
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 2281 - Greynolds Park Elementary School

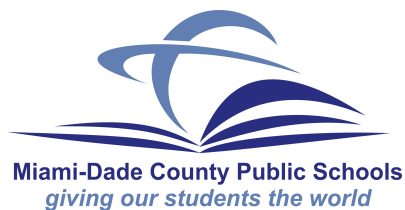
FeederPattern: North Miami Beach Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Alice Quarles

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Greynolds Park Elementary School

Greynolds Park Elementary School serves 1,435 pre-kindergarten through fifth grade students from the surrounding neighborhood. The school was established in 1957 and sits on 6.3 acres of land located at 1536 Northeast 179th Street, in the heart of North Miami Beach, Florida. A distinguishing feature of Greynolds Park Elementary is the lavish grounds. The staff and community became involved with the beautification project of the school three years ago. Each section of the school is garlanded with flowering plants and shady trees that were planted by the staff and community. There are picnic tables strategically placed throughout the school to provide students a tranquil environment for learning. The botanical bonanza is used by students for environmental studies and the appreciation of nature. A butterfly garden welcomes visitors at the school's entrance leading them into a warm and nurturing educational environment.

Reading

Given instruction using the Sunshine State Standards (SSS) students in grades three through five will improve their reading skills as evidenced by an increase from 78% in 2005 to 81% of the students scoring at a level 3 or higher as documented by the 2006 administration of the FCAT reading test.

Mathematics

Given instruction using the Sunshine State Standards (SSS) students in grades three through five will improve their mathematics skills as evidenced by an increase from 77 % in 2005 to 80% of the students scoring at a level 3 or higher as documented by the 2006 administration of the FCAT mathematics test.

Writing

Given instruction using the Sunshine State Standards students in grade four will improve their writing skills as evidenced by an increase from 87% in 2005 to 88% of the student scores meeting high standards as documented by the 2006 administration of the FCAT writing test.

Science

Given instruction using the Sunshine State Standards, students in fifth grade will maintain or improve their science skills as evidenced by the 2005 mean scale score of 298 when compared to the 2006 FCAT science test.

Parental Involvement

Given the need to establish a link between school, home, and community to support the efforts to improve student academic achievement, parental involvement will increase from 7769 in 2005 by 2% to 7924 in the number of parents participating in the parental involvement program in 2006 as documented by the Title I Parent Involvement Report.

Discipline and Safety

Given the need to promote student achievement, the out-of-door suspension rate for 2005 indicates that 60 students served suspensions; the number suspensions will be decreased by 5% as evidenced by no more than 57 students listed as serving out-of-door suspensions on the 2006 Referral Action Suspension Report.

Technology

Given instruction based on the National Education Technology Standards, through the use of SuccessMaker computer assisted reading program, students in grades two through five made an average gain of 4.75 points in 2005 and will increase in 2006 by an average of a .25 point gain in SuccessMaker reading courseware after Initial Placement Motion (IPM) as evidenced by the SuccessMaker cumulative performance reporting system.

Health and Physical Fitness

Given instruction using the Sunshine State Standards, students in grades four and five will increase their physical fitness level from 55% in 2005 to 58% of students obtaining a level Gold or Silver on the 2006 FITNESSGRAM.

Electives and Special Areas

Given the need to develop students individual talents, the number of extra-curricular opportunities will increase from 9 programs/clubs in 2005 to a minimum of 11 programs/clubs for the 2006.

Return on Investment

Greynolds Park Elementary School will improve on the State of Florida ROI index publication from the 70th percentile rank in 2003 to the 71st percentile on the next publication of the index.

The 2005-2006 Greynolds Park Elementary School staff, in conjunction with the Educational Excellence School Advisory Council (EESAC), has identified the objectives in this document as school-wide priorities for the 2005-2006 school year. The EESAC also analyzed the September 2005 Organizational Performance Improvement Snapshot Survey and concluded that the two weakest areas were Process Management and Strategic Planning, scoring 3.9 and 3.8 respectively out of 5.0 possible points. The administration in collaboration with the EESAC will develop enhanced strategies to solicit and incorporate input from the staff by encouraging greater participation and enhanced sources for communication to improve both process management and strategic planning, thus increasing participation in the school improvement process.

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.

Greynolds Park Elementary School

VISION

Students will reach their maximum potential with the encouragement and guidance of a supportive faculty, staff, parents and community partners. The students at Greynolds Park Elementary School will be caring, well-informed citizens empowered to excel and successfully meet the challenges of tomorrow.

MISSION

Through traditional classroom experiences and technological innovations, our students will embrace a vast array of higher-order thinking skills necessary to be critical thinkers and problem solvers. They will also be given the necessary tools to effectively communicate in a diverse and changing global society.

CORE VALUES

Excellence

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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.

School Demographics

Greynolds Park Elementary School has twenty-three classrooms located in the original building. In addition, a Media Center, a state of the art Primary Learning Center and four new buildings were added within the last six years. Fourteen portables, which house the upper grades and the pre-kindergarten, are located on the east side of the building. Each classroom is equipped with a closed-circuit television and system, computers and printers. Our building is currently at 155% of its capacity.

Greynolds Park Elementary School serves 1,435 pre-kindergarten through fifth grade students from the surrounding multi-ethnic neighborhood. Of these students, 56% participate in the standard curriculum program, 15% participate in Exceptional Student Education Program (ESE), 29% participate in English for Speakers of Other Languages Program (ESOL), and 80% are economically disadvantaged students who receive free and reduced lunch. The ethnic/racial makeup of the student population is: 11% White Non-Hispanic, 35% Black Non-Hispanic, 50% Hispanic, 4% other. The school utilizes Title I funds to supplement the basic instructional program. The school prides itself on providing a safe learning environment with a suspension rate of less than 5% and an attendance rate of 95.25%. The enrollment at the school fluctuates by a 30% mobility rate.

Greynolds Park Elementary School employs 131 staff members, of those there are one principal, two assistant principals, fifty-seven classroom teachers, three pre-kindergarten teachers, and four gifted teachers (three self-contained/one pull-out). Additionally, there are the following special area teachers: five ESE, two music, two art, two ESOL inclusion, eight foreign language, three physical education, one math/science lab resource teacher, two reading coaches, one technology resource teacher, two media specialists, and two counselors. The school also employs one Community Involvement Specialist, three full-time paraprofessionals, five full-time Pre-K paraprofessionals and six clerical. The ethnic composition of Greynolds Park Elementary is Black, 29%; White, 50%; Hispanic, 20% and Asian 1%. Thirty-eight percent of the teachers have Masters Degrees and 9% hold either Specialists Degrees or Doctoral Degrees.

School Foundation

Leadership:

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Leadership was the knowledge of the organization's mission, item 1a, whereas, the weakest in that section was the inclusion of staff's opinion of the organization, item 1g. Based on aforementioned results, it is evident that the administration and the EESAC would benefit from identifying strategies that encourage the inclusion of the staff's opinions in the school's operation. The administration and the EESAC have clearly defined and communicated the school's vision, mission, and established goals for the improvement of student achievement. The administration and elected members of EESAC operate in accordance with the Sunshine Law and use consensus management to improve the potential of every student.

District Strategic Planning Alignment:

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Strategic Planning was analyzing progress, item 2c, whereas, the weakest in that section was the lack of staff input and ideas regarding the organization's future, item 2a. The administration and the elected members of EESAC would benefit from identifying strategies that solicits greater staff input and participation in the school's operation. The administration and EESAC follow the Sunshine State Standards, district and state guidelines, School Improvement Plan, and data sources and trends in order to accomplish the school's goals and objectives.

Stakeholder Engagement:

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Stakeholder Engagement/Customer and Market Focus was knowledge and identification of the stakeholders, item 3a, whereas, the weakest in that section was the staff's input in the decision making process, item 3e. The administration and stakeholders would benefit from identifying strategies that encourage greater staff input and participation in the EESAC decision making process. The stakeholders at Greynolds Park Elementary School are provided with extended learning opportunities addressing remedial, basic, and advanced academic needs of the students, as well as more opportunities for parents and the community to become active learners and participants in the school.

Faculty & Staff:

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Faculty and Staff/Human Resources was the people working as a team, item 5b, whereas the weakest in that section was the individual recognition of work performed by staff members, item 5d. The administration and EESAC has provided for common planning and professional development that encourages collaboration and the sharing of "Best Practices", but the school would benefit from identifying additional strategies that highlight individual staff member's contributions to the school. Additionally, the staff members have worked collaboratively and participated in a variety of workshops and trainings to enhance their skills and thus, positively impact student performance.

Data/Information/Knowledge Management:

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Data/Information/Knowledge Management/Process Management was the ability to individually measure quality of work, item 4a, whereas the weakest in that section was the staff's knowledge of how the organization is doing in general, item 4f. The administration and EESAC would benefit from identifying strategies that increase communication to the staff on how the school is performing and encourage greater participation in the EESAC. The administration has implemented opportunities for staff to monitor their individual performance and growth through many activities such as formal and informal administrative visits, mentoring and coaching, Professional Development, Professional Growth Teams, common planning, and the use of a variety of data sources. Staff performance is also monitored through the PACES, Certification, Professional Development Plans (PDP), and End of the Year Evaluations.

Education Design:

Greynolds Park Elementary School will use the Continuous Improvement Model (CIM). This model is comprised of an eight (8) step data-driven process that assesses students on a regular basis for enrichment and remediation. These steps include: test score review, disaggregating data, time-line development, instructional focus, assessment, tutorials, enrichments, maintenance, and monitoring of student progress.

The individual student needs identified by analysis of performance data drives the extended learning opportunities at Greynolds Park Elementary School. Students are provided extended learning opportunities through the implementation of during and after school tutorial programs. Additionally, an Academic Excellence Program and other extra-curricular programs are offered to provide enrichment activities to address the diverse needs and talents of our students. Greynolds Park Elementary School also provides a before and after school care program offering a variety of educational activities.

Performance Results:

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Leadership was the staff member's ability to recognize the organization's mission, item 1a, whereas the weakest in that section was understanding of how the organization is doing financially, item 7c. The administration and the EESAC would benefit by encouraging greater participation of the staff in the EESAC meetings so they are more aware of how the school is performing financially. The school has clearly communicated its mission and used the 8-Step Continuous Improvement Model to monitor and improve student scores, attendance, suspensions, and drop-out rates. The organization's highly experienced staff, truancy program, assessment platforms, District and State guidelines, and "Best Practices" have helped improve the performances to achieve and maintain a grade 'A' in the Florida School Report Card.

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 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 1 STATEMENT:

All students will meet or exceed the grade level or state standard for reading achievement.

Needs Assessment

Results from the 2005 School Performance Accountability Report indicate that 73% of the students tested made learning gains and 78% achieved high standards in reading. These scores reflect a 2% point increase in the number of students achieving learning gains and a 5% point increase in the number of students achieving at high standards when scores are compared from the previous year. However, 29% of the lowest 25% failed to make learning gains and an average of 27% of the students failed to meet the grade level standard. The Limited English Proficient (LEP) and the Students with Disabilities (SWD) continue to achieve at significantly lower levels than the other sub-groups. Data indicate that continued efforts should be made to increase students performing in the upper three quartiles and intense efforts provided for those students performing in the lowest quartile, including the LEP and SWD students. A Content Cluster Analysis indicates the following clusters of weakness that need focused attention: Grade 3 is Words and Phrases; Grade 4 are Reference and Research, and Words and Phrases; Grade 5 is Main Idea and Purpose.

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

Reading

Given instruction using the Sunshine State Standards (SSS) students in grades three through five will improve their reading skills as evidenced by an increase from 78% in 2005 to 81% of the students scoring at a level 3 or higher as documented by the 2006 administration of the FCAT reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Houghton Mifflin 5-day Comprehensive Researched-based Reading Plan in grades K-5.	Principal Assistant Principals Reading Coaches Classroom Teachers	8/8/2005	5/24/2006
Reinforce reading skills by utilizing developmentally appropriate computer assisted programs in grades Kindergarten through five: Accelerated Reader, SuccessMaker, Riverdeep, FCAT Explorer, and Waterford.	Principal Assistant Principals Classroom Teachers Technology Resource Teacher	8/8/2005	5/24/2006
Utilize data to support differentiated instruction to enhance the skill levels of students in the bubble.	Principal Assistant Principals Reading Coaches Classroom Teachers	8/8/2005	5/24/2006
Students with disabilities will be provided with additional tutoring by trained ICU tutors.	Principal Assistant Principals ESE Teachers Hourly Teachers	8/8/2005	5/24/2006
Incorporate Test Item Specifications into daily lesson plans, instruction, and questioning.	Principal Assistant Principals Reading Coaches Classroom Teachers	8/8/2005	5/24/2006
Provide in-school and after-school tutoring two times a week for Tier 2/3, Level 1 and 2 students, and students scoring in the lowest quartile on the Stanford Achievement Test.	Principal Assistant Principals Reading Coaches Classroom Teachers	9/12/2005	5/24/2006
Implement the inclusion model to assist SWD and LEP students in making adequate learning gains.	Principal Reading Coaches ESOL Teachers ESE Teachers	8/8/2005	5/24/2006

Research-Based Programs

Core Program: Houghton Mifflin Reading Basal Series

Intervention Programs: Voyager Passport, Soar to Success, and Early Success

Professional Development

Professional development for teachers will include: Houghton Mifflin/Comprehensive Researched-based Reading Program, Accelerated Reader, SuccessMaker, interpretation of Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Direct Assessment of Reading (DAR), Edusoft and SPI on-line data and its use to drive instruction, and Guided Reading techniques. For specified grade level teachers, professional development will include: Passport, Early Success, Soar to Success, E-SRUSS. Other trainings will be scheduled based upon teacher surveys, data analysis, District/Regional Center initiatives and teacher's Individual Professional Development Plans.

Evaluation

The 2006 FCAT reading test will serve as the primary source for evaluation. Weekly teacher-made tests, DIBELS, DAR, basal tests, and interim tests provided by the district will be used to monitor student progress. All test data will be shared with teachers at grade level meetings and used to focus instruction, tutoring, and enrichment to meet individual student and group needs.

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 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:

All students will meet or exceed the grade level or state standard for mathematics achievement.

Needs Assessment

Results from the 2005 School Performance Accountability Report indicate that 78% of the students tested made learning gains and 77% achieved high standards in mathematics. These scores reflect the school maintained the number of students achieving learning gains and an 11% point increase in the number of students achieving at high standards when scores are compared from the previous year. However, 22% failed to make learning gains and 28% of the students failed to meet the grade level standard. The Limited English Proficient (LEP) and the Students with Disabilities (SWD) continue to achieve at significantly lower levels than the other sub-groups. Data indicate that continued efforts should be made to increase students performing in the upper three quartiles and intense efforts provided for those students performing in the lowest quartile, including the LEP and SWD students. A Content Cluster Analysis indicates the following clusters of weakness that need focused attention: Grade 3 are Number Sense and Algebraic Thinking; Grade 4 are Geometry and Algebraic Thinking; Grade 5 are Number Sense and Data Analysis.

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

Mathematics

Given instruction using the Sunshine State Standards (SSS) students in grades three through five will improve their mathematics skills as evidenced by an increase from 77 % in 2005 to 80% of the students scoring at a level 3 or higher as documented by the 2006 administration of the FCAT mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Harcourt mathematics program daily using a long range plan and a focus calendar in grades three through five.	Principal Assistant Principals Classroom Teachers	8/8/2005	5/24/2006
Reinforce mathematics skills by utilizing developmentally appropriate computer assisted programs in grades kindergarten through five: SuccessMaker, FCAT Explorer, and Riverdeep.	Principal Classroom Teachers Technology Resource Teacher	8/8/2005	5/24/2006
Provide in-school and after-school tutoring for Level 1 and 2 students two times per week.	Principal Assistant Principals Classroom Teachers	9/12/2005	5/24/2006
Utilize data to support differentiated instruction to enhance the skill levels of students on the bubble.	Principal Assistant Principals Classroom Teachers	8/8/2005	5/24/2006
Incorporate Test Item Specifications into daily lesson plans, instruction, and questioning.	Principal Assistant Principals Classroom Teachers	8/8/2005	5/24/2006
Implement the inclusion model to assist SWD and LEP students make adequate learning gains.	Principal Assistant Principals Classroom Teachers ESE Teachers ESOL Teachers	8/8/2005	5/24/2006
Provide a mathematics/science laboratory experience once a week to students in selected grade three classes and all classes in grades four through five to enhance critical thinking and model the use of hands-on instruction.	Principal Assistant Principals Classroom Teachers Math Lab Resource Teacher	8/15/2005	5/24/2006

Research-Based Programs

Core Program: Harcourt Mathematics Program

Professional Development

Professional development for teachers will include: SuccessMaker, FCAT Explorer, Riverdeep, interpretation of Edusoft and SPI on-line data and its use to drive instruction, and a review of the Test Item Specifications. The Mathematics Resources Teacher will provide workshops and model the use of differentiated instruction, use of hands-on mathematics and lessons that integrate science skills. Other trainings will be scheduled based upon teacher surveys, data analysis, District/Regional Center initiatives and teacher's Individual Professional Development Plans.

Evaluation

The 2006 FCAT mathematics test will serve as the primary source for evaluation. Weekly teacher-made tests, basal tests, and interim tests provided by the district will be used to monitor student progress. All test data will be shared with teachers at grade level meetings and used to focus instruction/tutoring to meet individual student and group needs.

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 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 checked="" type="checkbox"/>

GOAL 3 STATEMENT:

All students will be able to communicate effectively in writing.

Needs Assessment

Results of the 2005 FCAT writing test indicate that 87% of the fourth grade students tested met high standards and the state's required mastery level. The combined mean score of the tested population is 3.8. In addition, 87% of the students achieved proficiency as per the No Child Left Behind (NCLB) adequate yearly progress report by improving performance in writing by 1 percentage point.

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

Writing

Given instruction using the Sunshine State Standards students in grade four will improve their writing skills as evidenced by an increase from 87% in 2005 to 88% of the student scores meeting high standards as documented by the 2006 administration of the FCAT writing test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct grade level training sessions on holistic scoring and planning for the inclusion of Lessons Learned in writing instruction.	Principal Assistant Principals Reading Coaches	8/8/2005	5/24/2006
Differentiate writing instruction based upon district assessments, monthly writing prompts, and daily Houghton Mifflin writing activities for students in grades kindergarten through five.	Principal Classroom Teachers Reading Coaches	8/8/2005	5/24/2006
Utilize hourly teachers and in-school tutoring to increase students scoring at a 0 to 3 on the pre-test conducted in September.	Principal Assistant Principals Reading Coach Classroom Teac	12/5/2005	5/24/2006
Implement the inclusion model to assist SWD and LEP students make adequate learning gains.	Principal Reading Coach ESOL Teachers ESE Teachers	8/8/2005	5/24/2006
Conduct individual and small group conferencing with students on strategies to improve their writing.	Principal Assistant Principals Classroom Teachers	8/8/2005	5/24/2006
Participate in district sponsored or approved writing competitions.	Principal Assistant Principals Reading Coach Classroom Teachers	8/8/2005	5/24/2006
Benchmark with other schools achieving at higher levels.	Principal Assistant Principals Reading Coaches Classroom Teachers	8/17/2005	5/24/2006

Research-Based Programs

Core Program: Houghton Mifflin Reading Program / Daily Writing

Professional Development

Professional development for teachers will include: interpretation of Edusoft and SPI on-line data and its use to drive instruction, a review of Lessons Learned, and holistic scoring. The Reading Coaches will provide workshops and model the use of differentiated instruction, use conferencing for skill development. Other trainings will be scheduled based upon teacher surveys, data analysis, District/Regional Center initiatives and teacher's Individual Professional Development Plans.

Evaluation

This objective will be evaluated by scores of the 2006 FCAT writing test. School-wide monthly and the District provided interim writing assessment score reports will provide formative data to monitor progress.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

All students will meet or exceed the grade level or state standard for science achievement.

Needs Assessment

Scores on the 2005 FCAT science test indicate that the students in fifth grade achieved a mean scale score of 298 points in comparison to the District mean scale score of 286 and the State score of 296. The data indicate that while the fifth grade students scored above the District and State mean scaled scores, the cluster area that needs focused attention is Earth and Space.

Measurable Objective

Science

Given instruction using the Sunshine State Standards, students in fifth grade will maintain or improve their science skills as evidenced by the 2005 mean scale score of 298 when compared to the 2006 FCAT science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide weekly scheduled science/mathematics laboratory experiences for students in grades four through five and additional time for grades two through three participation in activities that promote hands-on problem solving and critical thinking.	Principal Assistant Principals Science Lab Resource Teacher Classroom Teachers	8/8/2005	5/24/2006
Instruct all students in the use of science processing skills using an integrated hands-on inquiry-based approach to science and mathematics through the use of kit-based instruction.	Principal Classroom Teachers Science Lab Resource Teacher	8/8/2005	5/24/2006
Use the botanical gardens at the school as an instructional resource.	Principal Assistant Principals Classroom Teachers	8/8/2005	5/24/2006
Conduct an annual Science Fair for students in all grades. Students in grades Kindergarten through second will submit class/group projects and in grades third through fifth individual projects.	Principal Assistant Principals Classroom Teachers Science Lab Resource Teacher	4/3/2006	5/24/2006
Plan for the implementation of two or more hands-on science activities per month at every grade level.	Principal Assistant Principals Classroom Teachers Science Lab Resource Teacher	8/8/2005	5/24/2006
Integrate mathematics and reading skills into science instruction. Use guided reading materials as a vehicle to reinforce science skills.	Principal Assistant Principals Classroom Teachers	8/8/2005	5/24/2006
Incorporate Test Item Specifications into daily lesson plans, instruction, and questioning.	Principal Assistant Principals Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

Core Program: Scott Foresman Science Program and
Supplemental Program: Full Options Science System (FOSS)

Professional Development

Professional development will include a focus on the eight strands of science, the use of hands-on activities, instruction using the Test Items Specifications and the long range plans. In-house training sessions and modeling will be conducted in the schools' Science/Mathematics Laboratory. Other training sessions will be scheduled based upon teacher surveys, data analysis, District/Regional Center initiatives and teacher's Individual Professional Development Plans.

Evaluation

The 2006 FCAT Science Test will serve as the primary measure for evaluation. The use of basal tests and District provided Interim assessments will serve as the formative data to monitor progress.

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

GOAL 5 STATEMENT:

Each student's parent will become an active partner with the school in their child's education.

Needs Assessment

Greynolds Park Elementary has won the Five Star Award for parental and community involvement during the 2002-2003 and 2003-2004 school years. We expect to continue this high level of participation in all five areas. The 2004-2005 Parental Involvement Rosters indicated that 566 parents were involved in the school's parenting classes and academic in-services that provided strategies which assisted parents in helping their children with Home Learning Activities. We also had 7769 parents who demonstrated involvement as documented by the Title I Parent Involvement Reports. We will be providing home information in a tri-lingual format and targeting the parents of our less proficient students to increase parent involvement and improve the student achievement of all students.

Measurable Objective

Parental Involvement

Given the need to establish a link between school, home, and community to support the efforts to improve student academic achievement, parental involvement will increase from 7769 in 2005 by 2% to 7924 in the number of parents participating in the parental involvement program in 2006 as documented by the Title I Parent Involvement Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide informational workshops and resources in the parents' home language to empower parents with the knowledge base to improve their parental skills, their understanding of child-related health issues, and direct their own personal growth and the use of technology.	Principal Assistant Principals Community Involvement Specialist Classroom Teachers	8/8/2005	5/24/2006
Provide and maintain a parent resource center with instructional materials for parents use.	Principal Assistant Principals Community Involvement Specialist	8/8/2005	5/24/2006
Maintain an open line of communication, in parents' home language, between the home and school through the use of student progress reports, report cards, letters, flyers, school newsletters, parent/teacher conferences, telephone calls and home visits.	Principal Assistant Principals Community Involvement Specialist Classroom Teachers	8/8/2005	5/24/2006
Utilize the Parent Compact (Title I parent compact) to encourage active involvement and support in both school activities and home learning.	Principal Assistant Principals Community Involvement Specialist Classroom Teachers	8/8/2005	5/24/2006
Encourage parents to serve as volunteers to support the academic achievement of students.	Principal Assistant Principals Community Involvement Specialist	8/8/2005	5/24/2006
Encourage active parent participation in decision-making groups: Room Parent, Parent Teacher Association (PTA) liaison, School Advisory Council.	Principal Assistant Principals Community Involvement Specialist PTA President	8/8/2005	5/24/2006
Plan and provide weekly workshops such as the Passport to Success parent training and encourage attendance at Parent Academy course offerings to empower parents with the skills needed to assist students from pre-kindergarten through grade five with home learning activities.	Assistant Principals Community Involvement Specialist Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Participation in the Title I Community Involvement Specialist Workshops

Evaluation

This objective will be evaluated by the number of parents/guardians who sign the Title I Parental Involvement Rosters as indicated on the Title I Parent Involvement Report charting: parent workshops, school-wide workshops/meetings and returned signed parent/student compacts.

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.)

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

GOAL 6 STATEMENT:

All students will demonstrate the qualities of good citizenship.

Needs Assessment

Results from the 2004-2005 Referral Action Suspension Report indicates that 60 students served an out-of-school suspension. In an effort to decrease the aforementioned suspension rate and promote and maintain a safe learning environment the number of out-of school suspensions will decrease by 5% to 57 out-of door school suspensions as evidenced on the Referral Action Suspension Report.

Measurable Objective

Discipline and Safety

Given the need to promote student achievement, the out-of-door suspension rate for 2005 indicates that 60 students served suspensions; the number suspensions will be decreased by 5% as evidenced by no more than 57 students listed as serving out-of-door suspensions on the 2006 Referral Action Suspension Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Review, implement, and adhere to the Miami-Dade County Public Schools' Code of Student Conduct as evidenced by the opening of school agenda and Student Handbook.	Principal Assistant Principals Counselors Classroom Teachers	8/8/2005	5/24/2006
Implement classroom discipline plans that focus on positive feedback and reinforcement as evidenced by posted classroom discipline charts.	Principal Assistant Principals Counselors Classroom Teachers	8/8/2005	5/24/2006
Conduct individual preventative counseling sessions focusing on non-violent approaches to solving problems as evidenced by the Student Service Reports.	Principal Assistant Principals Counselors	8/8/2005	5/24/2006
Conduct motivational programs such as "Do The Right Thing" as evidenced by monthly nomination forms.	Assistant Principals Counselors Classroom Teachers	8/8/2005	5/24/2006
Offer peer mentoring/mediation programs, and other student leadership activities such as Future Educators of America (FEA) and school patrols, to students identified as having difficulties with interpersonal relationships and conflict resolution as evidenced by rosters.	Assistant Principals Counselors Classroom Teachers Activities/Club Sponsors	9/12/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

The objective will be evaluated by comparing the number of students that served out-of-school suspensions on the 2004-2005 to the 2005-2006 Referral Action Suspension Reports.

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

GOAL 7 STATEMENT:

Students will achieve technological literacy as defined by the National Education Technology Standards

Needs Assessment

To compete in this global economy, students must develop their technological skills. The National Education Technology Standards provide a framework for technological literacy. The 2004-2005 average gains on SuccessMaker for the grade two students using "Initial Reading" (IR) indicates a .51 gain and for grades three through five students using "Reader's Workshop" (RW) a .44 gain.

Measurable Objective

Technology

Given instruction based on the National Education Technology Standards, through the use of SuccessMaker computer assisted reading program, students in grades two through five made an average gain of 4.75 points in 2005 and will increase in 2006 by an average of a .25 point gain in SuccessMaker reading courseware after Initial Placement Motion (IPM) as evidenced by the SuccessMaker cumulative performance reporting system.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Students in grades first through fifth will use grade specific SuccessMaker reading courseware to reinforce their skills approximately 15 minutes daily.	Assistant Principals Technology Resource Teacher Classroom Teachers	8/8/2005	5/24/2006
At risk students will receive additional SuccessMaker reading sessions in the computer lab.	Assistant Principals Technology Resource Teacher Classroom Teachers	8/8/2005	5/24/2006
Cumulative performance reports will be analyzed on a weekly basis in order to make the appropriate program adjustments.	Principal Assistant Principals Technology Resource Teacher Classroom Teachers	8/15/2005	5/24/2006
Teachers will receive Professional Development to enhance their implementation of SuccessMaker.	Principal Assistant Principals Technology Resource Teacher	9/12/2005	5/24/2006

Research-Based Programs

Core Program: SuccessMaker

Professional Development

SuccessMaker Training

Evaluation

The SuccessMaker cumulative performance reports will be analyzed on a weekly basis and the end-of-the-year report will be used to document the average students' gains.

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.)

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

GOAL 8 STATEMENT:

Improve the health and fitness of all students.

Needs Assessment

There is a correlation between physical fitness, positive self-esteem, good health, good attendance, and thus resulting in higher student academic performance. Results from the physical fitness 2004-2005 FITNESSGRAM, a health related fitness test, indicates that 55% of the students in grades four and five adequately performed on the Miami-Dade County FITNESSGRAM.

Measurable Objective

Health and Physical Fitness

Given instruction using the Sunshine State Standards, students in grades four and five will increase their physical fitness level from 55% in 2005 to 58% of students obtaining a level Gold or Silver on the 2006 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Engage students in physical fitness activities 2 hours a week as evidenced by weekly instructional lesson plans.	Principal Assistant Principals Physical Education Teachers	8/8/2005	5/24/2006
Implement Pre/Post Tests that will measure student/school improvement and physical progress as evidenced by Post Test results.	Assistant Principals Physical Education Teachers	8/8/2005	5/24/2006
Emphasize activities that will improve cardiovascular, muscular strength building, flexibility training, and endurance training enhancing activities as evidenced by weekly instructional lesson plans.	Assistant Principals Physical Education Teachers	8/8/2005	5/24/2006
Select activities specifically related to assessment component items which would enhance specificity as evidenced by weekly instructional lesson plans.	Physical Education Teachers	8/8/2005	5/24/2006
Integrate monthly physical fitness related article summaries in order to address physical education action plan across the curriculum as evidenced by the teachers' lesson plans.	Principal Assistant Principals Physical Education Teachers	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

The objective will be evaluated using the results from the 2006 Miami-Dade County FITNESSGRAM. Physical Education teachers' lesson plans will reflect the implementation of strategies.

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.)

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

GOAL 9 STATEMENT:

Students will explore and pursue areas of interest and special talents.

Needs Assessment

Students who develop their individual talents and pursue their individual interests demonstrate higher levels of motivation. The school offered nine extra-curricular opportunities for students during the 2004-2005 school year. To increase the opportunities for student participation, the school will work to expand the offerings to encourage increased participation through expansion and greater diversity in the offerings.

Measurable Objective

Electives and Special Areas

Given the need to develop students individual talents, the number of extra-curricular opportunities will increase from 9 programs/clubs in 2005 to a minimum of 11 programs/clubs for the 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Work with the school district, feeder pattern schools, and community members to identify extra-curricular programs and funding sources.	Principal Assistant Principal Teacher Sponsors	9/12/2005	5/24/2006
Purchase additional violins to double the strings program (offering 2 levels of instruction) as well as other musical instruments and resources to support chorus, and dance.	Principal Music Teacher Teacher Sponsors	9/12/2005	5/24/2006
Provide opportunities for students to enhance their service to the school and community.	Assistant Principal Teacher Sponsors	9/12/2005	5/24/2006
Provide opportunities for students to serve as mentors for conflict resolution.	Assistant Principal Counselors	9/12/2005	5/24/2006
Provide opportunities for students to enhance their mathematics, science, technical, and critical thinking skills.	Assistant Principal Teacher Sponsors	9/12/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Professional development associated with club/program sponsorship.

Evaluation

The objective will be measured by comparing the listing of student clubs/extra-curricular programs from 2004-2005 to the offerings during the 2005-2006 school year.

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.)

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

GOAL 10 STATEMENT:

Greynolds Park 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 Florida Department of Education (FLDOE) indicate that in 2003, Greynolds Park Elementary School ranked at the 70th percentile on the State of Florida ROI index.

Measurable Objective

Return on Investment

Greynolds Park Elementary School will improve on the State of Florida ROI index publication from the 70th percentile rank in 2003 to the 71st percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principals	8/8/2005	5/24/2006
Collaborate with the District on resource allocation.	Principal Assistant Principals	8/8/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principals	8/8/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies	Principal Assistant Principals	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Greynolds Park Elementary School will show progress toward reaching the 71st percentile rank.

EESAC Compliance

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

Budget:

The EESAC reviewed the budget for the 2005-2006 school year and has made recommendations based on the available funds.

Training:

The EESAC reviewed a needs assessment using test data and teacher requests to provide recommendations for the staff development schedule.

Instructional Materials:

The EESAC met with constituents to recommend instructional and supplemental materials.

Technology:

The EESAC reviewed purchased hard and software for the school site and discussed the upgrading process through QZAB funds.

Staffing:

The EESAC made recommendations to continue to use paraprofessionals and hourly personnel to increase classroom support.

Student Support Services:

The EESAC has discussed strategies to provide students with support services through the development of the School Improvement Plan Goal 6, which addresses the areas of discipline and safety.

Other Matters of Resource Allocation:

The EESAC works with the administration and PTA to provide incentive programs that reward student performances.

Benchmarking:

The EESAC has established means in the School Improvement Plan to assess progress throughout the course of the school year. Recommendations will be made to maintain or increase student achievement.

School Safety & Discipline:

The EESAC has reviewed strategies that provides and maintains a safe learning environment as outlined in the Miami-Dade County Public Schools Code of Student Conduct and Goal 6 of the School Improvement Plan.

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