

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Greenglade Elementary School (2261)

Feeder Pattern - G. Holmes Braddock Senior

Regional Center V

District 13 - Miami-Dade

Principal - Maria Tercilla

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Greenglade Elementary School is located at 3060 SW 127 avenue. The school services Pre-Kindergarten through 5th grade students. There are 749 students of which 89% are Hispanic. We offer special programs such as Gifted, ESOL, SPED, and AEP. More than 75% of our students achieved a mastery level of 3 or above in the 2006-2007 FCAT for reading, mathematics, writing and science. Also, all of our subgroups met AYP in 2006-2007.

Given instruction based on the Sunshine State Standards, students in grades 3 through 5 will improve their reading skills as evidenced by at least 84% of the students scoring at Level 3 or above on the 2008 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, students in grades 3 through 5 will improve their mathematics skills as evidenced by 75% or higher scoring at level 3 or above on the 2008 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by 89% of the students scoring at level 3.5 or above on the 2008 administration of the FCAT Writing+ test.

Given instruction using Sunshine State Standards, students in fifth grade will improve their science skills as evidenced by 55% of the students scoring at level 3 or above on the administration of the 2008 FCAT Science test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase in the participation of parents by increasing the number of workshops provided by 10% as compared to the 2006-2007 school year.

Given an emphasis on a safe and orderly environment, student behavior and academic achievement will improve as evidenced by a 10% decrease in the number of tardies presented in the 2007-2008 daily attendance logs as compared to those of the 2006-2007 school year.

Given an emphasis on the use of technology in education, students and teachers will increase their use of technology as evidenced by a 10% increase in the 2007-2008 school year as compared to the 2006-2007 school year.

Given the opportunity to participate in the FITNESSGRAM program, 53% of students in grades 2 through 5 will decrease the times on the one mile running test, as evidenced by the pre and post FITNESSGRAM data.

Given emphasis on the benefits of participating in Advanced Academic Programs, the percentage of students enrolled in the fourth and fifth grade Art Academic Excellence Program will increase by one percent during the 2007-2008 school year as compared to the 2006-2007 school year rosters.

Greenglade Elementary School will improve its ranking on the State of Florida Return on Investment index publication to the 60th percentile on the next publication of the index.

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



# School Improvement Plan 2007-2008



## MIAMI-DADE COUNTY PUBLIC SCHOOLS

### VISION

We are committed to provide educational excellence for all.

### MISSION

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

### CORE VALUES

#### *Excellence*

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

#### *Integrity*

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

#### *Equity*

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

#### *Citizenship*

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

## 2261 - GREENGLADE ELEMENTARY SCHOOL

### VISION

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

### MISSION

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

### CORE VALUES



# School Improvement Plan

## 2007-2008



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

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

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

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

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### ***School Demographics***

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Greenglade Elementary School is built on 8.63 acres and located at 3060 SW 127th Avenue in the West Kendall area of Miami-Dade County. It is part of the G. Holmes Braddock Senior High School feeder pattern of Regional Center V. The school is at 118% capacity and has five portable classrooms. Greenglade Elementary School forms part of a socially, economically and ethnically diverse, urban community. We are a school that has been greatly impacted by the political and economical migration to South Florida from Central and South America, as well as the Caribbean. We serve a multi-ethnic population ranging from students who 40% receive free and reduced priced meals, to students from high socio-economic backgrounds. Greenglade Elementary School has met these challenges through the leadership and vision of its administrators, dynamic teachers, innovative programs, counseling services, business partners, school volunteers, and dedicated parents. At Greenglade Elementary School, meeting the needs of our diverse student population is our first priority. We take pride in providing an inclusive and equitable learning environment for all children of unique cultures, abilities, and backgrounds. Greenglade Elementary School serves a community that is 92% Hispanic, 8% Anglo, 1% African-American and 1% Asian. Our ESOL program is made up of 17.9% of our population. Our goals are accomplished by offering a myriad of programs such as Gifted, Academic Excellence, Varying Exceptionalities, Lexia, Riverdeep, Successmaker, FCAT Explorer, and the Houghton Mifflin Series in Reading, Scott Foresman series in Science, and the HArcourt series in Mathematics that are research-based, data driven, and designed to provide growth for each child. These programs serve as a springboard to a multitude of academic and extracurricular activities for all students. Eighty-two percent of the students met high standards in Reading; seventy-five percent of the students met high standards in Mathematics; ninety-six percent of the students met high standards in writing; and forty-five percent of the students met high standards in science. The data indicates that 38% of the students in third grade and 26% of the students in fourth grade are at Level 1 and 2 in reading. The school met Adequate Yearly Progress with all the NCLB groups. For the 2007-2008 school year one of the curriculum focus will be on Science providing teachers with professional development and lesson modeling to demonstrate effective teaching strategies to increase student achievement.

Our instructional staff is made up of 21% beginning teachers, 32% teachers with 1-10 years of experience, 24% teachers with 10-20 years of experience and 23% of which have been teaching for more than 20 years. Our staff is composed of 89% Hispanic, 6% African-American, and 5% Anglo. The percent of teachers seeking a higher degree is 24%, while 30% of the teachers already have a higher degree than a Bachelors. Eight percent of the teachers have achieved the National Board Certification status. based on class size reduction, Greenglade Elementary is in compliance indicating that the student/teacher ratio in PreK through 3rd grade is at 17.6 and 21.4 in 4th through 8th. The following details the student/teacher ratio by grade level: K-18, 1st - 19, 2nd-20, 3rd - 17, 4th - 24, and 5th - 25. The attendance trends for the 2006-2007 school year indicates that 47 students had 15 or more absences in the third quarter (Q3) and 97 students in (Q4) an increase of 48.6 percent. In order to address this issue, an office staff member will call daily the homes of the absent students.

Greenglade Elementary is part of the G. Holmes Braddock feeder pattern where eight elementary schools and three middle schools comprise the population of the high school. The fifth grade students at Greenglade Elementary transition into W.R. Thomas Middle School, which is currently and "A" school, to begin their middle school educational journey.

G. Holmes Braddock Senior High School was named after G. Holmes Braddock who was born in 1925, was a member of the Miami-Dade County School Board for 38 years, serving as a chairperson multiple times. As a Chairperson of the Board in 1969 – 1970, he championed the school districts rigorous effort to desegregate. He was also instrumental in promoting bilingualism, collective bargaining for public employees, the school volunteer program, citizen input into student athletic programs, and the inclusion of a student representative on the School Board. The high school is comprised of ten academies which offer opportunities in careers such as law, medicine, education, and information technology amongst others.

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## ***School Foundation***

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### **Leadership:**

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

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

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

### **Stakeholder Engagement:**

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

### **Faculty & Staff:**

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

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

Greenglade Elementary School is a data driven school. The staff understands that data is important to driving instruction and increasing the opportunities for achievement for our students. This appears in the results of the OPIS. The data most commonly used is the STRUSS for Kindergarten, the DIBELS for grades K-5, the Interim Assessments for grades 2-5, monthly writing samples for grades K-5 and ultimately the FCAT Reading, Mathematics, Writing and Science components. The data is analyzed by the leadership team and then the teachers are provided help in interpreting the data for themselves. Instructional decisions are affected by the data and more time is focused on the students' weaknesses and their strengths are highlighted and expanded upon.

### **Education Design:**

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

### **Performance Results:**

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



# School Improvement Plan 2007-2008



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## ***Schools Graded 'C' or Below***

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**



School Improvement Plan  
2007-2008



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***Schools Offering Primarily Grades 6 through 12***

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



## Reading Goal

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

#### **Florida Education Priorities**

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

### **Reading Statement**

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

### **Needs Assessment**

Results of the 2007 FCAT indicate that the strand that needs the most improvement is Reference and Research with only 51% of the students in grades 3 through 5 achieving mastery.

### **NCLB Subgroup Target**

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

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 3 through 5 will improve their reading skills as evidenced by at least 84% of the students scoring at Level 3 or above on the 2008 administration of the FCAT Reading test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create and monitor PMP's every nine weeks for those students not meeting grade level expectations in the area of Reading.	Reading Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Place students in guided reading groups and Leapfrog centers and administer an assessment every 2 weeks, as prescribed in the Continuous Improvement Model.	Reading Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide workshops for parents to empower them with information on how to help their children at home with reading comprehension.	Reading Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0
Place students who have scored a Level 3 or above into differentiated small groups and conduct critical thinking and challenging activities found within the Houghton Mifflin core reading program.	Reading Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Conduct the reference and research activities found with the Houghton Mifflin core reading program in the media center, in order to integrate technology with reading.	Media Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement the District developed teacher mentoring program (MINT) to provide teachers the support and guidance needed to improve student achievement and school performance by registering them to attend workshops in CRISS, Project Right Beginnings, BEAR, and OWL. In addition, the mentoring teachers will provide them with follow-up activities such as modeled lessons, planning sessions and strategy implementation.	Mentoring Teachers Regional & District Staff	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize Voyager Passport as an intervention for TIER 2 & 3 students during school hours for grades K-5th. There will be weekly assessments administered, as part of the CRRP.	Classroom Teacher Special Area Teachers	9/4/2007	6/5/2008	Other/ Not Applicable	0
Identify Level 1 and 2 students in grades 3-5 and place them in afterschool tutoring, where weekly assessments will be administered, as per the Continuous Improvement Model. Attendance will be monitored through the use of daily attendance logs and parents will be contacted when students are absent a total of two days.	Tutoring teacher	9/17/2007	5/30/2008	Other/ Not Applicable	15000

### Research-Based Programs

Voyager  
Houghton Mifflin Reading series

### Professional Development

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

### Evaluation

This objective will be evaluated by scores on the administration of the 2008 FCAT Reading Assessment. Ongoing interim assessments will be utilized to monitor student growth. Reports will be generated through the Voyager Passport Program to monitor student progress with the intervention programs.

## Mathematics Goal

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

#### **Florida Education Priorities**

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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

### **Mathematics Statement**

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

### **Needs Assessment**

Results of the 2007 FCAT indicate that the strands that need the most improvement are Algebraic Thinking with only 37% of the students in grades 3 through 5 achieving mastery followed by Number Sense with only 43% of the students in grades 3 through 5 achieving mastery.

### **NCLB Subgroup Target**

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

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 3 through 5 will improve their mathematics skills as evidenced by 75% or higher scoring at level 3 or above on the 2008 administration of the FCAT Mathematics test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify FCAT Level 1 and 2 students in grades 3-5 and place them in afterschool tutoring.	Tutoring teacher	9/17/2007	5/30/2008	Other/ Not Applicable	0
Provide small group instruction and administer bi-weekly assessments to monitor progress.	Math teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide workshops for parents in order to provide them with the necessary tools to help their children at home.	Math Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Create and monitor PMP's every nine weeks for those students not meeting grade level expectations in math.	Math Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide higher order thinking skill activities for those students performing at Level 3 or above. Teacher will assist and monitor progress as needed.	Math Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Use manipulatives as much as possible when conducting math lessons. The teacher will walk around and monitor the correct use of the manipulatives.	Math teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Use Problem of the Day with students in grades K through 5 and review it daily as part of the Continuous Improvement Model.	Math teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0

### Research-Based Programs

Harcourt-Brace textbook series

### Professional Development

Teachers will be provided with inservice workshops covering topics such as linking math and literature, problem solving strategies for the intermediate grades, and test taking strategies for grades three through five. Teachers will also attend workshops provided by the Regional Center and District.

### Evaluation

This objective will be evaluated by scores on the administration of the 2008 FCAT Mathematics Assessment. Ongoing interim assessments will be utilized to monitor student growth. Reports will be generated to monitor student progress in the tutorial program.

## Writing Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### Writing Statement

Greenglade's goal in writing is to improve the writing skills of all students in fourth grade.

### Needs Assessment

Results of the 2007 FCAT Writing component indicate that the mean score in Expository writing is 4.1 as compared to a mean score of 4.3 in the Narrative.

### NCLB Subgroup Target

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

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by 89% of the students scoring at level 3.5 or above on the 2008 administration of the FCAT Writing+ test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide small group instruction in the writing process and have students produce a monthly writing sample to monitor progress.	Writing teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement the standard FCAT Writes monthly writing prompts in grades K through 5 and use them as informal assessments.	Writing teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Create a PMP for those students who are not meeting grade level expectations in the area of writing and monitor every nine weeks.	Writing Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide opportunities through the Media Center for students to visit author websites and study different author styles of writing. The Media Specialist will do informal, oral assessments.	Media Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide opportunities for journal writing in grades K through 5. The teacher will do an informal review once a week.	Writing teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0

### Research-Based Programs

Houghton Mifflin, the adopted series and its supplemental materials

### Professional Development

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

### Evaluation

This objective will be evaluated by scores on the 2008 FCAT Writing+ Test. Additional evaluations will include the district developed pre/post tests that will be utilized to monitor student growth.

## Science Goal

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

#### **Florida Education Priorities**

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

### **Science Statement**

Greenglade Elementary School's goal for Science is to increase proficiency in implementing the scientific process through hands-on and real-life experiments in grade 5.

### **Needs Assessment**

Results of the 2007 FCAT indicate that the strand that needs the most improvement is Earth/Space with only 53% of the students in grade 5 achieving mastery.

### Measurable Objective

Given instruction using Sunshine State Standards, students in fifth grade will improve their science skills as evidenced by 55% of the students scoring at level 3 or above on the administration of the 2008 FCAT Science test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide parents with the opportunity to get involved with the Science Fair process by inviting them to a family night where both parents and students can participate in hands-on science activities for each strand. This will be done in break out sessions with two teachers heading each session.	Classroom teacher, Administration	1/7/2008	5/30/2008	Other/ Not Applicable	0
Analyze the results of the science pre-test to determine students' strengths and weaknesses and adjust instruction accordingly, as indicated in the Continuous Improvement Model.	Classroom teacher	9/17/2007	5/30/2008	Other/ Not Applicable	0
Completion of hands-on experiments to be displayed at the Science Fair.	Classroom teacher	1/7/2008	5/30/2008	Other/ Not Applicable	0
Use the Sunshine State Standards and strategies from S.M.I.L.E. in planning and teaching the science curriculum.	Classroom teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Teachers will visit other teachers within the school or at other locations to observe effective instructional strategies that support hands-on activities.	Science Teacher Administration	9/17/2007	1/11/2008	Other/ Not Applicable	0
Parents will be invited to attend a hands-on Science event where they will rotate to different tables to participate in hands-on activities for each strand.	Science Teacher Administration	10/1/2007	12/21/2007	Other/ Not Applicable	0

### Research-Based Programs

Scott Foresman Science series

### Professional Development

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

### Evaluation

This objective will be evaluated by scores on the 2008 FCAT Science Test. Additional evaluations will include the pre and post tests and monthly assessments that will be utilized to monitor student growth.



## Parental Involvement Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Parental Involvement Statement**

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

### **Needs Assessment**

Past year's experience shows that parents are requesting more workshops related to reading, writing and test-taking skills. They are also requesting workshops for specific grade level strategies. This year we plan to increase the number of workshops provided by 10% as compared to last year.

### Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase in the participation of parents by increasing the number of workshops provided by 10% as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Have a separate area of the school dedicated to parents, for example, the Parent Resource Room.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Invite parents to the Open House Resource Fair and inform them of the many programs and learning opportunities available at the school. Contact those parents that signed the attendance log and inquire if they need any other assistance.	After School Care Manager, Media Specialist, Counselor and Reading Coach, Boy Scouts, Team Metro	9/5/2007	9/5/2007	Other/ Not Applicable	0
Provide Bilingual workshops to parents that come from other countries. Contact parents before the workshop and after the workshop to survey the quality of the workshop.	Counselor	8/20/2007	6/5/2008	Other/ Not Applicable	0
Prepare and distribute handouts of workshops to parents that were not able to attend.	Reading Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0
Offer opportunities for parents to learn the strategies being taught to their children, in order for them to reinforce them at home. Create a survey to measure the quality of the workshops utilizing the PTA standards III.	Reading Coach, PTA Members	8/20/2007	6/5/2008	Other/ Not Applicable	0

### Research-Based Programs

Greenglade Elementary will use the Just Read! Florida Program for Families, National PTA- Standard, and the Florida PTA - Every Child-One Voice as the research-based programs for this school year.

### Professional Development

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

### Evaluation

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

## Discipline & Safety Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Discipline & Safety Statement**

Greenglade Elementary School will create a nurturing, loving and academically challenging environment, where students are present and on time everyday.

### **Needs Assessment**

The Safety Committee reviewed the percentage of tardies in the 2006-2007 school year and suggested that a 10% decrease was necessary to improve student achievement.

### Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior and academic achievement will improve as evidenced by a 10% decrease in the number of tardies presented in the 2007-2008 daily attendance logs as compared to those of the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor the amount of tardies by the use of tardy slips on a daily basis.	Office Clerk Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Place the students that have 3 or more tardies in a grading period in detention.	Homeroom teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement a schoolwide discipline and safety plan.	Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide teachers with the opportunities to share ideas on how to decrease the amount of tardies in order to include these in our school-wide Attendance Plan.	Assistant Principal	8/16/2007	9/7/2007	Other/ Not Applicable	0
Create an incentive program for classes that have perfect attendance on a monthly basis utilizing attendance certificates and the school's broadcasting program.	Classroom teachers, WGGE coordinator,  PTA members	9/4/2007	5/30/2008	Other/ Not Applicable	0

### Research-Based Programs

M-DCPS Character Education curriculum

### Professional Development

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

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

### Evaluation

The number of tardies will decrease by 10% in the 2007-2008 daily attendance logs as compared to those in the 2006-2007 school year.

## Technology Goal

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

#### **Florida Education Priorities**

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

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

### **Technology Statement**

Students and teachers will continue to increase their usage of technology by utilizing the computer/software to complete daily tasks.

### **Needs Assessment**

Students and teachers were not effectively utilizing technology on a daily basis.

### Measurable Objective

Given an emphasis on the use of technology in education, students and teachers will increase their use of technology as evidenced by a 10% increase in the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use the data from the FCAT Explorer Program to drive instruction.	Classroom Teacher, Reading Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize FCAT Explorer Program as a learning center while other groups are working in other small group activities.	Classroom Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide professional development opportunities for teachers on creating web sites that will enhance parent-teacher-student communication.	Teachers, Computer Technician	10/1/2007	6/5/2008	Other/ Not Applicable	0
Increase the in house email usage by instituting the paperless dissemination of information to provide teachers with opportunities to send and receive emails.	Administration, Computer Technician	8/20/2007	6/5/2008	Other/ Not Applicable	0

### Research-Based Programs

#### Professional Development

Teachers will be provided training on how to use the FCAT Explorer Program SuccessMaker, Lexia, Accelerated Reader or other instructional software to include printing reports and utilizing these reports to plan for instruction.

#### Evaluation

Computer generated reports, as well as, attendance logs will show evidence of an increase in the use of technology by both students and teachers.

### Health & Physical Fitness Goal

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

**Florida Education Priorities**

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

**Miami-Dade County Public Schools**

**District Strategic Plan**

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

**Health & Physical Fitness Statement**

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

**Needs Assessment**

Results of the 2007 FITNESSGRAM indicate that 49 % of students in grades 4 & 5 did not increase the times on the one mile running test.

### Measurable Objective

Given the opportunity to participate in the FITNESSGRAM program, 53% of students in grades 2 through 5 will decrease the times on the one mile running test, as evidenced by the pre and post FITNESSGRAM data.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage student participation in the free and reduced breakfast program. The Cafeteria Manager will monitor the increase or decrease in participation on a monthly basis.	Cafeteria Manager Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Encourage student participation in the free and reduced lunch program. The Cafeteria Manager will monitor the increase or decrease in participation on a monthly basis.	Cafeteria Manager Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Develop an Action Plan for physical education that emphasizes nutrition, cardiovascular activity, muscular strength and endurance. The Physical Education teacher will use the FITNESSGRAM for assessments.	Physical Education Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Plan a schoolwide Field Day and monitor the number of students that participate in the activities.	Physical Education Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Students will practice daily exercise routines to increase proficiency. Physical Education teacher will do informal observations of activities such as the mile run.	Physical Education Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0

### Research-Based Programs

FITNESSGRAM

### Professional Development

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

### Evaluation

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



## Electives & Special Areas Goal

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

#### *Florida Education Priorities*

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

### **Electives & Special Areas Statement**

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

### **Needs Assessment**

We need to continue increasing participation in the Advanced Academic Programs by promoting this program to students and parents. Only 12% of students in grades 4 & 5 participated in the 2006-2007 school year.

### Measurable Objective

Given emphasis on the benefits of participating in Advanced Academic Programs, the percentage of students enrolled in the fourth and fifth grade Art Academic Excellence Program will increase by one percent during the 2007-2008 school year as compared to the 2006-2007 school year rosters.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Display student works of art in the art gallery. The Art teacher will change the displays on a monthly basis to include different student's works of art.	Art Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Encourage students to become involved in broadcasting and journalism activities.	Media Specialist Journalism teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Post excellent writing samples to include Art appreciation throughout the school as a way of promoting writing and the arts amongst the student body.	Classroom teachers Art Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide the opportunity for teachers to nominate one student from their class on a monthly basis in grades three through five to read an excellent writing sample in the morning television announcements.	Classroom Teacher Journalism/Broadcasting Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0

### Research-Based Programs

### Professional Development

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

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

### Evaluation

The number of students and grade levels participating in the Art Academic Excellence Program strand of the Academic Excellence Program will show an increase as compared to the 2006-2007 participation rate.

## Return On Investment Goal

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

#### *Florida Education Priorities*

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

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

### **Return On Investment Statement**

Greenglade Elementary School will rank at or above the 60th percentile statewide in the ROI index of value and cost effectiveness of its programs.

### **Needs Assessment**

The most recent data supplied from the FDOE indicate that in 2006, Greenglade Elementary School ranked at the 59th percentile on the State of Florida ROI index.

### Measurable Objective

Greenglade Elementary School will improve its ranking on the State of Florida Return on Investment index publication to the 60th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal	9/4/2007	5/30/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal EESAC Chairperson	9/4/2007	6/5/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Principal Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Conduct mini workshops on budget allocation for teachers and materials.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0

### Research-Based Programs

State of Florida ROI index publication

### Professional Development

The administration will attend workshops and informational sessions on ROI.

### Evaluation

On the next State of Florida ROI index publication, Greenglade Elementary School will show progress toward reaching the 60th percentile.

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**EESAC Compliance**

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

**Budget:**

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

**Training:**

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

**Instructional Materials:**

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

**Technology:**

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

**Staffing:**

The EESAC recommends providing additional hourly personnel to support the School Improvement Plan goals for the 2006-2007 school year.

**Student Support Services:**

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

**Other Matters of Resource Allocation:**

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

**Benchmarking:**

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



# School Improvement Plan 2007-2008



## **School Safety & Discipline:**

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

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	15000
Mathematics	0
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
<b>Total</b>	<b>15000</b>



# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

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

*Required Signatures:*

\_\_\_\_\_  
*Principal*

\_\_\_\_\_  
*EESAC Chair*

\_\_\_\_\_  
*UTD Steward*

\_\_\_\_\_  
*EESAC Parent Representative*

\_\_\_\_\_  
*EESAC Business/Community Representative*

\_\_\_\_\_  
*EESAC Student Representative, as applicable*

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

\_\_\_\_\_  
*Region Superintendent*