

---

# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

---



*School Name:* 2261 - Greenglade Elementary School

*FeederPattern:* G. Holmes Braddock Senior

*Region:* Regional Center V

*District:* 13 - Miami-Dade

*Principal:* Melba Brito

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

---

### *Greenglade Elementary School*

---

Greenglade Elementary School is located at 3060 SW 127 avenue. The school services Pre-Kindergarten through 5th grade students. There are 638 students of which 87% are Hispanic. We offer special programs such as Gifted, ESOL, SPED, and AEP. More than 70% of our students achieved a mastery level of 3 or above in the 2004-2005 FCAT for reading, mathematics, writing and science. Also, all of our subgroups met AYP in 2004-2005.

Given instruction based on the Sunshine State Standards, students in grades 3 through 5 will improve their reading skills as evidenced by at least 80% of the students scoring at level 3 or higher on the 2006 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, students in grades 3 through 5 will improve their mathematics skills as evidenced by 77% or higher scoring at level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, students in fourth grade will improve their writing skills as evidenced by 85% of the students scoring at level 4.0 or higher on the 2006 administration of the FCAT Writing Plus test.

Given instruction using Sunshine State Standards, students in fifth grade will improve their science skills as evidenced by an increase in the mean scale score to 292, as documented by the 2006 FCAT Science test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the activity sign-in logs for the 2004-2005 and 2005-2006 school years.

Given an emphasis on a safe and orderly environment, student behavior and academic achievement will improve as evidenced by a 10% decrease in the number of tardies as well as the number of absent students presented in the 2005-2006 daily attendance logs as compared to those of the 2004-2005 school year.

Given an emphasis on the use of technology in education, all students will increase their usage of the FCAT Explorer Program as evidenced by a 10% increase in the 2005-2006 school year as compared to the 2004-2005 school year, and will be measured by the FCAT Explorer usage reports.

Given the opportunity for free breakfast and a healthy, varied lunch menu, 30% of the students will participate in the free breakfast program and 77% of the students will eat lunch served by the cafeteria, as evidenced by the bi-weekly cafeteria logs provided by the Cafeteria Manager.

Given the opportunity to participate in the FITNESSGRAM program, 52% of students in grades 2 through 5 will decrease the times on the one mile running test, as evidenced by the FITNESSGRAM data.

Given emphasis on the benefits of participating in Advanced Academic Programs, the percentage of students enrolled in the Art Academic Excellence Program will increase by one percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Given emphasis on the benefits of participating in Advanced Academic Programs, the percentage of students enrolled in the Broadcasting and Journalism strand will increase by one percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Greenglade Elementary School will improve its ranking on the State of Florida Return on Investment index publication from the 50th percentile in 2003 to the 55th percentile on the next publication of the index.

Seventy eight percent of our staff completed the Organizational Performance Improvement Snapshot survey tool. Strategic planning and process management are the two areas that need improvement. The faculty met as a whole and a committee was created made up of grade level chairpersons, Reading Coach, Primary Mentor Teacher and the Intermediate Mentor Teacher. Greenglade Elementary School has overcome many obstacles in the past three years. We have gone from being a "C" school to being an "A" school in two years. The collaboration of administrators, clerical, custodial, cafeteria and instructional staff is what makes the difference in our school. We work together to improve student achievement.

# 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.

## **Greenglade Elementary School**

### VISION

Our vision is to provide an inclusive and equitable environment for students of all cultures, abilities and backgrounds through a challenging curriculum, which enriches our children's lives.

### MISSION

Our mission is to promote a safe learning environment, develop an awareness of cultural and social differences, emphasize close communication among community, parents, and school, and encourage our students to reach their highest level of potential by educating each student in a nurturing and challenging curriculum.

## CORE VALUES

Excellence - Greenglade Elementary School ensures that the highest standards in academic achievement are pursued.

Pride - Greenglade Elementary School has pride in its work and the work that the students produce on a daily basis.

Cultural Awareness - Greenglade Elementary School respects and honors the diversity found in our community and we assure that all students receive the same educational opportunities, regardless of culture.

Individuality - Greenglade Elementary School respects the students as individual human beings with their own thoughts, feelings, beliefs and academic potential.

## *School Demographics*

---

Greenglade Elementary School is located at 3060 SW 127th avenue in the West Kendall area of Miami-Dade County. It is part of the G. Holmes Braddock Senior High School feeder pattern of Regional Center V. Greenglade Elementary School forms part of a socially, economically and ethnically diverse, urban community. We are a school that has been greatly impacted by the political and economical migration to South Florida from Central and South America, as well as the Caribbean. We serve a multi-ethnic population ranging from students who receive free and reduced lunch, to students from high socio-economic backgrounds. Greenglade Elementary School has met these challenges through the leadership and vision of its administrators, dynamic teachers, innovative programs, counseling services, business partners, school volunteers, and dedicated parents. At Greenglade Elementary School, meeting the needs of our diverse student population is our first priority. We take pride in providing an inclusive and equitable learning environment for all children of unique cultures, abilities, and backgrounds. Greenglade Elementary School serves a community that is 87% Hispanic, 11% Anglo, 1% African-American and 1% Asian. Our ESOL program is made up of 14% of our population. Our goals are accomplished by offering a myriad of programs that are research-based, data driven, and designed to provide growth for each child. These programs serve as a springboard to a multitude of academic and extracurricular activities for all students. Our instructional staff is made up of 15% rookie teachers, 30% teachers with 1-10 years of experience, 25% teachers with 10-20 years of experience and 30% of which have been teaching for more than 20 years. The percent of teachers seeking a higher degree is 15%, while 40% of the teachers already have a higher degree than a Bachelors.

# *School Foundation*

---

## ***Leadership:***

According to the Organizational Performance Improvement Snapshot (OPIS) results, the administration guides the school, following the criteria found in our mission, vision and core values. The staff strongly feels that they are involved in important decisions in the school as well as their voice is heard on matters of concern. This is accomplished by the principal participating in the following meetings: grade level, special area, faculty, EESAC and PTA. The principal involves the staff in decisions concerning the school and is open to feedback that can be used to make improvements to the plans already set and put in motion. This efficient and positive relationship between administration and staff facilitates a nurturing and professional atmosphere that benefits the students, staff and all stakeholders involved.

## ***District Strategic Planning Alignment:***

According to the OPIS results, the goals and objectives of the school are agreed upon by the staff. Most instructional decisions that involve the direct implementation by the teachers is discussed with the staff and improvements are made constantly. The goals and objectives of the school are directly related to students' needs. The strategies being implemented have been proven to work and further enhancement or improvements are made as needed. The teachers meet on a weekly and monthly basis to discuss which strategies are more effective for their present population of students and they share best practices within the grade level.

## ***Stakeholder Engagement:***

The results of the OPIS results, parental and community involvement is crucial at Greenglade Elementary School. The parents support the goals and objectives of the school. They see results and therefore, are satisfied with the measures used within the school. Several parent workshops are provided during the year on a variety of topics. The workshops end with a question and answer portion, where parents have the opportunity to ask any questions that they have or bring up any concerns. They are involved in important issues that pertain to them and their children.

## ***Faculty & Staff:***

The staff believes, and it comes in the results of the OPIS, that their contribution is significant and have the ability to make choices when it comes to satisfying their customers. Several committees are made to address the different issues and concerns found within the school, for example, Safety Committee, Uniform Committee, Teacher of the Year Nominating Committee, Career Day Committee, Social Committee and many more.

## ***Data/Information/Knowledge Management:***

Greenglade Elementary School is a data driven school. The staff understands that data is important to driving instruction and increasing the opportunities for achievement for our students. This appears in the results of the OPIS.

The data most commonly used is the STRUSS for kindergarten, the DIBELS for grades K-5, the Interim Assessments for grades 3-5, monthly writing samples for grades K-5 and ultimately the FCAT Reading, Mathematics, Writing and Science components. The data is analyzed by the leadership team and then the teachers are provided help in interpreting the data for themselves. Instructional decisions are affected by the data and more time is focused on the students' weaknesses and their strengths are highlighted and expanded upon.

### ***Education Design:***

The Continuous Improvement Model is implemented school wide to increase student academic achievement. The students are given a baseline test, the data is analyzed and interpreted, instruction is adjusted to meet the needs of all students, the students are then given a progress monitoring assessment. The data is once again analyzed and interpreted and instruction is adjusted again. Progress monitoring occurs 4 times a year. At the end of the year, an outcome measure assessment is given. The data is analyzed and decisions for the following year start to unfold. After each progress monitoring assessment, the Literacy Leadership Team meets and discusses school wide trends, individual teacher and student needs and possible ideas for professional development. These actions are then reviewed and followed up on to ensure fidelity. Those students that are not meeting grade level expectations in grades three through five are identified and placed in the tutoring program. The students that are working at or above grade level are also given opportunities to enrich their learning.

### ***Performance Results:***

The amount of tardies and absenteeism in Greenglade Elementary school has a great impact on student achievement. Measures have been taken to decrease the amount of tardies and the number of students absent, and therefore, increase student achievement.



## 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 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*

|  |   |  |   |  |
|--|---|--|---|--|
| 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:**

Greenglade Elementary School's goal in Reading is to have each student reading on or above grade level by the end of 3rd grade.

**Needs Assessment**

Results of the 2005 FCAT Sunshine State Standards reading component indicate that 77% of the students in grades 3 through 5 did achieve a mastery level of 3 or above.

The strand that needs the most improvement is Words and Phrases with only 50% mastery in grades 3 through 5.

**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 based on the Sunshine State Standards, students in grades 3 through 5 will improve their reading skills as evidenced by at least 80% of the students scoring at level 3 or higher on the 2006 administration of the FCAT Reading test.

### Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles) | TIMELINE   |            |
|--|---|------------|------------|
|  |   | START      | END        |
| Create and monitor AIP's every nine weeks for those students not meeting grade level expectations in the area of Reading.  | Reading Teacher                             | 08/08/2005 | 05/24/2006 |
| Implement a teacher mentoring program to provide teachers the support and guidance needed to improve student achievement and school performance.   | Mentoring teachers                          | 08/08/2005 | 05/24/2006 |
| Provide in house tutoring for all FCAT Level 1 students in grades 4 and 5. Bi-weekly assessments will be provided.   | In-house tutoring teacher                   | 09/12/05   | 05/24/06   |
| Identify Level 1 and 2 students in grades 4 and 5 and place them in afterschool tutoring, where weekly assessments will be administered, as per the Continuous Improvement Model.                            | Tutoring teacher                            | 09/08/05   | 03/01/06   |
| Use the Voyager Passport program for the after school tutoring of 3rd through 5th grade students, where there will be weekly assessments administered, as part of the CRRP.                                  | Tutoring teacher                            | 10/24/2005 | 03/15/2006 |
| Provide workshops for parents to empower them with information on how to help their children at home. Surveys will be taken at each workshop to get feedback on what the parents learned from the workshops. | Reading Coach                               | 08/08/2005 | 05/24/2006 |
| Place students in guided reading groups and Leapfrog centers and give them an assessment every 2 weeks, as prescribed in the Continuous Improvement Model.   | Reading Teacher                             | 08/15/2005 | 05/24/06   |

## **Research-Based Programs**

Early Success

Soar to Success

Voyager

Houghton Mifflin Reading series

## **Professional Development**

1. Greenglade Elementary School will offer in-services provided by the Reading Coach covering topics such as Reading First objectives, data analysis, CCRP, best practices, FCAT Writing+, 2 hour instructional block and its components, efficient implementation of the Houghton Mifflin series, and ways to improve student achievement.
2. Workshops will also be provided by the Regional Center and the District, such as CRISS, 3Projects Right Beginnings, BEAR, and OWL.
3. The Reading First Coordinator will also be offering valuable workshops related to Reading First.

## **Evaluation**

1. Every nine week period, the DIBELS data will be analyzed and instruction will be driven according to the results.
2. In November and January, the results of the Interim Assessments will be analyzed and instruction will be adjusted to reflect the needs of the students.
3. The results of the 2006 FCAT testing components will be carefully dissected and strategies will be added or modified to give the students more opportunities to succeed.

## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 2 STATEMENT:**

Greenglade Elementary School's goal in Mathematics is that every student in grades Kindergarten through 5th, have a mastery level of mathematical concepts, computations and problem solving skills.

### **Needs Assessment**

Results of the 2005 FCAT Sunshine State Standards mathematics component indicate that 75% of the students in grades 3 through 5 did achieve a mastery level of 3 or above.

The strand that needs the most improvement is Number Sense with only 58% of the students in grades 3 through 5 achieving mastery.

### 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 based on the Sunshine State Standards, students in grades 3 through 5 will improve their mathematics skills as evidenced by 77% or higher scoring at level 3 or higher on the 2006 administration of the FCAT mathematics test.

### Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles) | TIMELINE   |            |
|---|---|------------|------------|
|   |   | START      | END        |
| Identify FCAT Level 1 and 2 students in grades 4 and 5 and place them in afterschool tutoring. Weekly assessments will be administered.   | Tutoring teacher                            | 09/08/2005 | 03/01/2006 |
| Provide small group instruction and administer a bi-weekly assessment.  | Math teacher                                | 08/15/2005 | 05/26/2006 |
| Create and monitor every nine weeks the AIP's of those students not meeting grade level expectations in math.   | Math Teacher                                | 08/08/2005 | 05/24/2006 |
| Provide in house tutoring for FCAT Level 1 students in grades 4 and 5. Administer bi-weekly assessments.  | In house tutoring teacher                   | 09/12/2005 | 03/01/2006 |
| Provide workshops for parents, in order to provide them with the necessary tools to help their children at home succeed in math. Surveys will be given at the end of each workshop. | Reading Coach                               | 08/08/2005 | 05/24/2006 |
| Use Problem of the Day with students in grades 3 through 5 and review it daily as part of the Continuous Improvement Model.   | Math teacher                                | 08/15/2005 | 05/26/2006 |
| Use manipulatives as much as possible when conducting a math lesson. The teacher will walk around and monitor the correct use of the manipulatives.                                 | Math teacher                                | 08/15/2005 | 05/26/2006 |

### Research-Based Programs

Harcourt-Brace textbook series

## **Professional Development**

Teachers will be provided with inservice workshops offered by the Mathematics Coach, covering topics such as linking math and literature, problem solving strategies for the intermediate grades, and test taking strategies for grades three through five.

Teachers will also attend workshops provided by the Regional Center and District.

## **Evaluation**

In November and January, the results of the interim assessments in grades 3 through 5 will be analyzed, and instruction will be driven according to the needs of the students.

After the administration of the 2006 FCAT mathematics test, the results will be carefully reviewed and strategies/instructional techniques will reflect the needs of the student population.

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

**GOAL 3 STATEMENT:**

Greenglade's goal in writing is to improve the writing skills of all students in grades Kindergarten through 5th grade, in order for students to communicate correctly as adolescents and adults.

**Needs Assessment**

Results of the 2005 FCAT Writing component indicate that 84% of the students in 4th grade did achieve a mastery level of 3.5 or above.

Only 47% of the students in 4th grade scored a 4.0 or above on the 2005 FCAT Writing component.

**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 based on the Sunshine State Standards, students in fourth grade will improve their writing skills as evidenced by 85% of the students scoring at level 4.0 or higher on the 2006 administration of the FCAT Writing Plus test.

## Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles) | TIMELINE   |            |
|---|---|------------|------------|
|   |   | START      | END        |
| Write in journals in grades K through 5. The teacher will do an informal review once a week.  | Writing teacher                             | 08/15/2005 | 05/24/2006 |
| Provide small group instruction in the writing process and have students produce a monthly writing sample to monitor progress.  | Writing teacher                             | 08/15/2005 | 05/26/2006 |
| Provide opportunities through the Media Center for students to visit author websites and study different author styles of writing. The Media Specialist will do informal, oral assessments. | Media Specialist                            | 08/08/2005 | 05/24/2006 |
| Create an AIP for those students who are not meeting grade level expectations in the area of writing and monitor the AIP every nine weeks.  | Writing Teacher                             | 08/08/2005 | 05/24/2006 |
| Implement the standard FCAT Writes monthly writing prompts in grades K through 5 and use them as informal assessments.  | Writing teacher                             | 08/15/2005 | 05/26/2006 |

## Research-Based Programs

Houghton Mifflin, the adopted series and its supplemental materials

## Professional Development

The Reading Coach will provide inservice workshops that cover topics such as, Reading and Writing workshops, CRISS strategies, enhancement of grammar skills, Linking spelling, vocabulary and writing and how to get primary students involved in the writing process.



## **Evaluation**

Monthly writing prompts will be reviewed with the students, and feedback will be given in order to increase proficiency.

The District mandated writing tests will also be reviewed with the students and corrected to model good writing form.

The results of the 2006 FCAT Writing Plus test will guide the school on how our 4th grade population is writing. Skills and strategies will then be reviewed, adjusted and delivered to the students to increase achievement.

## GOAL 4: SCIENCE

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

*Florida Education Priorities*

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

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

### **GOAL 4 STATEMENT:**

Greenglade Elementary School's goal for Science is to increase proficiency in implementing the scientific process through hands-on and real-life experiments in grades Kindergarten through fifth.

### **Needs Assessment**

Students in fifth grade achieved a mean scale score of 287, which was above the District's mean scale score.

## Measurable Objective

Given instruction using Sunshine State Standards, students in fifth grade will improve their science skills as evidenced by an increase in the mean scale score to 292, as documented by the 2006 FCAT Science test.

## Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles) | TIMELINE   |            |
|---|---|------------|------------|
|   |   | START      | END        |
| Completion of hands-on experiments to be displayed at the Science Fair.   | Classroom teacher                           | 08/08/2005 | 05/24/2006 |
| Provide parents with the opportunity to get involved with the Science Fair process.   | Classroom teacher                           | 08/08/2005 | 05/24/2006 |
| Use the Sunshine State Standards in planning and teaching the science curriculum.   | Classroom teacher                           | 08/08/2005 | 05/24/2006 |
| Create an AIP for those students who are not meeting grade level expectations in the area of science and monitor the AIP every nine weeks.  | Science Teacher                             | 08/08/2005 | 05/24/2006 |
| Analyze the results of the science pre-test to determine students' strengths and weaknesses and adjust instruction accordingly, as indicated in the Continuous Improvement Model. | Classroom teacher                           | 08/08/2005 | 05/24/2006 |

## Research-Based Programs

Greenglade Elementary implements the Harcourt-Brace Science series and supplemental materials.

## Professional Development

1. Attendance at S.M.I.L.E. workshops for faculty members that have yet to attend.
2. Best practices will be shared at faculty meetings as well as grade level meetings.

## Evaluation

The results of the 2006 FCAT Science test will document final evaluation and will then provide direction for following school year.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

|  |   |  |   |  |
|--|---|--|---|--|
| 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"/>  |

### ***GOAL 5 STATEMENT:***

Greenglade's goal for parental involvement is to increase the participation of parents and other stakeholders and to increase the amount of workshops and topics provided for the parents.

### ***Needs Assessment***

Past year's experience show that parents are requesting more workshops related to reading, writing and test-taking skills. They are also requesting workshops for different grade levels.

## Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the activity sign-in logs for the 2004-2005 and 2005-2006 school years.

## Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles)                              | TIMELINE   |            |
|---|--|------------|------------|
|   |  | START      | END        |
| Prepare and distribute handouts of workshops to parents that were not able to attend.   | Reading Coach  | 08/08/2005 | 05/24/2006 |
| Have a separate area of the school dedicated to parents, for example, the Parent Resource Room.   | Administration   | 08/08/2005 | 05/24/2006 |
| Invite parents to the Open House Resource Fair and inform them of the many programs and learning opportunities available at the school. Contact those parents that signed the attendance log and inquire if they need any other assistance. | After School Care Manager, Media Specialist, Counselor and Reading Coach | 09/01/2005 | 09/15/2005 |
| Offer opportunities for parents to learn the strategies being taught to their children, in order for them to reinforce them at home. Create a survey to measure the quality of the workshops.   | Reading Coach  | 08/08/2005 | 05/24/2006 |
| Provide Bilingual workshops to parents that come from other countries. Contact parents before the workshop and after the workshop to survey the quality of the workshop.  | Counselor  | 08/08/2005 | 05/24/2006 |

## Research-Based Programs

Greenglade Elementary will use the Just Read! Florida Program for Families, National PTA-Every Child-One Voice and the Florida PTA - Every Child-One Voice.

## Professional Development

Parents will be given the opportunity to attend the Parent Involvement Conference as well as workshops offered during the year. The Bilingual Parent Outreach workshops, PTA workshops and the Parent Academy workshops are among the workshops available to parents. The staff will also be offered workshops on how to deal effectively with parents, parent conferences, conflict with parents and how to stimulate more parental involvement.

## **Evaluation**

The objective will be evaluated by the number of parents attending the workshops, as documented on the sign-in logs.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

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

### ***GOAL 6 STATEMENT:***

Greenglade Elementary School will create a nurturing, loving and academically challenging environment, where students are not tardy.

### ***Needs Assessment***

The Safety Committee reviewed the percentage of tardies in the 2004-2005 school year and suggested that a decrease was necessary to improve student achievement.

## Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior and academic achievement will improve as evidenced by a 10% decrease in the number of tardies as well as the number of absent students presented in the 2005-2006 daily attendance logs as compared to those of the 2004-2005 school year.

## Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles) | TIMELINE   |            |
|--|---|------------|------------|
|  |   | START      | END        |
| Monitor the amount of tardies by the use of tardy tickets on a daily basis.        | Special area teachers                       | 08/08/2005 | 05/24/2006 |
| Place the students that have 3 or more tardies in a grading period in detention.   | Homeroom teacher                            | 08/08/2005 | 05/24/2006 |
| Create an incentive program for students that have 100% attendance for each month. | Classroom teacher                           | 10/17/2005 | 05/24/2006 |
| Create an incentive program for students that have no tardies for each month.      | Classroom teachers                          | 10/17/2005 | 05/24/2006 |
| Implement schoolwide discipline and safety plan.                                   | Assistant Principal                         | 08/08/2005 | 05/24/2006 |

## Research-Based Programs

M-DCPS Character Education curriculum

## Professional Development

Provide teachers with the opportunity to share ideas on how to decrease the amount of tardies.

Meet with the grade levels and create incentives for those students that have 100% attendance and no tardies for each month.

## Evaluation

The number of tardies will decrease in the 2005-2006 daily attendance logs as compared to those in 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.)

|   |                                     |                                      |                          |                          |   |
|---|-------------------------------------|--------------------------------------|--------------------------|--------------------------|---|
| 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 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 7 STATEMENT:***

Students will increase their usage of technology.

### ***Needs Assessment***

Data reveals that only 40% of students in grades 3 through 5 were using the FCAT Explorer Program in the 2004-2005 school year to enhance their reading and mathematics skills found in the FCAT tests.

## Measurable Objective

Given an emphasis on the use of technology in education, all students will increase their usage of the FCAT Explorer Program as evidenced by a 10% increase in the 2005-2006 school year as compared to the 2004-2005 school year, and will be measured by the FCAT Explorer usage reports.

## Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles) | TIMELINE   |            |
|--|---|------------|------------|
|  |   | START      | END        |
| Utilize FCAT Explorer Program while other groups are doing Guided Reading  | Classroom Teacher                           | 10/10/2005 | 05/24/2006 |
| Create an incentive program for students using the FCAT Explorer Program at school. Measure the increase in usage every nine weeks.  | Classroom Teacher                           | 10/10/2005 | 05/19/2006 |
| Use the data from the FCAT Explorer Program to drive instruction. Meet with the teachers monthly and monitor the changes to instruction made by each teacher.  | Classroom Teacher<br>Reading Coach          | 10/10/2005 | 05/24/2006 |
| Provide extra time on the FCAT Explorer Program for those students who are at or above grade level as differentiated instruction. Print the reports and monitor how these students' levels increase rapidly.                                       | Classroom Teacher                           | 10/10/2005 | 05/24/2006 |
| Create an incentive program for students to use the FCAT Explorer Program at home with their parents. Create a log where students record the days and time spent on FCAT Explorer at home. Have the log signed by both the child and their parent. | Classroom Teacher                           | 10/10/2005 | 05/19/2006 |

## Research-Based Programs

## Professional Development

Teachers will be provided training on how to use the FCAT Explorer Program.

Teachers will be provided ideas on how to increase the usage of the FCAT Explorer Program in their classroom.

## **Evaluation**

The FCAT Explorer Program usage report will be used to determine the completion of the goal.

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

**GOAL 8 STATEMENT:**

Greenglade Elementary School will promote the health and fitness of students.

**Needs Assessment**

Data reveals that 28% of students participate in the free breakfast program and 75% of students eat lunch offered by the cafeteria.

Data reveals that 50% of students in grades 4 and 5 meet high standards on the one mile running test.

## Measurable Objective

Given the opportunity for free breakfast and a healthy, varied lunch menu, 30% of the students will participate in the free breakfast program and 77% of the students will eat lunch served by the cafeteria, as evidenced by the bi-weekly cafeteria logs provided by the Cafeteria Manager.

Given the opportunity to participate in the FITNESSGRAM program, 52% of students in grades 2 through 5 will decrease the times on the one mile running test, as evidenced by the FITNESSGRAM data.

## Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles)       | TIMELINE   |            |
|---|---|------------|------------|
|   |   | START      | END        |
| Plan a schoolwide Field Day and monitor the number of students that participate in the activities.  | Physical Education Teachers                       | 08/08/2005 | 05/24/2006 |
| Provide instruction in Nutritional Awareness at school and at home. Students will write in their journal every nine weeks what new nutritional information they have learned.                               | Physical Education Teachers<br>Classroom Teachers | 08/08/2005 | 05/24/2006 |
| Encourage student participation in the free and reduced breakfast program. The Cafeteria Manager will monitor the increase or decrease in participation on a monthly basis.                                 | Cafeteria Manager<br>Classroom Teachers           | 08/08/2005 | 05/24/2006 |
| Encourage student participation in the free and reduced lunch program. The Cafeteria Manager will monitor the increase or decrease in participation on a monthly basis.                                     | Cafeteria Manager<br>Classroom Teachers           | 08/08/2005 | 05/24/2006 |
| Develop an Action Plan for physical education that emphasizes nutrition, cardiovascular activity, muscular strength and endurance. The Physical Education teacher will use the FITNESSGRAM for assessments. | Physical Education Teachers                       | 08/08/2005 | 05/24/2006 |
| Practice daily exercises. Physical Education teacher will do informal observations.   | Physical Education Teachers                       | 08/08/2005 | 05/24/2006 |

## Research-Based Programs

FITNESSGRAM

## **Professional Development**

Cafeteria workers will be provided training on the importance of helping the students make nutritional choices when choosing their lunch items.

Schedule staff training in reference to health and nutrition.

## **Evaluation**

The number of students eating breakfast and lunch in the cafeteria will increase by two percent.

The evaluation will be the number of students meeting high standards in the one mile running test.

## 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*

|  |   |  |   |  |
|--|---|--|---|--|
| 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 9 STATEMENT:**

The amount of students in grades 4 and 5 that participate in the Advanced Academic Programs will increase due to their academic achievement.

**Needs Assessment**

The number of students participating in the Art Academic Excellence Program in the 2004-2005 school year was representative of 12% of the students in grades four and five.

The number of students participating in the Broadcasting and Journalism strand in the 2004-2005 school year was representative of 18% of the students in grades four and five.

## Measurable Objective

Given emphasis on the benefits of participating in Advanced Academic Programs, the percentage of students enrolled in the Art Academic Excellence Program will increase by one percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Given emphasis on the benefits of participating in Advanced Academic Programs, the percentage of students enrolled in the Broadcasting and Journalism strand will increase by one percent during the 2005-2006 school year as compared to the 2004-2005 school year.

## Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)          | TIMELINE   |            |
|--|--|------------|------------|
|  |  | START      | END        |
| Encourage students to become involved in broadcasting and journalism activities.   | Media Specialist<br>Journalism teacher               | 08/08/2005 | 05/24/2006 |
| Post excellent writing samples from students throughout the school.  | Classroom teachers                                   | 08/08/2005 | 05/24/2006 |
| Display student works of art in the art gallery. The Art teacher will change the displays on a monthly basis to include different student's works of art.  | Art Teacher  | 08/08/2005 | 05/24/2006 |
| Provide, on a monthly basis, the opportunity for teachers to nominate one student from their class, in grades three through five, to read an excellent writing sample completed within the month on the morning television announcements.                | Classroom Teacher<br>Journalism/Broadcasting Teacher | 08/08/2005 | 05/24/2006 |
| Involve the Counselor in creating a format where she can speak to groups of students in grades three through five about the honor and importance of getting involved in the Art programs and monitor the participation of those students in the program. | Counselor  | 08/08/2005 | 05/24/2006 |

## Research-Based Programs

Sunshine State Standards

Competency Based Curriculum



## **Professional Development**

Classroom teachers will be provided opportunities to integrate art and journalism in their reading, writing and content activities.

Provide teachers the opportunity to participate in courses offered through the district's education portal.

## **Evaluation**

The number of students and grade levels participating in the Art Academic Excellence Program and the Broadcasting/Journalism strand of the Academic Excellence Program will show an increase as compared to the 2004-2005 participation rate.

## 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 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 10 STATEMENT:**

Greenglade Elementary School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

**Needs Assessment**

The most recent data supplied from the FDOE indicate that in 2003, Greenglade Elementary School ranked at the 50th percentile on the State of Florida ROI index.

## Measurable Objective

Greenglade Elementary School will improve its ranking on the State of Florida Return on Investment index publication from the 50th percentile in 2003 to the 55th percentile on the next publication of the index.

## Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles) | TIMELINE   |            |
|--|---|------------|------------|
|  |   | START      | END        |
| Become more informed about the use of financial resources in relation to school programs.  | Principal<br>Assistant Principal            | 10/10/2005 | 05/19/2006 |
| Collaborate with the district on resource allocation.  | Principal<br>Assistant Principal            | 10/10/2005 | 05/19/2006 |
| Consider shared use of facilities, partnering with community agencies.   | Principal<br>EESAC Chairperson              | 10/10/2005 | 05/19/2006 |
| Conduct mini workshops on budget allocation for teachers and materials.  | Principal                                   | 02/15/2006 | 02/15/2006 |
| Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks. | Principal<br>Assistant Principal            | 10/10/2005 | 05/19/2006 |

## Research-Based Programs

State of Florida ROI index publication

## Professional Development

The administration will attend workshops and informational sessions on ROI.

## Evaluation

On the next State of Florida ROI index publication, Greenglade Elementary School will show progress toward reaching the 55th percentile.

## *EESAC Compliance*

---

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

### ***Budget:***

The EESAC recommends purchasing classroom libraries and using the Student Achievement Enhancement Program funds for hourly personnel. This decision came about after analyzing student academic achievement and student needs.

### ***Training:***

The EESAC recommends training in Reading First initiatives for all instructional staff members. The EESAC was made aware of the responsibility and requirements of being a Reading First school.

### ***Instructional Materials:***

The EESAC recommends purchasing classroom libraries, as it is a Reading First requirement. The libraries will enhance the reading curriculum and the academic advancement of all students.

### ***Technology:***

The EESAC recommends the purchasing of additional computers to further enhance the differentiated instruction in each of the classrooms. The EESAC analyzed the number of working computers per child in each of the classrooms, the media center and the computer lab.

### ***Staffing:***

The EESAC recommends providing additional hourly personnel to support the School Improvement Plan goals for the 2005-2006 school year.

### ***Student Support Services:***

The EESAC recommends that the counselor, school psychologist, and other student support personnel be invited to attend EESAC meetings during the school year.

***Other Matters of Resource Allocation:***

The PTA and EESAC work closely together to reach the goals of the School Improvement Plan. PTA provides funds to help reach those goals.

***Benchmarking:***

The EESAC recommends reviewing the status of the School Improvement Plan on a bi-monthly basis to ensure that the objectives will be met by the end of the year. If meeting the objectives is not clear, then adjustments will be made to the strategies for that objective.

***School Safety & Discipline:***

The EESAC recommends that the safety policy be reviewed and adjustments made to ensure the safety of all stakeholders. EESAC also recommends that safety patrols be stationed at the entry points before and after school to help with the incoming and outgoing of adults in the building. The EESAC is aware that changes have been made during the past several years to ensure the safety of all involved.

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

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

*Required Signatures:*

---

*Principal*

---

*EESAC Chair*

---

*UTD Steward*

---

*EESAC Parent Representative*

---

*EESAC Business/Community Representative*

---

*EESAC Student Representative, as applicable*

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

---

*Region Superintendent*