
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 2281 - Greynolds Park Elementary School

FeederPattern: North Miami Beach Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Dr. Alice Quarles

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Greynolds Park Elementary School

Greynolds Park Elementary School serves 1,252 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.

Given instruction based on the Sunshine State Standards (SSS), students in grades three through five will maintain or improve their reading skills as evidenced by 77 percent of the students scoring an Achievement Level 3 or higher in reading as documented by the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), students in grades three through five will maintain or improve their mathematics skills as evidenced by 70 percent of the students scoring an Achievement Level 3 or higher in mathematics as documented by the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards (SSS), students in grade four will achieve a Level 3.5 or higher as documented by the 2007 administration of the FCAT Writing Assessment.

Given instruction based on the Sunshine State Standards (SSS), students in grade five will maintain or improve their science skills as evidenced by 55 percent of the students scoring an Achievement Level 3 or higher in science as documented by the 2007 administration of the FCAT Science Assessment.

Given the need to establish a link between school, home, and community to improve student achievement, parental involvement activities will increase from 56 parental involvement activities in 2006 by five percent to 59 parental involvement activities in 2007 as documented by the Title I Parent Involvement Report.

Given the Code of Student Conduct and the need to promote student achievement, out-of-door suspensions will decrease from 36 students in 2005 - 2006 to 32 students in 2006 - 2007, a ten percent reduction, as evidenced by the 2007 Referral Action Suspension Report.

Given instruction based on the National Technology Standards, students in grades Kindergarten through five will increase their use of technology to improve student achievement as evidenced by 60 percent of

the students using technology based learning systems as documented by program summary reports.

Given instruction using the Sunshine State Standards, students in grades four and five will increase their physical fitness level from 60 percent in 2006 to 61 percent of students obtaining a level Gold or Silver on the 2007 FITNESSGRAM Test.

Given the need to develop individualized student talents, the number of extended learning opportunities/extra curricular opportunities will increase from ten in 2006 to a minimum of twelve for the 2007 school year as evidenced by 2006 - 2007 attendance rosters.

Greynolds Park Elementary School will improve on the State of Florida ROI Index publication from the 80th percentile rank in 2004 – 2005 to the 81st percentile on the next publication of the Index.

The 2006-2007 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 2006-2007 school year. The EESAC also analyzed the September 2006 Organizational Performance Improvement Snapshot Survey and concluded that the two weakest areas were Process Management and Strategic Planning, scoring 4.2 and 4.1 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

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.

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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.

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 portable classrooms, 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 system, computers and printers, and a Smart Board and projector. Our building is currently at 155 percent of its capacity.

Greynolds Park Elementary School serves 1,252 pre-kindergarten through fifth grade students from the surrounding multi-ethnic neighborhood. Of these students, 59 percent participate in the standard curriculum program, 16 percent participate in Exceptional Student Education Program (ESE), 25 percent participate in English for Speakers of Other Languages Program (ESOL), and 81 percent are economically disadvantaged students who receive free and reduced lunch. The ethnic/racial makeup of the student population is:

11 percent White Non-Hispanic, 34 percent Black Non-Hispanic, 51 percent Hispanic, 4 percent 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 percent and an attendance rate of 95.67 percent. The enrollment at the school fluctuates by a 20 percent mobility rate.

Greynolds Park Elementary School employs 148 staff members, of those there are one principal, two assistant principals, 63 classroom teachers, three pre-kindergarten teachers, and five gifted teachers (four self-contained/one pull-out). Additionally, there are the following special area teachers: six ESE, two music, two art, two ESOL inclusion, eight foreign language, three physical education, one math/science lab resource teacher, one reading coach, one technology specialist, 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 staff is Black, 26 percent; White, 27 percent; Hispanic, 46 percent and Asian, 1 percent. Thirty-seven percent of the teachers have Masters Degrees and 8 percent hold either Specialists Degrees or Doctoral Degrees.

School Foundation

Leadership:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Leadership was, knowing the school mission, item 1a, whereas, the weakest in that section was, my work location asks me what I think, item 1g. Based on the aforementioned results, it is evident that the administration and the EESAC would benefit from identifying strategies that encourage the inclusion of staff's opinion 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 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Strategic Planning was, knowing how to tell if progress was made, item 2b, whereas, the weakest in that section was, my work location asks for my ideas as planning for the future takes place, item 2a. The administration and the elected members of EESAC would benefit from identifying strategies that encourage greater staff input and participation in the EESAC . 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.

Stakeholder Engagement:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Stakeholder Engagement/Customer and Market Focus was, I know who my most important customers are, item 3a, whereas, the weakest in that section was, I am allowed to make decisions to solve problems for my customers, item 3e. The administration and stakeholders would benefit from identifying strategies that encourage greater staff input and participation in the EESAC. 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 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Faculty and Staff/Human Resources was, the people I work with cooperate as a team, item 5b, whereas the weakest in that section was, I am recognized for my work, 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 need based workshops and trainings to enhance their skills and thus, positively impact student performance.

Data/Information/Knowledge Management:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Data/Information/Knowledge Management/Process Management was, I know how to analyze (review) the quality of my work to see if changes are need, item 4b, whereas the weakest in that section was, I have control over my work process, item 6d. 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 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest category was in the area of Measurement, Analysis, and Knowledge Managment whereas the weakest category was in the area of Strategic Planning. 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 type="checkbox"/>

GOAL 1 STATEMENT:

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

Needs Assessment

The results from the 2006 School Performance Accountability Report indicate that 66 percent of the students assessed made learning gains and 76 percent achieved high standards in reading. These scores reflect a 13 percent point decrease in the number of students achieving learning gains and a two percent point decrease in the number of students achieving at high standards when scores are compared from the previous year. Thirty seven percent of the lowest 25 percent failed to make learning gains. In addition 24 percent 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, Comparisons; Grade 4, Reference/Research and Words/Phrases; Grade 5, Main Idea/Purpose.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input 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 (SSS), students in grades three through five will maintain or improve their reading skills as evidenced by 77 percent of the students scoring an Achievement Level 3 or higher in reading as documented by the 2007 administration of the FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Continuous Improvement Model (CIM) to support the facilitation of differentiated instruction for students in Kindergarten through fifth grade during the two hour (CORE and Guided Reading) instructional block and the during-school tutorial program.	Principal, Assistant Principals, Classroom Teachers, Technology and Resource Teachers, Paraprofessionals	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement the Comprehensive Research-Based Reading Plan (CRRP) utilizing the Houghton Mifflin Reading Basal in grades Kindergarten through five.	Principal, Assistant Principals, Reading Coach, Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement the inclusion model and small group individualized instruction (resource) to assist Students with Disabilities (SWD) and Limited English Proficient (LEP) students in making adequate learning gains.	Principal,Assistant Principals, Reading Coach, ESOL Teachers, ESE Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00
Implement during-school, after- school, and Saturday Academy programs for students in grades Kindergarten through five, targeting all achievement levels, utilizing developmentally appropriate reading programs which will be monitored monthly according to program reports, DIBELS, and benchmark assessments: Reading Plus, Voyager, Early Success, Soar to Success, Waterford, Read 180, Quick Reads, SuccessMaker.	Principal, Assistant Principals, Reading Coach, Classroom Teachers, Resource Teachers, Paraprofessionals	8/21/06	5/30/2007	District-wide literacy plan	\$25000.00
Offer parent involvement meetings and activities to provide information related to promoting student reading achievement.	Principal, Assistant Principals, Reading Coach, Community Involvement Specialist	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Provide bi-weekly professional development	Principal,	8/14/2006	5/30/2007	District-wide	\$3000.00

<p>activities for instructional and support staff using learning communities and the coaching-mentoring model to enhance reading instruction with emphasis on using the Test Item Specifications, Main Idea/Purpose, Words/Phrases, Comparisons, and Reference/Research content cluster strategies.</p>	<p>Assistant Principals, Reading Coach, Classroom Teachers</p>		<p>literacy plan</p>	
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Research-Based Programs

Houghton Mifflin Reading Basal Series
 Voyager Passport
 Soar to Success
 Early Success
 Reading Plus
 Read 180

Professional Development

District and In-House Houghton Mifflin/Comprehensive Research-Based Reading Plan
 In-House Guided Reading Strategies
 District/Regional Center Using the Test Item Specifications/Reading Standards
 District/Regional Center DRAW for Third Grade Teachers
 In-House Main Idea/purpose, Words/Phrases, Comparison, and Reference/Research Strategies
 In-House Co-Teaching Model
 In-House Accelerated Reader
 In-House SuccessMaker
 In-House Waterford
 In-House Dynamic Indicators of Basic Early Literacy Skills (DIBELS) District/In-House Indicadores Dinamicos del Exito en la Lectura (IDEL)
 In-House Direct Assessment of Reading (DAR)
 District/Regional Center Reading Plus
 District/In-House Edusoft and SPI on-line data/Use to Drive Instruction
 In-House Using Smart Board Technology to Support Reading and Language Arts Instruction
 In-House Voyager Passport
 In-House Early Success
 In-House Soar to Success

Evaluation

2007 FCAT Reading Assessment

Weekly and Bi-weekly Teacher Authored Assessments

Monthly Benchmark Assessments

Accelerated Reader Reports

SuccessMaker Reports

Reading Plus Reports

DIBELS Data

District Interim Assessments

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

GOAL 2 STATEMENT:

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

Needs Assessment

The results from the 2006 School Performance Accountability Report indicate that 61 percent of the students assessed made learning gains and 67 percent achieved high standards in mathematics. These scores reflect a decrease of 17 percentage points of students making learning gains and a decrease of 11 percentage points of the students achieving high standards when scores are compared from the previous year. 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 strand analysis indicates the following areas of weakness that need focused attention: Grade 3, Geometry and Data Analysis; Grade 4, Geometry, Algebraic Thinking, and Data Analysis; Grade 5, 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	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), students in grades three through five will maintain or improve their mathematics skills as evidenced by 70 percent of the students scoring an Achievement Level 3 or higher in mathematics as documented by the 2007 administration of the FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the inclusion model to assist SWD and LEP students make adequate learning gains.	Principal, Assistant Principals, Classroom Teachers, ESE Teachers, ESOL Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00
Provide a mathematics laboratory experience to students in grades three through five to enhance critical thinking and model the use of hands-instruction.	Principal, Assistant Principals, Classroom Teachers, Math/Science Facilitator	8/14/2006	5/30/2007	School-to-Career	\$1000.00
Implement the Continuous Improvement Model (CIM) to support the facilitation of differentiated instruction during the one hour mathematics instructional block and the during-school tutorial program.	Principal, Assistant Principals, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide during-school, after- school, and Saturday academy programs for students in grades three through five, targeting all achievement levels, utilizing developmentally appropriate mathematics programs which will be monitored monthly using benchmark assessment data and program reports: SuccessMaker, FCAT Explorer, and Riverdeep.	Principal, Assistant Principals, Classroom Teachers	8/21//2006	5/30/2007	Continuous Improvement Model	\$25000.00
Implement the Harcourt Mathematics Program daily with the district pacing guide to provide and maintain focus in grades Kindergarten through five.	Principal, Assistant Principals, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Offer parent involvement meetings and activities to provide information related to promoting student mathematics achievement.	Principal, Assistant Principals, Math/Science Facilitator, Community Involvement Specialist	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Provide bi-weekly professional development activities for instructional and support staff	Principal, Assistant Principals, Classroom Teachers,	8/14/2006	5/30/2007	Continuous Improvement Model	\$2000.00

<p>using learning communities and the coaching and mentoring model to enhance mathematics instruction with emphasis on using the Test Item Specifications, Geometry, Data Analysis, Algebraic Thinking, and Number Sense strategies.</p>	<p>Math/Science Facilitator</p>	
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Research-Based Programs

Harcourt Mathematics Program

Professional Development

In-House SuccessMaker

In-House FCAT Explorer

In-House Riverdeep

In-House Interpretation of EduSoft and SPI on-line data/Use to Drive Instruction

In-House Smart Board Technology to Enhance Mathematics Instruction

Regional Center/In-House Using Test Item Specifications/Mathematics Standards

In-House Differentiated Instruction

In-House Use of Hands-on Mathematics and Lessons That Integrate Science skills

In-House Geometry, Data Analysis, Algebraic Thinking, and Number Sense Skill Strategies

District/Regional Center Initiatives

Evaluation

The 2007 FCAT Mathematics Assessment

Weekly and Bi-weekly Teacher Authored Assessments

Monthly Benchmark Assessments

Harcourt Textbook Assessments

District Interim Assessments

GOAL 3: WRITING

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 3 STATEMENT:

All students will be able to communicate effectively in writing.

Needs Assessment

Results of the 2006 FCAT Writing Assessment indicate that 91 percent of the fourth grade students assessed met high standards and the state’s required mastery level. The combined mean score of the tested population is 4.1. Eighty seven percent of the students tested met proficiency level 3.5 or higher and 72 percent met proficiency level 4.0 and above. Twelve percent of the students tested scored 3.5 or below. In addition, 98 percent 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), students in grade four will achieve a Level 3.5 or higher as documented by the 2007 administration of the FCAT Writing Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize a school-wide writing focus calendar to ensure specific comprehensive skill instruction takes place in a sequential manner.	Principal, Assistant Principals, Reading Coach, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement specific writing strategies in grades Kindergarten through five: writers workshop, author's chair, conferencing, anchor papers, show not tell, narrative and expository model writing.	Principal, Assistant Principals, Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement the inclusion model to assist SWD and LEP students make adequate learning gains.	Principal, Assistant Principals, Reading Coach, ESOL Teachers, ESE Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00
Implement the Continuous Improvement Model (CIM) to support the facilitation of differentiated instruction during the instructional block and the during-school writing tutorial program.	Principal, Assistant Principals, Classroom Teachers, Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Facilitate monthly whole group/grade level instruction and prompt administration to fourth grade students to enhance student writing skills and model teacher strategy implementation.	Principal, Assistant Principals, Reading Coach, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide professional development activities for instructional and support staff using learning communities and the coaching and mentoring model to enhance writing instruction with emphasis on Lesson's Learned, holistic scoring, Test Item Specifications, writers workshop, and using monthly writing prompts for differentiated instruction.	Principal, Assistant Principals, Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$1000.00

Research-Based Programs

Houghton Mifflin Reading Program / Daily Writing

Professional Development

In-House Interpretation of Edusoft and SPI On-line Data/Use to Drive Instruction

In-House Lesson's Learned

In-House Holistic Scoring

In-House Use of the Test Item Specifications

In-House Using Smart Board Technology to Enhance Writing Instruction

In-House Differentiated Instruction

In-House Implementing the GPES Writing Plan/Focus Calendar

In-House Implementation of Writing Strategies For Skill Development

District/Regional Center Initiatives

Evaluation

The 2007 FCAT Writing Assessment

School-wide Monthly Writing Assessments

District Provided Pre/Post Writing Assessments

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 type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

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

Needs Assessment

Scores on the 2006 FCAT Science Assessment indicate that 30 percent of the students in fifth grade achieved a Level 3 or higher. A content cluster/strand analysis indicates the following areas of weakness that need focused attention: Earth and Space, and Scientific Thinking.

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), students in grade five will maintain or improve their science skills as evidenced by 55 percent of the students scoring an Achievement Level 3 or higher in science as documented by the 2007 administration of the FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Continuous Improvement Model (CIM) to support the facilitation of differentiated instruction during the science instructional block, science lab, and Saturday Academy.	Principal, Assistant Principals, Classroom Teachers, Math/Science Facilitator	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide a science laboratory experience to students in grade five to promote hands-on problem solving and critical thinking skills.	Principal, Assistant Principals, Math/Science Facilitator	8/14/2006	5/30/2007	School-to-Career	\$1000.00
Implementation of two or more hands-on science activities per month as documented by teacher lesson plans.	Principal, Assistant Principals, Classroom Teachers, Math/Science Facilitator	8/14/2006	5/30/2007	School-to-Career	\$1000.00
Instruct all students in grades Kindergarten through five using science process skills and an integrated, hands-on, inquiry based approach to science and mathematics.	Principal, Assistant Principals, Classroom Teachers, Math/Science Facilitator	8/14/2006	5/30/2007	School-to-Career	\$0.00
Implement a Saturday Academy program for targeted students in fifth grade, focusing on the eight strands of science which will be monitored by benchmark assessment data.	Principal, Assistant Principals, Math/Science Facilitator	1/8/2007	2/16/2007	Continuous Improvement Model	\$0.00
Provide professional development activities for instructional staff using learning communities and the coaching and mentoring model to enhance science instruction with emphasis on using the Test Item Specifications, to strengthen Earth and Space, and Scientific Thinking skills.	Principal, Assistant Principals, Math/Science Facilitator	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Scott Foresman Science Program
Full Options Science System (FOSS)

Professional Development

In-House Teaching/Modeling the Eight Strands of Science
In-House Use of Hands-on Activities
Regional Center/In-House Test Items Specifications/Science Standards for Grade Five
In-House Implementing the District Pacing Guide
In-House Using Smart Board Technology to Enhance Science Instruction
District/Regional Center Initiatives

Evaluation

The 2007 FCAT Science Assessment
Weekly Teacher Authored Assessments
Monthly Benchmark Assessments
Florida Department of Education Science Simulation Assessment

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 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 checked="" type="checkbox"/>	<input 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 2005-2006 Parental Involvement Program sponsored 56 parent activities and events. 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 2,990 parents who demonstrated involvement as documented by the Title I Parent Involvement Reports.

Measurable Objective

Given the need to establish a link between school, home, and community to improve student achievement, parental involvement activities will increase from 56 parental involvement activities in 2006 by five percent to 59 parental involvement activities in 2007 as documented by the Title I Parent Involvement Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Maintain a parent resource center with instructional, health, technology and community materials for parental use.	Principal, Assistant Principals, Community Involvement Specialist	8/14/2006	5/30/2007	Communities of Practice	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage active participation and involvement via Parent Teacher Association (PTA), EESAC, and the Room Parent/Volunteer Program to support the academic achievement of students.	Principal, Assistant Principals, Community Involvement Specialist, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Maintain an open line of communication in English, Spanish, and Creole through the use of the Parent Compact (Title I Parent Compact), Connect Ed, student progress reports, report cards, student agendas, monthly newsletters, parent/teacher conferences, home visits, and Home & School Connection newsletters.	Principal, Assistant Principals, Community Involvement Specialist, Classroom Teachers	8/14/2006	5/30/2007	Community Partnerships	\$5000.00
Offer informational workshops and events in English, Spanish, and Creole to provide parents with available resources, skills needed to assist students in Kindergarten through fifth grade with school and home learning activities, skills needed to use technology, and direct their own personal growth.	Principal, Assistant Principals, Community Involvement Specialist, Classroom Teachers	8/14/2006	5/30/2007	Small Learning Communities	\$1000.00

Research-Based Programs

National Parent Teacher Association

Professional Development

District/Regional Center Title I Community Involvement Specialist Workshops

Evaluation

2006 - 2007 Title I Parental Involvement Rosters

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 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 type="checkbox"/>

GOAL 6 STATEMENT:

All students will demonstrate the qualities of good citizenship.

Needs Assessment

Results from the 2005 – 2006 Referral Action Suspension Report indicate that 32 students, a total of 40 reported incidents, served an out-of-door suspension.

Measurable Objective

Given the Code of Student Conduct and the need to promote student achievement, out-of-door suspensions will decrease from 36 students in 2005 - 2006 to 32 students in 2006 - 2007, a ten percent reduction, as evidenced by the 2007 Referral Action Suspension Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement classroom discipline plans that focus on positive feedback and reinforcement as evidenced by posted classroom discipline charts.	Principal, Assistant Principals, Counselors, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct individual preventative counseling sessions focusing on non-violent approaches to solving problems as evidenced by the Student Service Reports.	Principal, Assistant Principals, Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct motivational programs such as "Do The Right Thing" as evidenced by monthly nomination forms.	Principal, Assistant Principals, Counselors, Classroom Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00
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.	Principal, Assistant Principals, Counselors, Classroom Teachers, Activities/Club Sponsors	8/28/2006	5/30/2007	School-to-Career	\$0.00
Review, with parents and students, the implementation and guidelines of the Miami-Dade County Public Schools' Code of Student Conduct as evidenced by the opening of school agenda, Student Handbook, and student agenda.	Principal, Assistant Principals, Counselors, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

District/Regional Center Student Service Trainings
District/Regional Center Guidance Counselor Meetings
In-House Code of Student Conduct
In-House Classroom Management Strategies

Evaluation

2006-2007 Referral Action Suspension Report
2006-2007 Climate Survey

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

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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. Given the results of the STaR School Survey on Technology, students and teachers need opportunities to increase their skills to produce original student work and enhance the learning environment.

Measurable Objective

Given instruction based on the National Technology Standards, students in grades Kindergarten through five will increase their use of technology to improve student achievement as evidenced by 60 percent of the students using technology based learning systems as documented by program summary reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the use of technology to conduct class activities, research projects, and student presentations.	Principal, Assistant Principals, Technology Resource Teacher, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide professional development activities that promote the use of instructional technology, basic communication skills and data management software.	Principal, Assistant Principals, Technology Resource Teacher	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Use developmentally appropriate instructional technology programs to reinforce reading, writing, mathematics, social studies, and science skills.	Principal, Assistant Principals, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide students with opportunities to use technology to produce class work, individual projects, and communicate.	Principal, Assistant Principals, Technology Resource Teacher, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Facilitate use of instructional learning systems: SuccessMaker, Reading Plus, Read 180, FCAT Explorer, Riverdeep, Accelerated Reader, Waterford, and Smart Board technology, utilizing two technology labs, the media center, and classroom work stations.	Principal, Assistant Principals, Technology Resource Teacher, Classroom Teachers, Paraprofessionals	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

SuccessMaker
Reading Plus
Read 180
FCAT Explorer
Riverdeep
STAR/Accelerated Reader
Waterford
Smart Board technology

Professional Development

District/Regional Center/In-House Reading Plus
In-House SuccessMaker
District/In-House Electronic Gradebook
In-House STAR/Accelerated Reader
In-House Waterford
In-House Using Smart Boart Technology
District/Regional Center Reading Plus
District Read 180

Evaluation

Reading Plus Student Summary Reports
SuccessMaker Reports
Accelerated Reader Reports
Waterford Reports
Read 180 Reports

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 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

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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, thus resulting in higher student academic performance. Results from the physical fitness 2005-2006 FITNESSGRAM Test, a health related fitness assessment, indicate that 60 percent of the students in grades four and five performed adequately on the Miami-Dade County FITNESSGRAM.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades four and five will increase their physical fitness level from 60 percent in 2006 to 61 percent of students obtaining a level Gold or Silver on the 2007 FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Engage students in physical fitness activities two hours a week as evidenced by weekly instructional lesson plans.	Principal, Assistant Principals, Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement pre/post assessments that will measure student/school improvement and physical progress as evidenced by post assessment results.	Principal, Assistant Principals, Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Emphasize activities that will improve cardiovascular, muscular strength building, flexibility training, and endurance training as evidenced by weekly instructional lesson plans.	Principal, Assistant Principals, Physical Education Teachers	8/14/2006	5/30/2007	Academic Teams	\$0.00
Select activities specifically related to physical fitness assessment component items which would enhance student fitness as evidenced by weekly instructional lesson plans.	Principi, Assistant Principals, Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Integrate monthly physical fitness related literature into the learning environemnt in order to address the physical education action plan across the curriculum as evidenced by lesson plans.	Principal, Assistant Principals, Physical Education Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Encourage family physical fitness through information regarding the Fit To Achieve Program and healthy lifestyles via the monthly school newsletter, the school website, and informational flyers.	Principal Assistant Principals, Physical Education Teachers, Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

District/Regional Center Professional Development for Physical Education Teachers

Evaluation

2007 Miami-Dade County FITNESSGRAM 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 ten extra-curricular opportunities for students during the 2005 – 2006 school year. To increase the opportunities for student participation, the school will work to expand the offerings and opportunities to encourage increased participation.

Measurable Objective

Given the need to develop individualized student talents, the number of extended learning opportunities/extra curricular opportunities will increase from ten in 2006 to a minimum of twelve for the 2007 school year as evidenced by 2006 - 2007 attendance rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide opportunities for students to enhance their service and to display their talents to the school and community.	Principal, Assistant Principals, Special Area Teachers, Club Sponsors	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Facilitate extra-curricular programs throughout the school year: Chess, Drama and Public Speaking, Odyssey of the Mind, Strings, Chorus, Technology Club, and Art Club.	Principal, Assistant Principals, Club Sponsors	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Provide opportunities for students to serve as mentors for conflict resolution.	Principal, Assistant Principals, Guidance Counselors, Classroom Teachers	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Incorporate cooperative learning, critical thinking skills, reading, writing, and math skills into elective and special area lessons plans.	Principal, Assistant Principals, Special Area Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Faciliate and encourage parents and students to participate in school (on site and off site) competitions and performances that enhance student talent and self-esteem.	Principal, Assistant Principals, Special Area Teachers, Club Sponosrs	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00

Research-Based Programs

Not Applicable

Professional Development

District/Regional Center Professional Development Associated With Club/Program Sponsorship

Evaluation

2006 – 2007 Attendance Rosters

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

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input 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 81st 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 during the 2004 – 2005 school year Greynolds Park Elementary School ranked at the 80th percentile on the State of Florida ROI Index.

Measurable Objective

Greynolds Park Elementary School will improve on the State of Florida ROI Index publication from the 80th percentile rank in 2004 – 2005 to the 81st percentile on the next publication of the Index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the District on resource allocation.	Principal, Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff.	Principal, Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principals	8/14/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

Not Applicable

Professional Development

District Money Matters

District In-Service for Stakeholders to Develop Efficiency and Effectiveness of All Programs

Evaluation

ROI Index Publication

EESAC Compliance

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

Budget:

The EESAC reviewed the budget for the 2006-2007 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.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$28,000.00
Goal 2: Mathematics	\$28,000.00
Goal 3: Writing	\$1,000.00
Goal 4: Science	\$2,000.00
Goal 5: Parental Involvement	\$6,000.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$65,000.00

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent