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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*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

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### *Gratigny Elementary School*

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Gratigny Elementary, a Full Service School, is located in suburban Miami-Dade County. It serves approximately 700 students, comprising the following ethnic populations: 82% Black-Non-Hispanic, 16% Hispanic, 1% White-Non-Hispanic, and 1% 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: 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 2004-2005 school year, the 2004-2005 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 2005-2006 school year:

Given instruction using the Sunshine State Standards, students in grades three through six will improve their reading skills as evidenced by 58% of students reaching the state mastery level as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through six will improve their mathematics skills as evidenced by 58% of students reaching the state mastery level as documented by scores of the 2006 FCAT mathematics test.

Given instruction using the Sunshine State Standards, standard curriculum students in grade four will maintain their writing skills as evidenced by 94% of students reaching the state required mastery level as documented by scores of the 2006 FCAT Writing Test.

Given instruction using Sunshine State Standards, students in grade five will increase the mean scale score from 255 on the 2005 FCAT Science Test to the District mean scale score of 286 on the 2006 FCAT Science test.

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 800 parent contacts.

Given the continuous need for improved student conduct, a proactive plan of assertive discipline and parent contacts will result in a 5% reduction in the number of outdoor suspensions from 32 during the 2004-2005 school year to 30 or less during the 2005-2006 school year.

Given the emphasis on technology, 100% of instructional staff members will be trained in the use of the electronic gradebook during the 2005-2006 school year.

Given the importance of good physical fitness, Gratigny Elementary will increase the percentage of FITNESSGRAM award recipients by 3% from 54% in 2005 to 57% in 2006.

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% increase in the number of events from a total of 31 in 2004-2005, to a minimum of 33 in the 2005-2006 school year.

Gratigny Elementary School will improve its ranking in the State of Florida ROI index publication from the 10th percentile in 2003 to the 12th 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 2005-2006 school year: Item 2a., "As it plans for the future, my organization asks for my ideas," and 7c., "I know how well my organization is doing financially." These two items, each of which received an aggregate score of 3.4, were reported as "sometimes," where our goal is to have these items reported as "frequently" in future surveys. At semi-annual faculty meetings, administration will outline available categorical as well as discretionary funding. A "Wish List" box for consideration of requests for materials, equipment and/or supplies to enhance instruction in the classroom. Suggestions will be actively solicited from all faculty and staff for the development and execution of plans for school improvement. A suggestion box will be placed in the teacher's lounge and main office where suggestions might be elicited anonymously from all stakeholders. 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*

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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, Barry University is providing an in-kind donation in the form of a Nurse Practitioner to provide primary health care services to Gratigny students through the Full Service School one day per 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 2005 Florida School Recognition Award "for innovation and commitment to achieving higher academic performance for all student." Gratigny Elementary also received a Certificate of Achievement Award from the District Division of Mathematics and Science for 75% of the student population achieving learning gains on the 2005 FCAT Mathematics test. Our school has been the recipient of Miami-Dade Public School's Golden School Award for outstanding volunteerism for the last fifteen 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, comprising the following ethnic populations: 82% Black-Non-Hispanic, 16% Hispanic, 1% White-Non-Hispanic, and 1% Asian/Indian/Multiracial, in grades prekindergarten through six. Approximately 88 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: Accelerated Reader, America Reads!, Lexia, 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. Students attending gifted education classes are transported twice weekly to Sabal Palm Elementary Gifted Center. Additionally, 154 Limited English Proficiency (LEP) students are enrolled in English for Speakers of Other Languages (ESOL) classes. Approximately 22 percent of Gratigny students are classified as ESOL. Gratigny Elementary employs 78 full-time and 48 part-time staff members which includes two administrators, 28 regular classroom teachers, nine SPED teachers, one counselor, 13 special area teachers, 19 paraprofessionals, two security personnel, six clerical workers, five custodial staff, and nine cafeteria workers. Thirty-nine percent of the instructional staff hold masters degrees, 12 percent hold specialist's degrees, and one percent have doctoral degrees. Gratigny's instructional is comprised of the following ethnic populations: 28% Black-Non-Hispanic, 29% Hispanic, 43% 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 96.2 percent.

# *School Foundation*

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## ***Leadership:***

The Gratiigny 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 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 Gratiigny Elementary Organizational Performance Improvement Snapshot self-assessment results indicate that responses averaged 3.8 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 Gratiigny 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 Gratiigny 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 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 Gratiigny 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 Coach 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 Professional Assessment and Comprehensive Evaluation System (PACES) 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 4.2 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 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 3.9 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: The computer lab and media center are open daily an hour before the beginning of the school day; 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 2005-2006 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 3.9 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 45 percent of students in grades three through six have not scored at or above FCAT Achievement Level 3 on the 2005 administration of the FCAT Reading Test. Reading scores in grade three increased by ten percent of students scoring Level 3 or above on the 2005 FCAT Reading Test as compared with the 2004 administration of the FCAT Reading Test. Reading scores in grade four increased by six percent of those students scoring Level 3 or above on the 2005 FCAT Reading Test as compared with the 2004 administration of the FCAT Reading Test. Reading scores in grade five increased by nineteen percent of students scoring Level 3 or above on the 2005 FCAT Reading Test as compared with the 2004 administration of the FCAT Reading Test. Reading scores in grade six increased by six percent of students scoring Level 3 or above on the 2005 FCAT Reading Test as compared with the 2004 administration of the FCAT Reading Test.

Students in grades three through six attained an average score of 57% in Words/Phrases. Fifty-nine percent attained average scores in Main Idea/Author's Purpose and an average score of 61% in both Comparisons and Reference/Research skills. These results indicate that each cluster requires additional improvement to further enhance student achievement in reading.

Sixty-one percent of the lowest 25 percent 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 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"/>	<input type="checkbox"/>	<input 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 58% of students reaching the state mastery level as documented by scores of the 2006 FCAT Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Disaggregate and analyze data from the 2005 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 Coach, Math/Science Coach	8/4/2005	5/26/2006
Integrate the Continuous Improvement Model (CIM) utilizing the eight-step process as a framework for instructional improvement in reading.	Principal Assistant Principal Reading Coach Math/Science Coach	8/4/2005	5/26/2006
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 Coach	8/4/2005	5/26/2006
Utilize computer-assisted instructional programs in reading such as Accelerated Reader, Learning Today, Riverdeep, Lexia, FCAT Explorer, and Leaptrack, to improve reading comprehension and to promote independent reading.	Reading Coach Math/Science Coach Media Specialist	8/4/2005	5/26/2006
Develop an individual Academic Improvement Plan (AIP) and/or an Individual Academic Success plan (IASP) to address the individual needs of struggling readers.	Classroom Teachers Assistant Principal	8/8/2005	5/24/2006
Utilize bi-weekly reading focus skill data to identify and remediate deficient skills.	Classroom teachers Reading Coach	9/16/2005	5/24/2006
Conduct small group tutoring after school (September-February twice weekly for 1.5 hours), Saturday (January and February for 3 hours), and during the school day for low achieving students.	Assistant Principal Reading Coach Math/Science Coach	8/4/2005	5/26/2006

## **Research-Based Programs**

Houghton-Mifflin Reading Program

Lexia

Soar To Success

Voyager Passport

Early Success

## **Professional Development**

Professional development will be conducted by the Reading Coach. All administrators and teachers will be provided training in the 8-Step Continuous Improvement Model; Comprehensive Researched-Based Reading Plan with emphasis on its five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension; Best Practices in reading; FCAT Explorer; Project OWL; Project BEAR; Project DRAW; CRISS Training; Waterford Early Reading Program; Accelerated Reader; and other inservices to be scheduled on the basis of teachers' needs. Delivery of inservices will include model lessons and mentoring of teachers by the Reading Coach and curriculum District/Regional support personnel. Training will also be provided in the use of assessment data to drive instruction and differentiated instruction to meet the needs of individual learners.

## **Evaluation**

This objective will be evaluated by scores on the 2006 FCAT Reading Test. Scores and data from the DIBELS, District interim tests, and school developed bi-weekly reading tests will assist to monitor and adjust instruction.

## 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 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 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 their grade levels.

### **Needs Assessment**

Mathematics scores indicate that 45 percent of students in grades three through six have not scored at or above FCAT Achievement Level 3 on the 2005 administration of the FCAT Mathematics Test. Mathematics scores in grade three increased by ten percent of students who scored Level 3 or above on the 2005 FCAT Mathematics Test as compared with the 2004 administration of the FCAT Mathematics Test. Mathematics scores in grade four increased by 14% of students who scored Level 3 or above on the 2005 FCAT Mathematics Test as compared with the 2004 administration of the FCAT Mathematics Test. Mathematics scores in grade five increased by eight percent of students who scored Level 3 or above on the 2005 FCAT Mathematics Test as compared to the 2004 administration of the FCAT Mathematics Test. Mathematics scores in grade six increased by thirty-five percent of students who scored Level 3 or above on the 2005 FCAT Mathematics Test as compared to the 2004 administration of the FCAT Mathematics Test.

All students in grades three through six attained an average score of 45% in Number Sense, 48% in Measurement, 56% in Geometry, 48% in Algebraic Thinking, and 53% 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.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input 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"/>	<input type="checkbox"/>	<input 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 mathematics skills as evidenced by 58% of students reaching the state mastery level as documented by scores of the 2006 FCAT mathematics test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement and monitor the District approved, uninterrupted one-hour mathematics block using District Mathematics Scope and Sequence to guide instruction in grades K-6.	Principal Assistant Principal Math/Science Coach Classroom teachers	8/8/2005	5/24/2006
Utilize computer-assisted instructional programs in mathematics such as Riverdeep, and FCAT Explorer to improve mathematics instruction.	Classroom teachers	8/8/2005	5/24/2006
Integrate the Continuous Improvement Model (CIM) utilizing the eight-step process as a framework for instructional improvement in mathematics.	Principal Assistant Principal	8/4/2005	5/26/2006
Develop individual academic improvement plans (AIP) and/or individual academic success plans (IASP) to address the individual needs of struggling mathematics students.	Classroom Teachers Assistant Principal	8/8/05	5/24/06
Administer bi-weekly assessments based on the District's Scope and Sequence to remediate specific skill deficiencies.	Classroom teachers Math/Science Coach	9/9/2005	5/24/2006
Provide students with performance-based activities incorporating the use of manipulatives, problem-solving, critical thinking and communication.	Classroom Teachers Assistant Principal Math/Science Coach	8/8/2005	5/24/2006
Conduct small group tutoring after school (September-February twice weekly for 1.5 hours), Saturday (January and February for 3 hours), and during the school day for low achieving students.	Assistant Principal	8/8/2005	5/24/2006
Disaggregate and analyze data from the 2005 FCAT and SAT Mathematics subtests.	Principal Assistant Principal Math/Science Coach	8/4/2005	5/26/2006

## **Research-Based Programs**

Harcourt Mathematics Program

## **Professional Development**

Professional development will include inservice in mathematics as needed for individual strands. Additional inservices will be offered based on bi-weekly assessments of the scope and sequence data and individual teachers' needs. The Microsystems Technician will provide support to teachers for computer-assisted instruction in mathematics. The Math/Science Coach will model lessons and mentor teachers to improve the effectiveness in the delivery of instruction in mathematics.

## **Evaluation**

This objective will be evaluated by scores of the 2006 FCAT Mathematics Test. Bi-weekly and District interim assessments and other performance assessments will provide progress data which will be used to monitor progress toward the objective.



## 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 2005 FCAT Writing Test indicate that 6% of standard curriculum fourth grade students have not scored a 3.5 or higher. Scores of the 2005 FCAT Writing test indicate that 94% of standard curriculum students in grade four have scored at 3.5 or higher. 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 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards, standard curriculum students in grade four will maintain their writing skills as evidenced by 94% of students reaching the state required mastery level as documented by scores of the 2006 FCAT Writing Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Continuous Improvement Model (CIM) utilizing the eight-step process.	Principal Assistant Principal Writing Coach	8/4/2005	5/26/2006
Improve the quality of writing through the use of strategies such as magnified moments, vivid verbs, sentence variety, writing pictures, and magic words.	Classroom teachers	8/8/2005	5/24/2006
Utilize writing prompts to ensure that students learn effective narrative and expository writing techniques.	Principal Assistant Principal Writing Coach	8/8/2005	5/24/2006
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	8/8/2005	5/24/2006
Incorporate classroom journal writing to provide additional writing opportunities.	Classroom teachers	8/8/2005	5/24/2006
Plan, implement, and monitor a schedule which includes daily instruction and weekly writing opportunities across the curriculum.	Principal Assistant Principal Writing Coach	8/8/2005	5/24/2006

### Research-Based Programs

Houghton-Mifflin Reading Program

### Professional Development

The Writing Coach will provide teachers and administrators with on-going professional development activities such as the writing process, holistic scoring, conferencing techniques, narrative and expository conventions, and topics that will assist them with writing strategies pertaining to the Sunshine State Standards and grade level expectations.

## **Evaluation**

Writing pre- and posttests schoolwide; bi-weekly writing assessments in grade four will be used to monitor the writing objective. The 2006 FCAT Writing Test will serve as an objective evaluation.

## 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 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 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 2005 FCAT Science Test indicate that the students in fifth grade achieved a mean scale score of 255 in comparison to the District scale score of 286. Results indicate that fifth grade students scored 38% on the Earth and Space subtest, 46% on the Life and Environmental subtest, 50% on the Scientific Thinking subtest, and 54% on the Physical and Chemical subtest. Given that Gratigny's fifth grade students scored 21 points below the District's mean scale score, remediation would be required in all science benchmarks. Additional focus will be applied to all science areas in an effort to accelerate student achievement.

## Measurable Objective

Given instruction using Sunshine State Standards, students in grade five will increase the mean scale score from 255 on the 2005 FCAT Science Test to the District mean scale score of 286 on the 2006 FCAT Science test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Continuous Improvement Model (CIM) utilizing the eight-step process.	Principal Assistant Principal Math/Science Coach	8/8/2005	5/24/2006
Continue to implement the District Science Scope and Sequence instructional focus calendar to ensure that all Sunshine State Standards are being taught through content area instruction.	Principal Assistant Principal Math/Science Coach	8/8/2005	5/24/2006
Disaggregate and analyze data from the 2005 FCAT Science Test to identify strengths and weaknesses.	Principal Assistant Principal Math/Science Coach	8/4/2005	5/26/2006
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	8/8/2005	5/24/2006
Encourage participation in a school-wide Science Fair.	Classroom teachers	8/8/2005	5/24/2006
Implement the Promoting Science Among English-Language Learners (P-Sell) Project in third and fourth grade.	Third and Fourth grade teachers	8/8/2005	5/24/2006

## Research-Based Programs

Harcourt Science Program

## **Professional Development**

Professional development will include: focus on the individual strands of science, use of technology in the classroom, use of inquiry-based hands-on activities, managing and guiding cooperative groups, and strategies to maximize learning opportunities. Training in experimental demonstrations, concept development, and scientific thinking will be addressed. Specific training will be provided for grade 3 and 4 teachers through participation in the National Science Foundation's Promoting Science Among English-Language Learners (P-Sell) Project.

## **Evaluation**

This objective will be evaluated by the fifth grade scores on the 2006 FCAT Science Test.

## 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*

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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 2004-2005 Year-End Progress on the School Improvement Plan Objectives Report indicated that approximately 400 of Gratigny's parents were involved in either parent workshops/school activities, home visitations, or signed parent compacts. Due to the importance of direct teacher parent interaction, conference log sheets will replace signed parent compacts and parent workshop rosters setting a new baseline for the 2005-2006 school year.

## 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 800 parent contacts.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		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	8/8/2005	5/24/2006
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	8/4/2005	5/26/2006
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	8/8/2005	5/24/2006
Provide parents with a monthly calendar to promote parental involvement by notifying parents of upcoming school events.	Principal Assistant Principal	8/8/2005	5/24/2006
Provide and maintain a Parent Resource Center with instructional materials for checkout and use at home.	Principal Assistant Principal Community Involvement Specialist	8/8/2005	5/24/2006
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	8/4/2005	5/26/2006

## Research-Based Programs

National PTA Standards and Parent/Family Involvement Program.



## **Professional Development**

The Title I Community Involvement Specialist will attend Regional Center/District workshops relating to parental involvement. Teachers will undergo a review of parent conferencing techniques at a faculty meeting.

## **Evaluation**

This objective will be evaluated by the number of parents on conference log sheets and home visitation log 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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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 2004-2005 school year reveals that there were 32 cases of outdoor suspensions. Therefore, an emphasis on the reduction of outdoor suspensions would be indicated for the 2005-2006 year.

## Measurable Objective

Given the continuous need for improved student conduct, a proactive plan of assertive discipline and parent contacts will result in a 5% reduction in the number of outdoor suspensions from 32 during the 2004-2005 school year to 30 or less during the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
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	8/8/2005	5/24/2006
Conduct regular schoolwide announcements via CCTV and public address system to encourage proper student comportment.	Principal Assistant Principal	8/8/2005	5/24/2006
Provide guidance to teachers on the subject of assertive discipline during faculty meetings.	Principal Assistant Principal Counselor	8/4/2005	5/26/2006
Conduct individual and/or group counseling for students referred for disciplinary problems.	Counselor	8/8/2005	5/24/2006
Implement a Title I Parent Workshop on students' rights and responsibilities under the Code of Student Conduct.	Counselor Community Involvement Specialist	8/8/2005	5/24/2006

## Research-Based Programs

Non-Applicable

## Professional Development

Assertive discipline principles and practices will be reviewed with staff at faculty meetings on a semi-annual basis. Parent conferences will be noted in teachers' gradebooks and will be monitored by administration on an on-going basis.

## Evaluation

This objective will be evaluated by comparing the number of outdoor suspensions from the 2005-2006 school year as compared to the 2004-2005 school year.

## 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"/>

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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 produce faculty members that understand and effectively use the electronic gradebook technology as a method for storing, manipulating, retrieving, and reporting student academic performance data.

### ***Needs Assessment***

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% of instructional staff members will be trained in the use of the electronic gradebook during the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a schoolwide training regimen to actuate the District's mandated use of electronic gradebooks for all classroom teachers.	Principal Assistant Principal Microsystems Technician	8/4/2005	5/26/2006
Provide on-going assistance to classroom teachers via a "buddy system" training.	Principal Assistant Principal Microsystems Technician	8/4/2005	5/26/2006
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	8/4/2005	5/26/2006
Apprise parents of their capability to view students' academic grades via Internet.	Principal Assistant Principal Classroom Teachers	8/8/2005	5/24/2006

### Research-Based Programs

Non-applicable.

### Professional Development

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

### Evaluation

Teacher participation in District electronic gradebook training as indicated by inservice attendance rosters and 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"/>

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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 2004-2005 school year indicates that out of the 240 students tested only 129 of them received awards. Sixty-two students received a gold award while 67 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, Gratigny Elementary will increase the percentage of FITNESSGRAM award recipients by 3% from 54% in 2005 to 57% in 2006.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a rigorous physical education program which includes a routine regime of calisthenics and competitive activities.	Physical education teachers	8/8/2005	5/24/2006
Ensure that an appropriate amount of instructional time is dedicated to fitness-related educational activities.	Physical education teachers	8/8/2005	5/24/2006
Schedule and promote "Field Day" activities to motivate students to achieve high levels of physical fitness.	Physical education teachers	8/4/2005	5/26/2006
Implement a recess program in addition to physical education classes for grades kindergarten through fifth.	Classroom teachers	8/8/2005	5/24/2006
Provide feedback to parents about individual student's FITNESSGRAM results.	Physical education teachers	8/8/2005	5/24/2006
Provide parents in grades 1, 3, and 6 with information on their child's Body Mass Index (BMI) screening results with suggestions for nutrition and proper exercise.	Full Service Project Manager	10/17/2005	5/24/2006

### Research-Based Programs

Non-applicable.

### Professional Development

Physical Education teachers will receive District training in the application of the FITNESSGRAM Program.

## **Evaluation**

This goal will have been considered successfully achieved if the number of FITNESSGRAM award winners in the 2005-2006 exceeds that number awarded during the 2004-2005 school year by a minimum of three percent.



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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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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 31 on-site or off-campus field trips during the 2004-2005 school year. Additional field trips would enhance instruction.

## 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% increase in the number of events from a total of 31 in 2004-2005, to a minimum of 33 in the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Adhere to District guidelines and policies when scheduling field trips.	Classroom teachers	8/8/2005	5/24/2006
Adhere to volunteer guidelines when scheduling chaperones to accompany children on field trips.	Classroom teachers Volunteer Liaison	8/4/2005	5/26/2006
Ensure that all on-site and off-campus field trips are directly related to classroom instruction.	Principal Assistant Principal Classroom teachers	8/8/2005	5/24/2006
Continue with yearly Career Day to expose students to various careers.	Assistant Principal Counselor	8/8/2005	5/24/2006
Conduct follow-up activities to reinforce the relevancy to established curriculum.	Classroom teachers	8/8/2005	5/24/2006

## Research-Based Programs

Non-applicable.

## Professional Development

Field-trip procedures will be reviewed at the Opening of School Faculty Meeting, and reinforced during the year, with an emphasis on preparing students for field trips, its relevance to classroom instruction, and the application of acquired learning during the experience.

## Evaluation

This objective will be evaluated by inspection of the number of in-house and off-campus field trips in the 2005-2006 school year and comparing that number to those scheduled in the 2004-2005 school year. The objective will have been successfully met if the number of field trips/special in-house presentations for 2005-2006 reflects a 5% increase over that of the 2004-2005 school.

## 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*

*District Strategic Plan*

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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 90th 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 2003, Gratigny Elementary School ranked at the 10th 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 10th percentile in 2003 to the 12th percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		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	8/4/2005	5/26/2006
Administrators will collaborate with District/Regional personnel on resource allocation to more effectively utilize resources to increase the return on investment.	Principal Assistant Principal	8/4/2005	5/26/2006
Apprise the EESAC of results of the Florida Return on Investment index publication.	Principal EESAC Chair	8/18/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g., private foundations, volunteer networks.	Principal Assistant Principal	8/4/2005	5/26/2006
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principal	8/4/2005	5/26/2006

### Research-Based Programs

Non-applicable.

### Professional Development

Non-applicable.

### Evaluation

On the next State of Florida ROI index publication, Gratigny Elementary will demonstrate progress toward reaching the 12th percentile in return on investment.

## *EESAC Compliance*

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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 2005-2006 preliminary CASAS.

### ***Training:***

The EESAC recommended the continuation of teacher participation in some of the identical activities carried out during the 2004-2005 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 its collaboration with nearby Barry University to provide services for children.

***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 2005-2006 school year. The committee also recommended that all safety procedures be maintained and enhanced.

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*