

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Gratigny Elementary School (2241)

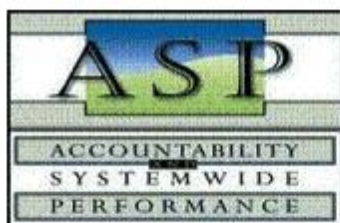
Feeder Pattern - North Miami Senior

Regional Center II

District 13 - Miami-Dade

Principal - Aaron Enteen, Ed.D.

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

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. We fall within the North Miami Senior High School feeder pattern. 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. 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 serves approximately 740 students, comprised of the following ethnic populations: 81 percent Black-Non-Hispanic, 16 percent Hispanic, one percent White-Non-Hispanic, and two percent Asian/Indian/Multiracial, in grades prekindergarten through six. Over 82 percent of the student enrollment qualifies for free or reduced priced lunch. The school houses grades prekindergarten through six, including five units of Special Education (SPED) autistic students. Approximately 15 percent of Gratigny students are classified as English Language Learners (ELL). Gratigny Elementary employs 90 full-time and 26 part-time staff members. The Leadership Team consists of a Title I funded Reading Coach, a Reading First Coach, a Mathematics and Science Coach funded by Title I, the Media Specialist, Counselor, the Assistant Principal, and Principal.

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 2006-2007 school year, the 2006-2007 No Child Left Behind (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 (EESAC), has targeted the following schoolwide priority objectives for the 2007-2008 school year:

Given instruction using the Sunshine State Standards, students in grades three through six will improve their reading skills as evidenced by 63 percent reaching Level 3 or higher as documented by scores on the 2008 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades three through six will improve their reading skills as evidenced by 58 percent reaching Level 3 or higher as documented by scores on the 2008 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students in grades three through six will improve their mathematics skills as evidenced by 65 percent reaching Level 3 or higher as documented by scores on the 2008 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, ELL students in grades three through six will improve their mathematics skills as evidenced by 62 percent reaching Level 3 or higher as documented by scores on the 2008 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 86 percent of the students obtaining 3.5 or higher as documented by scores on the 2008 FCAT Writing + Assessment.

Given instruction using Sunshine State Standards, students in grade five will improve their science skills as evidenced by 49 percent of students obtaining Level 3 or above on the 2008 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 23 during the 2006-2007 school year to 22 during the 2007-2008 school year.

Given the emphasis on technology, 100 percent of instructional staff members will utilize the electronic gradebook during the 2007 - 2008 school year.

Given the importance of good physical fitness, Gratigny Elementary will increase the percentage of FITNESSGRAM award recipients from 66 percent in 2007 to 67 percent in 2008.

Given the availability 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 2006-2007, to a minimum of 37 in the 2007-2008 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.



School Improvement Plan 2007-2008



Based on the results of the Organizational Performance Improvement Snapshot, Gratigny has identified the following two items as requiring the greatest emphasis for the 2007-2008 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.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

2241 - 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 for the benefit of themselves as well as 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



School Improvement Plan 2007-2008



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, but also 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. We fall within the North Miami Senior High School feeder pattern. 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. The school received a 2007 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 seventeen 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 740 students, comprised of the following ethnic populations: 81 percent Black-Non-Hispanic, 16 percent Hispanic, one percent White-Non-Hispanic, and two percent Asian/Indian/Multiracial, in grades prekindergarten through six. Over 82 percent of the student enrollment qualifies for free or reduced priced lunch. The percentage of Level 1 students on the 2006-2007 FCAT Reading Assessment is 25%; Level 2 is 20%; Level 1 in mathematics 20% and Level 2 is 28%. We have an in-house gifted program that contains approximately 30 students and our Academic Excellence Program has forty students. There are seventy-three students in the pre-kindergarten program. The percentage of students who were retained during the 2006-2007 school year was .05. The average student-teacher ratio is as follows: pre-kindergarten 16-1; kindergarten 22-1; first grade 22-1; second grade 17-1; third grade 18-1; fourth grade 21-1; fifth grade 23-1; sixth grade 20-1.

Gratigny offers a range of educational programs in conjunction with the District mandated Comprehensive Research-Based Reading Plan: 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 36 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. Approximately 15 percent of Gratigny students are classified as English Language Learners (ELL).

Gratigny Elementary employs 90 full-time and 26 part-time staff members which includes two administrators, 34 regular classroom teachers, ten SPED teachers, one counselor, 11 special area teachers, 13 paraprofessionals, one security personnel, five clerical, five custodial, and nine cafeteria workers. Thirty-two percent of the instructional staff hold Master's Degrees, 16 percent hold either a specialist or doctoral degree. Gratigny's instructional staff is comprised of the following ethnic populations: 33 percent Black-Non-Hispanic, 28 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 (OPIS) self-assessment results indicate that responses averaged 4.4 for all items in this topic area. Faculty and staff generally agreed that they understood the school's mission and understood the organization's priorities as well as indicating their support for those priorities as they seek to further their professional careers. The responses further indicated that the working environment and the information provided to them creates a positive milieu in which to deliver educational services.

District Strategic Planning Alignment:

The Gratigny Elementary Organizational Performance Improvement Snapshot self-assessment results indicate that responses averaged 4.0 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.

Stakeholder Engagement:

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 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, 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 mathematics 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 4.4 for all items in this topic area. Data is collected by each teacher and kept in individual notebooks, enabling teachers to regularly monitor each child's progress. Data analysis meetings are held quarterly. These meetings along with the Literacy/Leadership meetings apprise individual teachers of strategies and additional support necessary for students to become academically successful.

Education Design:

The Gratigny Elementary Organizational Performance Improvement Snapshot self-assessment results indicate that responses averaged 4.4 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.

Performance Results:



School Improvement Plan 2007-2008



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.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading 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 58 percent of students in grades three through six have scored at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Reading Assessment. Reading scores in grade three increased by two percentage points of students scoring Level 3 or above on the 2007 FCAT Reading Assessment as compared with the 2006 administration of the FCAT Reading Assessment. Reading scores in grade four decreased by four percentage points of those students scoring Level 3 or above on the 2007 FCAT Reading Assessment as compared with the 2006 administration of the FCAT Reading Assessment. Reading scores in grade five decreased by seven percentage points of students scoring Level 3 or above on the 2007 FCAT Reading Assessment as compared with the 2006 administration of the FCAT Reading Assessment. Reading scores in grade six decreased by 21 percentage points of students scoring Level 3 or above on the 2007 FCAT Reading Assessment as compared with the 2006 administration of the FCAT Reading Assessment.

Students in grades three through six attained an average score of 58 percent in Words/Phrases and 55 percent Main Idea/Author’s Purpose. Fifty-nine percent attained an average score in Comparisons and 52 percent in Reference/Research skills. These results indicate that each cluster requires additional improvement to further enhance student achievement in reading.

Sixty-six percent of the lowest quartile of students in grades three through six attained a year’s growth of progress in reading. Fifty-eight percent of students in grades four through six attained a year’s growth of progress in reading. Economically Disadvantaged students in grades three through six attained an average score of 50% on the 2007 FCAT Reading Assessment. 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
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through six will improve their reading skills as evidenced by 63 percent reaching Level 3 or higher as documented by scores on the 2008 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades three through six will improve their reading skills as evidenced by 58 percent reaching Level 3 or higher as documented by scores on the 2008 FCAT Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement and monitor the District approved, uninterrupted ninety-minute 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.	Principal, Assistant Principal, and Reading Coaches	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Disaggregate and analyze data from the 2007 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, and Reading Coaches	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Utilize bi-weekly reading focus skill data to identify and remediate deficient skills.	Principal, Assistant Principal, Classroom Teachers, and Reading Coaches	10/1/02007	3/24/2008	District-wide Literacy Plan	0
Utilize and monitor through reports from 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.	Principal, Assistant Principal, Reading Coaches, and Media Specialist	8/20/2007	6/5/2008	District-wide Literacy Plan	0
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 1, 2 and 3 students using Voyager Passport and Soar to Success. Tutoring will be monitored through benchmark assessments.	Principal, Assistant Principal, and Reading Coaches	8/20/2007	6/5/2008	District-wide Literacy Plan	30750
Integrate the Continuous Improvement Model (CIM) utilizing the Eight-Step Process as a framework for instructional improvement in reading.	Principal, Assistant Principal, and Reading Coaches	8/20/2007	6/5/2008	Continuous Improvement Model	0
Develop and monitor individualized ELL Plans to address the needs of struggling ELL students.	Principal, Assistant Principal, and ESOL Teacher	8/20/2007	6/5/2008	District-wide Literacy Plan	0

Research-Based Programs

Houghton-Mifflin Reading Program
Lexia
Soar To Success
Voyager Passport
Early Success

Professional Development



School Improvement Plan 2007-2008



Eight-Step Continuous Improvement Model
Comprehensive Researched-Based Reading Plan
Best Practices in Reading
FCAT Explorer
Waterford Early Reading Program
Accelerated Reader
Intervention strategies
Make and Take
Riverdeep

Evaluation

2008 FCAT Assessment
DIBELS
District Interim Assessments
Bi-weekly Reading Assessments
Houghton-Mifflin Theme Assessments

Mathematics Goal

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

Florida Education Priorities

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

Mathematics 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



School Improvement Plan 2007-2008



Mathematics scores indicate that 62 percent of students in grades three through six have scored at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Mathematics Assessment. Mathematics scores in grade three increased by eight percentage points of students who scored Level 3 or above on the 2007 FCAT Mathematics Test as compared with the 2006 administration of the FCAT Mathematics Assessment. Mathematics scores in grade four increased by two percentage points of students who scored Level 3 or above on the 2007 FCAT Mathematics Assessment as compared with the 2006 administration of the FCAT Mathematics Assessment. Mathematics scores in grade five decreased by 11 percentage points of students who scored Level 3 or above on the 2007 FCAT Mathematics Assessment as compared to the 2006 administration of the FCAT Mathematics Assessment. Mathematics scores in grade six increased by four percentage points of students who scored Level 3 or above on the 2007 FCAT Mathematics Assessment as compared to the 2006 administration of the FCAT Mathematics Assessment.

Students in grades three through six attained an average correct score of 50 percent in Number Sense, 49 percent in Measurement, 56 percent in Geometry, 45 percent in Algebraic Thinking, and 53 percent in 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.

Seventy-nine percent of the lowest quartile of students in grades three through six attained a year's growth of progress in mathematics. Sixty-nine percent of students in grades four through six attained a year's growth of progress in mathematics. ELL students in grades three through six attained an average score of 43% on the 2007 FCAT Mathematics Assessment.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 65 percent reaching Level 3 or higher as documented by scores on the 2008 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, ELL students in grades three through six will improve their mathematics skills as evidenced by 62 percent reaching Level 3 or higher as documented by scores on the 2008 FCAT Mathematics Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize and monitor through reports computer-assisted instructional programs in mathematics such as Riverdeep, and FCAT Explorer to improve mathematics instruction.	Principal, Assistant Principal, and Classroom Teachers	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Administer and review monthly assessments based on the District's Pacing Guide to remediate specific skill deficiencies.	Principal, Assistant Principal, Classroom Teachers, and Math and Science Coach	10/1/2007	6/5/2008	Continuous Improvement Model	0
Incorporate mathematics skills through the implementation of the Promoting Science Among English-Language Learners Project.	Principal, Assistant Principal, Third, Fourth, and Fifth Grade Teachers	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Provide students with performance-based activities incorporating the use of manipulatives, problem-solving, critical thinking and communication.	Principal, Assistant Principal, Classroom teachers, and Math and Science Coach	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Integrate the Continuous Improvement Model (CIM) utilizing the Eight-Step Process as a framework for instructional improvement in mathematics.	Principal, Assistant Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0
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.	Principal, Assistant Principal, and Math and Science Coach	1/7/2008	2/29/2008	Continuous Improvement Model	19750
Disaggregate and analyze data to drive instruction from the 2007 FCAT and SAT Mathematics subtests.	Principal, Assistant Principal, and Math and Science Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
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, and Classroom Teachers	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0

Research-Based Programs

Harcourt Mathematics Program
 Glencoe
 GIZMOS

Professional Development

Item Specifications
 Pacing Guide
 Computer-assisted instruction
 Short and extended responses in fifth grade
 GIZMOS
 Riverdeep

Evaluation



School Improvement Plan 2007-2008



2008 FCAT Mathematics Assessment
Monthly Assessments
Benchmark Assessments
District Interim Assessments
Teacher-made Assessments
Harcourt Assessments

Writing Goal

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

Florida Education Priorities

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

Writing Statement

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

Needs Assessment

Scores on the 2007 FCAT Writing+ Assessment indicate that eighty-five percent of standard curriculum fourth grade students scored a 3.5 or higher as compared to eighty-six percent on the 2006 FCAT Writing+ Assessment. The average score on the narrative prompt was 3.8, the expository average was 3.7, and the combined average was 3.8. These results indicate that there remains opportunities for improvement in writing by fourth grade students.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 86 percent of the students obtaining 3.5 or higher as documented by scores on the 2008 FCAT Writing + Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement focused writing groups based on writing pre-test scores in grade four to provide skills acquisition in narrative and expository writing.	Principal, Assistant Principal, Reading Coach, and Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement and monitor a schedule which includes daily instruction and weekly writing opportunities across the curriculum.	Principal, Assistant Principal, and Reading Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize monthly writing prompts to ensure that students learn effective narrative and expository writing techniques.	Principal, Assistant Principal, and Reading Coach	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Improve the quality of writing through daily use of strategies such as magnified moments, vivid verbs, sentence variety, writing pictures, and magic words.	Principal, Assistant Principal, and Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) utilizing the Eight-Step Process.	Principal, Assistant Principal, and Reading Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
Incorporate daily classroom journal writing to provide additional writing opportunities.	Principal, Assistant Principal, and Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

Houghton-Mifflin Reading Program

Professional Development

Writing process
 Holistic scoring
 Conferencing techniques
 Narrative and expository conventions

Evaluation

2008 FCAT Writing Assessment
 District Pre/Posttest Writing Assessment
 Monthly Writing Assessments in fourth grade

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Science 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 2007 FCAT Science Assessment indicate that 24 percent of students in fifth grade achieved a Level 3 or higher. Results indicate that fifth grade students scored 47 percent on the Earth and Space subtest, 50 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 49 percent of students obtaining Level 3 or above on the 2008 FCAT Science Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) utilizing the Eight-Step Process.	Principal, Assistant Principal, and Math and Science Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
Encourage and increase participation in a school-wide Science Fair.	Principal, Assistant Principal, Math and Science Coach, and Classroom Teachers	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
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.	Principal, Assistant Principal, and Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement the Promoting Science Among English-Language Learners (P-Sell) Project in third, fourth and fifth grade.	Principal, Assistant Principal, Third, Fourth, and Fifth Grade Teachers	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Disaggregate and analyze data to drive instruction from the 2007 FCAT Science Assessment to identify strengths and weaknesses.	Principal, Assistant Principal, and Math and Science Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
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, and Math and Science Coach	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0

Research-Based Programs

Scott Foresman Textbook
P-SELL

Professional Development

Item Specifications
Scott Foresman Textbook Training
Technology in the classroom
Inquiry-based hands-on activities
Managing and guiding cooperative group
Experimental demonstrations
Concept development
Scientific thinking
P-SELL

Evaluation

2008 FCAT Science Assessment
Benchmark Assessments
P-SELL Assessments

Parental Involvement Goal

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Parental Involvement Statement

Gratigny's goal is to secure active parental involvement between the home and the school.

Needs Assessment

The 2006-2007 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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/2007	6/5/2008	Improve Public Perception	0
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, and Community Involvement Specialist	8/20/2007	6/5/2008	Continuous Improvement Model	0
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	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Provide parents with a monthly calendar and utilize Connect-Ed to promote parental involvement by notifying parents of upcoming school events.	Principal, Assistant Principal	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Provide and maintain a Parent Resource Center with instructional materials for checkout and use at home.	Principal, Assistant Principal, and Community Involvement Specialist	8/20/2007	6/5/2008	Exchange Meaningful Information	0
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, Connect-Ed, letters, informational flyers, school newsletters, parent/teacher conferences, and home visits.	Principal, Assistant Principal, and Community Involvement Specialist	8/20/2007	6/5/2008	Exchange Meaningful Information	0

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

Discipline & Safety Goal

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

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Discipline & Safety 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 2006-2007 school year reveals that there were 23 cases of outdoor suspensions. Therefore, an emphasis on the reduction of outdoor suspensions would be indicated for the 2007-2008 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 23 during the 2006-2007 school year to 22 during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide guidance to teachers on the subject of assertive discipline during faculty meetings.	Principal, Assistant Principal, and Counselor	8/20/2007	6/5/2008	Continuous Improvement Model	0
Conduct individual and/or group counseling for students referred for disciplinary problems.	Principal, Assistant Principal, and Counselor	8/20/2007	6/5/2008	Student Wellness	0
Implement a Title I Parent Workshop on students' rights and responsibilities under the Code of Student Conduct.	Principal, Assistant Principal, Counselor, and Community Involvement Specialist	10/1/2007	12/21/2007	Student Wellness	0
Conduct regular schoolwide announcements via CCTV and public address system to encourage proper student comportment.	Principal, Assistant Principal	8/20/2007	6/5/2008	Exchange Meaningful Information	0
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, and Counselor	8/20/2007	6/5/2008	Student Wellness	0

Research-Based Programs

Non-Applicable

Professional Development

Assertive discipline principles and practices
Parent conferences

Evaluation

COGNOS Report
Student Case Management Reports

Technology Goal

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

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Technology 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 utilize the electronic gradebook during the 2007 - 2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide parents of the resources to view students' academic grades via Internet.	Principal, Assistant Principal, and Classroom Teachers	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Implement a continuous monitoring system to ensure that all teachers are complying with directives regarding the utilization of the electronic gradebook program.	Principal, Assistant Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement a schoolwide training regimen to actuate the District's mandated use of electronic gradebooks for all classroom teachers.	Principal, Assistant Principal, and Computer Lab Teacher	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide on-going assistance to classroom teachers via a "buddy system" training.	Principal, Assistant Principal, and Computer Lab Teacher	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

Non-applicable.

Professional Development

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

Evaluation

Attendance rosters on inservices
Online usage of software reports

Health & Physical Fitness Goal

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

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Health & Physical Fitness Statement

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

Needs Assessment

The FITNESSGRAM Test Summary Report of the 2006-2007 school year indicates that out of the 265 students tested only 66% of them received awards. Eighty-six students received a gold award while 88 received silver. The analyses of the summary report indicates that improvement is needed in the area of physical fitness for the 2007-2008 school year.

Measurable Objective

Given the importance of good physical fitness, Gratigny Elementary will increase the percentage of FITNESSGRAM award recipients from 66 percent in 2007 to 67 percent in 2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a rigorous physical education program which includes a routine regime of calisthenics and competitive activities.	Principal, Assistant Principal, and Physical Education Teachers	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0
Ensure that an appropriate amount of instructional time is dedicated to fitness-related educational activities.	Principal, Assistant Principal, and Physical Education Teachers	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0
Schedule and promote "Field Day" activities to motivate students to achieve high levels of physical fitness.	Principal, Assistant Principal, and Physical Education Teachers	3/18/2008	3/31/2008	Student Wellness	0
Provide feedback to parents about individual student's FITNESSGRAM results.	Principal, Assistant Principal, and Physical Education Teachers	5/1/2008	6/5/2008	Exchange Meaningful Information	0
Implement a recess program in addition to physical education classes for grades Kindergarten through fifth.	Principal, Assistant Principal, and Classroom Teachers	8/20/2007	6/5/2008	Student Wellness	0

Research-Based Programs

Non-applicable.

Professional Development

FITNESSGRAM Program

Evaluation

FITNESSGRAM results

Electives & Special Areas Goal

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

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Electives & Special Areas Statement

Provide learning activities that enrich and extend classroom instruction with on-site and off-campus field trip experiences for the 2007-2008 school year.

Needs Assessment

Records indicate that Gratigny had approximately 35 on-site or off-campus field trips during the 2006-2007 school year. Additional field trips would enhance and enrich the curriculum.

Measurable Objective

Given the availability 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 2006-2007, to a minimum of 37 in the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement District guidelines and policies when scheduling field trips.	Principal, Assistant principal, and Classroom teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Implement volunteer guidelines when scheduling chaperones to accompany children on field trips.	Principal, Assistant Principal, Classroom Teachers, and Volunteer Liaison	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Provide funding for all on-site and off-campus field trips that are directly related to classroom instruction.	Principal, Assistant Principal, and Classroom Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	5000
Implement yearly Career Day to expose students to various careers.	Principal, Assistant Principal, and Counselor	4/14/2008	5/14/2008	Academic Enrichment Opportunities	0
Monitor follow-up activities to reinforce the relevancy to established curriculum.	Principal, Assistant Principal, and Classroom Teachers	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0

Research-Based Programs

Non-applicable.

Professional Development

Field-trip procedures

Evaluation

On-site documentation

Return On Investment Goal

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

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Return On Investment 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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Apprise the EESAC of results of the Florida Return on Investment index publication.	Principal, Assistant Principal, and EESAC Chair	8/20/2007	6/5/2008	Improve Public Perception	0
Share use of facilities, partnering with community agencies.	Principal, Assistant Principal	8/20/2007	6/5/2008	Business Process Redesign	0
Collaborate among Administrators, District, and or Regional personnel on resource allocation to effectively utilize resources to increase the return on investment.	Principal, Assistant Principal	8/20/2007	6/5/2008	Business Process Redesign	0
Enhance financial resource allocation in relationship to academic achievement.	Principal, Assistant Principal	8/20/2007	6/5/2008	Business Process Redesign	0

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"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

The EESAC recommended the purchase of personnel, supplies, and materials after reviewing the 2007-2008 Preliminary CASAS.

Training:

The EESAC recommended the continuation of teacher participation in some of the identical activities carried out during the 2006-2007 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 to 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. Due to a formal security assessment we are now in the process of installing security cameras for the campus.

Benchmarking:



School Improvement Plan

2007-2008



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 monthly tests in 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 2007-2008 school year. The committee also recommended that all safety procedures be maintained and enhanced.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	30750
Mathematics	19750
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	5000
Return On Investment	0
Total	55500



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent