAT Achievement Level 3 on the 2006 administration of the FCAT Mathematics Assessment. Mathematics scores in grade three increased by ten percent of students who scored Level 3 or above on the 2006 FCAT Mathematics Test as compared with the 2005 administration of the FCAT Mathematics Assessment. Mathematics scores in grade four decreased by four percent of students who scored Level 3 or above on the 2006 FCAT Mathematics Assessment as compared with the 2005 administration of the FCAT Mathematics Assessment. Mathematics scores in grade five increased by 19 percent of students who scored Level 3 or above on the 2006 FCAT Mathematics Assessment as compared to the 2005 administration of the FCAT Mathematics Assessment. Mathematics scores in grade six increased by 5 percent of students who scored Level 3 or above on the 2006 FCAT Mathematics Assessment as compared to the 2005 administration of the FCAT Mathematics Assessment.

All students in grades three through six attained an average score of 51 percent in Number Sense, 51 percent in Measurement, 56 percent in Geometry, and 52 percent in both Algebraic Thinking and Data Analysis. Results indicate that each mathematics strand requires additional improvement to further enhance student achievement in mathematics. The information derived from these analyses will be used to target students for additional remediation of specific educational skill deficits in mathematics. Individual grade strengths and weaknesses in each mathematics

strand will guide instructional planning to remediate skill deficiencies.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>										

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through six will improve their mathematics skills as evidenced by 61 percent of students reaching Level 3 or higher as documented by scores on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, LEP students in grades three through six will improve their mathematics skills as evidenced by 56 percent of students reaching Level 3 or higher as documented by scores on the 2007 FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize and monitor through reports computer-assisted instructional programs in mathematics such as Riverdeep, and FCAT Explorer to improve mathematics instruction.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer and review bi-weekly assessments based on the District's Pacing Guide to remediate specific skill deficiencies.	Classroom Teachers/ Math and Science Coach	10/06/2006	5/30/2007	Inclusion	\$0.00
Implement uninterrupted one-hour mathematics block using the District's Mathematics Pacing Guide to drive instruction in grades K-6.	Principal/ Assistant Principal/ Math and Science Coach/ Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate mathematics skills through the implementation of the Promoting Science Among English-Language Learners Project.	Third, Fourth, and Fifth grade Teachers	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Provide students with performance-based activities incorporating the use of manipulatives, problem-solving, critical thinking and communication.	Classroom Teachers Assistant Principal Math and Science Coach	8/14/2006	5/30/2007	School-to-Career	\$0.00
Integrate the Continuous Improvement Model (CIM) utilizing the Eight-Step Process as a framework for instructional improvement in mathematics.	Principal Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Target lowest quartile students in grades 3-6 during January and February for after school tutoring twice weekly for 1.5 hours and 3 hours on Saturday, and during the school day monitored by benchmark assessments.	Assistant Principal/Math and Science Coach	1/8/2007	2/26/2007	Continuous Improvement Model	\$6000.00
Disaggregate and analyze data to drive instruction from the 2006 FCAT and SAT Mathematics subtests.	Principal Assistant Principal Math and Science Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Harcourt Mathematics Program

GlenCoe

GIZMOS

Professional Development

Item Specifications

Pacing Guide

Computer-assisted instruction

Short and long responses in fifth grade

GIZMOS

Evaluation

2007 FCAT Mathematics Assessment

Bi-weekly Assessments

Benchmark Assessments

District Interim Assessments

Teacher-made Assessments

Harcourt Assessments

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 3 STATEMENT:

Gratigny’s goal is to produce students who are able to express themselves with clarity, correctness, and succinctness in a variety of forms of written communication.

Needs Assessment

Scores on the 2006 FCAT Writing Assessment indicate that 14 percent of fourth grade students have not scored a 3.5 or higher, while 86 percent did. The average score on the narrative prompt was 3.7, the expository average was 4.00, and the combined average was 3.9. These results indicate that there remain opportunities for improvement in writing by fourth grade students.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>											

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will maintain their writing skills as evidenced by 87 percent of students reaching 3.5 or higher as documented by scores on the 2007 FCAT Writing Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Compose focused writing groups based on writing pre-test scores in grade four to provide skills acquisition in narrative and expository writing.	Writing Coach Classroom Teachers	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Plan, implement, and monitor a schedule which includes daily instruction and weekly writing opportunities across the curriculum.	Principal Assistant Principal Writing Coach	8/14/2006	5/30/2007	Inclusion	\$0.00
Utilize monthly writing prompts to ensure that students learn effective narrative and expository writing techniques.	Principal Assistant Principal Writing Coach	8/14/2006	5/30/2007	Inclusion	\$0.00
Improve the quality of writing through daily use of strategies such as magnified moments, vivid verbs, sentence variety, writing pictures, and magic words.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Continuous Improvement Model (CIM) utilizing the Eight-Step Process.	Principal Assistant Principal Writing Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Incorporate daily classroom journal writing to provide additional writing opportunities.	Classroom Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00

Research-Based Programs

Houghton-Mifflin Reading Program

Professional Development

Writing process

Holistic scoring

Conferencing techniques

Narrative and expository conventions

Evaluation

2007 FCAT Writing Assessment

District Writing Assessment

Monthly Writing Assessments in fourth grade

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Gratigny's goal is to produce students who are conversant in the content and processes of the empirical methodology of science, and who can apply scientific principles to real world situations.

Needs Assessment

Scores of the 2006 FCAT Science Assessment indicate that 84 percent of students in fifth grade did not achieve a Level 3 or higher, while 16 percent did. Results indicate that fifth grade students scored 36 percent on the Earth and Space subtest, 46 percent on the Life and Environmental subtest, 42 percent on the Scientific Thinking subtest, and 50 percent on the Physical and Chemical subtest. Given these results targeted instruction will be applied to all science areas.

Measurable Objective

Given instruction using Sunshine State Standards, students in grade five will improve their science skills as evidenced by 41 percent of students reaching Level 3 or above on the 2007 FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Continuous Improvement Model (CIM) utilizing the Eight-Step Process.	Principal/ Assistant Principal/ Math and Science Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Encourage an increase participation in a school-wide Science Fair.	Classroom Teachers	8/14/2006	5/30/2007	School-to-Career	\$0.00
Incorporate effective teaching strategies using the CIM to develop students' understanding of scientific concepts through classroom activities and project-based learning such as: cooperative groups, hands-on activities, and the use of problem-solving/critical thinking strategies.	Classroom Teachers	8/14/2006	5/30/2007	School-to-Career	\$0.00
Implement the Promoting Science Among English- Language Learners (P-Sell) Project in third, fourth and fifth grade.	Third, Fourth, and Fifth grade Teachers	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Disaggregate and analyze data to drive instruction from the 2006 FCAT Science Assessment to identify strengths and weaknesses.	Principal Assistant Principal Math and Science Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement the District Science Pacing Guide in grades K-2 and 6. to ensure that all Sunshine State Standards are being taught through content area instruction.	Principal Assistant Principal Math and Science Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Harcourt Science Program
P-SELL

Professional Development

Item Specifications

Technology in the classroom

Inquiry-based hands-on activities

Managing and guiding cooperative group

Experimental demonstrations

Concept development

Scientific thinking

P-SELL

Evaluation

2007 FCAT Science Assessment

Benchmark Assessments

P-SELL Assessments

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Gratigny will secure active parental involvement between the home and the school.

Needs Assessment

The 2005-2006 Year-End Progress on the School Improvement Plan Objectives Report indicated that over 1,000 of Gratigny's parents were involved in either parent workshops/school activities, home visitations, or parent/teacher conferences. Recognizing the importance of frequent parent/teacher communication, teachers need to increase the number of parent contacts recorded on conference logs.

Measurable Objective

Given the importance of strengthening the link between the home and the school so as to improve academic achievement of students, conference log sheets, home visitation log sheets, and school activities sign-in rosters will reflect a minimum of 1,200 parent contacts.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor parent volunteers and services by community-based organizations by maintaining attendance logs and sign-in sheets.	Principal Assistant Principal Community Involvement Specialist Classroom teachers Full Service Project Manager	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Plan and deliver workshops to empower parents with the skills needed to assist students with home learning activities and school and state educational expectations.	Principal Assistant Principal Community Involvement Specialist	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Utilize the Parent Compact to encourage their active involvement and support in both school and home-based learning.	Principal Assistant Principal Community Involvement Specialist Classroom teachers	8/14/2006	5/30/2007	Inclusion	\$0.00
Provide parents with a monthly calendar to promote parental involvement by notifying parents of upcoming school events.	Principal Assistant Principal	8/14/2006	5/30/2007	Inclusion	\$0.00
Provide and maintain a Parent Resource Center with instructional materials for checkout and use at home.	Principal Assistant Principal Community Involvement Specialist	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Maintain an on-going channel of communication (in three languages) between the home and the school through the use of student progress reports, report cards, letters, informational flyers, school newsletters, parent/teacher conferences, and home visits.	Principal Assistant Principal Community Involvement Specialist	8/14/2006	5/30/2007	Communities of Practice	\$0.00

Research-Based Programs

National PTA Standards and Parent/Family Involvement Program.

Professional Development

Community Involvement Specialist will attend Regional Center/District workshops.
Parent conferencing techniques

Evaluation

Conference log sheets
Home visitation log sheets
Community Involvement Specialist's sign-in sheets

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

Gratigny's goal is to produce students who exhibit personal integrity, honesty, and who understand the responsibilities that accompany the freedoms and privileges of citizenship in a diverse and open society.

Needs Assessment

A review of the Student Case Management System School Executive Summary for the 2005-2006 school year reveals that there were 24 cases of outdoor suspensions. Therefore, an emphasis on the reduction of outdoor suspensions would be indicated for the 2006-2007 year.

Measurable Objective

Given the Code of Student Conduct and the continuous need for improved student behavior, a proactive plan of assertive discipline and parent contacts will result in a 5 percent reduction in the number of outdoor suspensions from 24 during the 2005-2006 school year to 23 or less during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide guidance to teachers on the subject of assertive discipline during faculty meetings.	Principal Assistant Principal Counselor	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Conduct individual and/or group counseling for students referred for disciplinary problems.	Counselor	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Implement a Title I Parent Workshop on students' rights and responsibilities under the Code of Student Conduct.	Counselor Community Involvement Specialist	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Conduct regular schoolwide announcements via CCTV and public address system to encourage proper student comportment.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement a schoolwide discipline plan following a series of student assemblies which deal with student rights and responsibilities under the Code of Student Conduct.	Principal Assistant Principal Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Non-Applicable

Professional Development

Assertive discipline principles and practices
Parent conferences

Evaluation

Number of outdoor suspensions

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Gratigny's goal is to produce faculty members that understand and effectively use the electronic gradebook as a method for storing, manipulating, retrieving, and reporting student academic performance data.

Needs Assessment

Due to the implementation of the district mandated electronic gradebook, teachers will need inservices on utilizing it. An electronic gradebook system will allow parents to regularly monitor their children's academic performance via the Internet and allow administrators to monitor teacher compliance with the recording of grades.

Measurable Objective

Given the emphasis on technology, 100 percent of instructional staff members will be trained in the use of the electronic gradebook during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Apprise parents of their capability to view students' academic grades via Internet.	Principal Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Institute a continuous monitoring system to ensure that all teachers are complying with directives regarding the utilization of the electronic gradebook program.	Principal Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement a schoolwide training regimen to actuate the District's mandated use of electronic gradebooks for all classroom teachers.	Principal Assistant Principal Computer Lab Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide on-going assistance to classroom teachers via a "buddy system" training.	Principal Assistant Principal Computer Lab Teacher	8/14/2006	5/30/2007	Small Learning Communities	\$0.00

Research-Based Programs

Non-applicable.

Professional Development

Teachers will receive training in the use of the electronic gradebook.

Evaluation

Attendance rosters on inservices

Online usage of software

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Gratigny's aim is produce students who regard personal health and fitness as worthy and important lifelong goals.

Needs Assessment

THE FITNESSGRAM Test Summary Report of the 2005-2006 school year indicates that out of the 232 students tested only 145 of them received awards. Eighty-five students received a gold award while 60 received silver. The analyses of the summary report indicates that improvement is needed in the area of physical fitness.

Measurable Objective

Given the importance of good physical fitness, Gratiigny Elementary will increase the percentage of FITNESSGRAM award recipients from 62 percent in 2006 to 63 percent in 2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement a rigorous physical education program which includes a routine regime of calisthenics and competitive activities.	Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure that an appropriate amount of instructional time is dedicated to fitness-related educational activities.	Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Schedule and promote "Field Day" activities to motivate students to achieve high levels of physical fitness.	Physical Education Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00
Provide feedback to parents about individual student's FITNESSGRAM results.	Physical Education Teachers	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Implement a recess program in addition to physical education classes for grades Kindergarten through fifth.	Classroom Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00

Research-Based Programs

Non-applicable.

Professional Development

FITNESSGRAM Program

Evaluation

Number of FITNESSGRAM award winners

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

Provide learning activities that enrich and extend classroom instruction with on-site and off-campus field trip experiences.

Needs Assessment

Records indicate that Gratigny had only had 33 on-site or off-campus field trips during the 2005-2006 school year. Additional field trips would enhance and enrich the curriculum.

Measurable Objective

Given the advisability of providing field trips and other experiences to enhance and extend learning, Gragny teachers will schedule and participate in on-site and off-campus field trips as evidenced by a 5 percent increase in the number of events from a total of 33 in 2005-2006, to a minimum of 35 in the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Adhere to District guidelines and policies when scheduling field trips.	Classroom teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Adhere to volunteer guidelines when scheduling chaperones to accompany children on field trips.	Classroom teachers Volunteer Liaison	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure that all on-site and off-campus field trips are directly related to classroom instruction.	Principal Assistant Principal Classroom teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Continue with yearly Career Day to expose students to various careers.	Assistant Principal Counselor	8/14/2006	5/30/2007	Career Development Programs	\$0.00
Conduct follow-up activities to reinforce the relevancy to established curriculum.	Classroom teachers	8/14/2006	5/30/2007	Universal Pre-K	\$0.00

Research-Based Programs

Non-applicable.

Professional Development

Field-trip procedures

Evaluation

Number of field trips/special in-house presentations

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

Gratigny Elementary School will rank at or above the 29th percentile statewide in the Return on Investment (ROI) Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from FLDOE indicate that in 2004 Gratigny Elementary School ranked at the 28th percentile on the State of Florida ROI Index.

Measurable Objective

Gratigny Elementary School will improve its ranking in the State of Florida ROI Index publication from the 28th percentile in 2004-2005 to the 30th percentile on the next publication of the Index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administrators will examine the use of financial resource allocation and its relationship to academic achievement to improve the return on investment.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administrators will collaborate with District/Regional personnel on resource allocation to more effectively utilize resources to increase the return on investment.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Apprise the EESAC of results of the Florida Return on Investment index publication.	Principal EESAC Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g., private foundations, volunteer networks.	Principal Assistant Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

Non-applicable.

Professional Development

Provide inservices for all stakeholders in evaluating the efficiency and effectiveness of programs.

Evaluation

State of Florida ROI Index publication

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

The EESAC recommended the purchase of personnel, supplies, and materials after reviewing the 2006-2007 preliminary CASAS.

Training:

The EESAC recommended the continuation of teacher participation in some of the identical activities carried out during the 2005-2006 school year and made recommendations for teacher participation in other types of workshops or courses when offered. Emphasis was placed on training that focused on student academic skills in the areas of reading, writing, mathematics, and science.

Instructional Materials:

The EESAC recommended that funds be allocated for instructional materials that will focus on strengthening the skills of all students in reading, writing, mathematics, and science. In addition, monies were earmarked to purchase media center materials.

Technology:

The EESAC recommended the purchase of additional software in the areas of reading, mathematics, and science.

Staffing:

The EESAC recommended that all positions allocated for our school be purchased.

Student Support Services:

The EESAC recommended the continuation of the utilization of the Full Service Center to deliver health, mental health, and social services to students. The Full Service Center will continue delivering services through Health Connect.

Other Matters of Resource Allocation:

The EESAC recommended the use of security cameras in hallways to prevent theft and vandalism. In addition, a formal security assessment for the campus has been requested for the past two years.

Benchmarking:

The EESAC recommended that specific "benchmark" activities be reviewed every nine weeks to determine student progress in reading, writing, mathematics, and science. The recommendations are as follows:

1. Houghton Mifflin Reading Test
2. Harcourt Mathematics Test
3. Bi-weekly tests in reading and mathematics
4. Comprehensive Research-Based Reading Plan Assessments
5. District Interim Tests

School Safety & Discipline:

The EESAC recommended that referrals for disciplinary infractions be reduced by a measurable number for the 2006-2007 school year. The committee also recommended that all safety procedures be maintained and enhanced.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$30,000.00
Goal 2: Mathematics	\$6,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$36,000.00

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent