

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Greynolds Park Elementary School (2281)

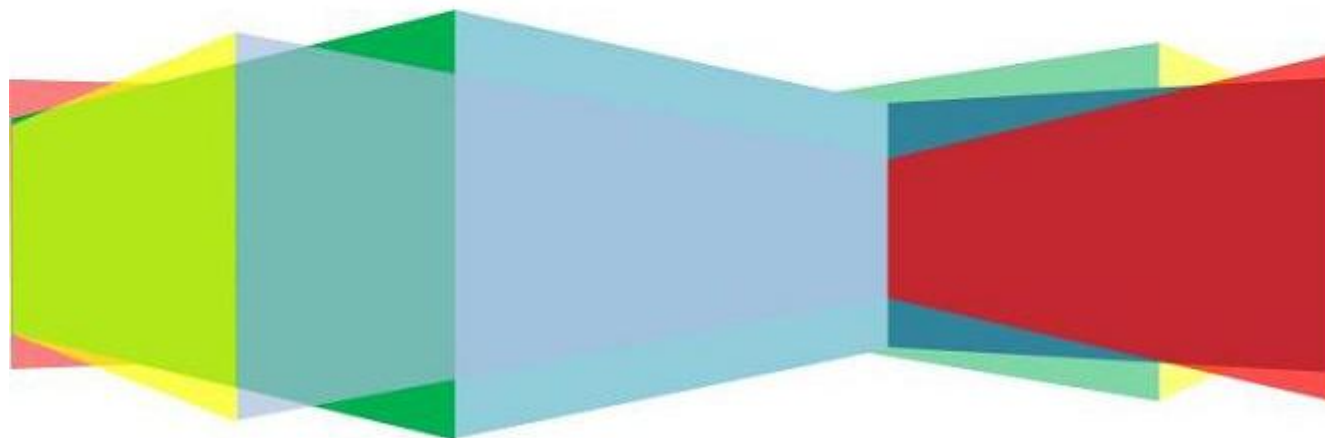
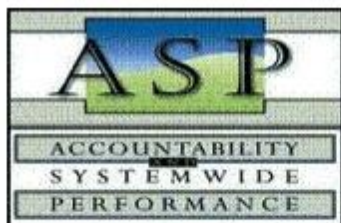
Feeder Pattern - North Miami Beach Senior

Regional Center II

District 13 - Miami-Dade

Principal - Dr. Eduardo Rivas

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Greynolds Park Elementary 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 four 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 with 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. Greynolds Park Elementary School serves 1,192 students in Pre-Kindergarten through grade five from the surrounding neighborhood. Of the total student population 8.1 percent are White, 36.4 percent are Black, 51.1 percent are Hispanic, and 4.4 percent are other. The following student subgroups are represented: White, Black, Hispanic, Economically Disadvantaged, English Language Learners (ELL), and Students With Disabilities. Based on the 2007 FCAT scores 28 percent of the tested student population scored an Achievement Level 1-2 in reading and 28 percent of the tested student population scored an Achievement Level 1-2 in mathematics. The surrounding neighborhood community consists of multi-cultural members including families from the Caribbean Islands, South America and Europe. Greynolds Park Elementary School is supported by a variety of Dade Partners including the following community businesses; Chick-N-Grill, Citibank, Dunkin Donuts, Eastern Financial, LA Fitness, Office Depot, Wal-Mart Superstore, Washington Mutual, and World's Finest Chocolate. The school is also supported by the feeder pattern schools, John F. Kennedy Middle School and North Miami Beach Senior High School. There are currently 96 teachers employed at the school. Forty-five percent of the teachers are White, 27 percent are Black, 26 percent are Hispanic, and two percent are other. Seven percent of the instructional staff members have a Doctoral Degree or Specialist Degree and 36 percent have a Masters Degree. There are seven new or beginning teachers which are supported via the District Mentoring and Induction for New Teachers (MINT) program, the school based New Educator Support Team (NEST) program, and Professional Growth Teams (PGT). The average class size teacher to student ratio is: Pre-Kindergarten 19.3, Kindergarten 18.7, grade one 18.2, grade two 18.0, grade three 18.2, grade four 21.5, and grade five 21.5. Greynolds Park Elementary School staff members and stakeholders pride themselves on providing a safe and productive learning environment. The 2006 - 2007 average attendance rate was 96.20 percent and the 2006 - 2007 average retention rate was less than 1.5 percent. The school utilizes Title I funds to support the academic and core programs. Students in Kindergarten through grade five are provided with during school reading tutorials, students in grades two through five are provided with after-school reading, mathematics, and writing tutorials, and students in grades three through five are provided with a six week Saturday Academy program which reinforces reading, math, and science FCAT skills. Greynolds Park Elementary School continues to strive for the academic and social achievement of students. Efforts to improve student attendance will continue as well.

Given instruction based on the Sunshine State Standards (SSS), the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), students in grade four will demonstrate their writing skills as evidenced by 90 percent or more of the students achieving high standards on the 2008 FCAT Writing+ Assessment.

Given instruction based on the Sunshine State Standards (SSS), the number of students meeting high standards in grade five will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the need to establish a link between the school, home, and community to improve student achievement, parental involvement activities will increase from 84 parental involvement activities in 2007 by five percentage points to 88 parental involvement activities in 2008 as documented by the Title I Parent Involvement Report.

Given the emphasis on providing a safe and orderly environment, the Code of Student Conduct and the need to promote student achievement, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions, a decrease from 22 students in 2006 - 2007 to 20 students in 2007 - 2008, as evidenced by the 2008 Referral Action Suspension Report.

Given instruction based on the September 2007 National Educational Technology Standards, students in Kindergarten through grade five will increase their effective use of technology to improve student achievement as evidenced by a 10 percent increase, or 61 percent, of the students using technology based learning systems as documented by 2007 - 2008 program summary reports.

Given instruction using the Sunshine State Standards (SSS) and the mandated FITNESSGRAM standards, students in grades four and five will increase their physical fitness level as evidenced by 64 percent, an increase of five percentage points, of students obtaining a level Gold or Silver on the 2008 FITNESSGRAM Test.



School Improvement Plan

2007-2008



Given the need to develop individualized student interests, the number of extended learning opportunities/extra curricular opportunities will increase by 10 percentage points, from 10 in 2007 to a minimum of 11 for the 2008 school year as evidenced by 2007 - 2008 attendance rosters and the school calendar.

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 2007-2008 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 2007-2008 school year. The EESAC also analyzed the Spring 2006 - 2007 Organizational Performance Improvement Snapshot Survey and concluded that the two weakest areas were Strategic Planning and Business Results, scoring 4.2 and 4.4 respectively out of 5.0 possible points. The administration in collaboration with the EESAC will develop enhanced strategies to provide opportunities for faculty and staff input and debriefing sessions as it plans for the future to improve the school culture, thus increasing participation in the school improvement process and increasing the understanding of all aspects of the school functions and operations.



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.

2281 - 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



School Improvement Plan 2007-2008



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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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 is a Title I funded school. 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. There are plans for a renovation project to the main building to take place beginning January 2008. 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 (PLC) and four new buildings were added within the last seven years. Fourteen portable classrooms, which house the upper grades and the Pre-Kindergarten classes, 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.

Greynolds Park Elementary School serves 1,192 Pre-Kindergarten through grade five students from the surrounding multi-ethnic neighborhood. Of these students, 72 percent participate in the standard curriculum program, five percent participate in Special Education Program (SPED), 23 percent participate in English Language Learners Program (ELL), and 74 percent are economically disadvantaged students who receive free and reduced lunch. The ethnic/racial makeup of the student population is 8.1 percent or 92 students are White Non-Hispanic, 36.4 percent or 414 students are Black Non-Hispanic, 51.1 percent or 582 students are Hispanic, and 4.4 percent or 50 students are other. Of the students in grades three through five who participated in the 2007 FCAT, 16 percent scored an FCAT Achievement Level 1 in reading, 12 percent scored an FCAT Achievement Level 2 in reading, nine percent scored an FCAT Achievement Level 1 in mathematics, and 19 percent scored an FCAT Achievement Level 2 in mathematics. Of the fifth grade students who participated in the 2007 FCAT Science Test, 60 percent scored an FCAT Achievement Level 1 or 2. A majority of the grade five students promoted transition to John F. Kennedy Middle School, a magnet school that offers The Biomedical and Environmental Agriculture Technology Program and then attend North Miami Beach Senior High School.

Unique aspects of the school that contribute to the success of the students and staff include the Miami Ready Schools Project. Additionally, the school is in the second year of implementing teaching through technology by utilizing SMART Boards in every classroom setting. The school utilizes Title I funds to supplement the basic instructional program by offering during school, after-school, and Saturday Academy programs. In addition, funds are allocated to support the Academic Excellence program which promotes student interest in academics as well as the arts.

The school prides itself on providing a safe learning environment with a suspension rate of less than 1.5 percent and an attendance rate of 96.20 percent. A total of 17 students were retained the previous school year, three in Kindergarten, three in grade one, one in grade two, eleven in grade three, and no students in grades four and five. A total of 25 students currently in grade four were promoted based on good cause. The enrollment at the school fluctuates by a 22 percent mobility rate. Efforts to improve student attendance continue. Greynolds Park Elementary School strictly enforces and follows the district attendance initiative and utilizes school personnel and the community to help address this area of concern.

Greynolds Park Elementary School employs 96 instructional staff members, of those there is one principal, two assistant principals, 59 homeroom classroom teachers in Kindergarten through grade five, three Pre-Kindergarten teachers, and five gifted teachers (four self-contained/one pull-out). Additionally, there are the following special area teachers: six SPED, two music, two art, two ELL inclusion, six foreign language, three physical education, one math/science lab resource teacher, one reading coach, one reading leader, one technology specialist, two media specialists, and two counselors. The school also employs one Community Involvement Specialist, three full-time paraprofessionals, three full-time Pre-Kindergarten paraprofessionals and six clerical personnel. The ethnic composition of Greynolds Park Elementary instructional staff is 45 percent White, 27 percent Black, 26 percent Hispanic, two percent Other. Six teachers have a Doctoral Degree or Specialist Degree and 33 teachers have a Masters Degree. The average class size teacher to student ratio is: Pre-Kindergarten 19.3, Kindergarten 18.7, grade one 18.2, grade two 18.0, grade three 18.2, grade four 21.5, and grade five 21.5. The school leadership team consists of the grade level and department chairpersons, the principal, the two assistant principals, the reading coach, the reading leader, the math/science resource teacher, the technology resource teacher, the two guidance counselors, and the community involvement specialist. The team meets on a monthly basis to discuss and address school and community issues and concerns.

School Foundation

Leadership:

The Spring 2006 - 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Leadership was, My work location lets me know what it thinks is most important, item 1f, whereas the weakest in that area was, My work location asks me what I think, item 1g. Based on the results, it is evident that the administration and EESAC would benefit from implementing strategies that continue to provide opportunities for all stakeholders to understand and have input in the decision making process at the school.

District Strategic Planning Alignment:

The Spring 2006 - 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Strategic Planning and Alignment was, I know how to tell if we are making progress on my work group's part of the plan, item 2c, whereas the weakest in that area was, My work location asks me what I think, item 2a. Based on the results, it is evident that the administration and EESAC would benefit from implementing strategies that allow all stakeholders to provide input and ideas towards the planning process at the school.

Stakeholder Engagement:

The Spring 2006 - 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Stakeholder Engagement was, I know who my most important customers are, item 3a, whereas the weakest in that area was, I know how well my work location is doing financially, item 7c. Based on the results, it is evident that the administration and EESAC would benefit from strategies that provide an opportunity for all stakeholders to become familiar with the school budget and financial aspects of the school.

Faculty & Staff:

The Spring 2006 – 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest items in the area of Faculty and Staff/Human Resources was, The people I work with cooperate and work as a team, item 5b and My supervisor encourages me to develop my job skills so that I can advance in my career, item 5c, whereas the weakest items in that area was, My supervisor and my work location care about me, item 5f, and I am recognized for my work, item 5d. Based on the results, it is evident that the administration and EESAC would benefit from continuing to provide opportunities for stakeholder collaboration and implementing strategies that build a positive school culture and improve staff morale.

Data/Information/Knowledge Management:

The Spring 2006 - 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest items in the area of Data/Information/Knowledge/Process Management was, I know how to measure the quality of my work, item 4a, I know how to analyze (review) the quality of my work to see if changes are needed, item 4b, and I use these analyses for making decisions about my work, item 4c, whereas the weakest in that area was, I have control over my work processes, item 6d. Based on the results, it is evident that the administration and EESAC would benefit from continuing to implement strategies that promote using data and information to make decisions and provide opportunities for stakeholders to build leadership capacity.

Education Design:

Greynolds Park Elementary School will continue to use the Continuous Improvement Model (CIM). The eight steps, test score review, disaggregating data, time-line development, instructional focus, assessments, tutorials, enrichment, maintenance, and monitoring of student progress are evident in the daily routines and instructional practices.

The individual needs identified by analysis of performance data drive the extended learning opportunities at Greynolds Park Elementary School. Students are provided with extended learning opportunities through the implementation of during school, after-school, and Saturday tutorial programs. Additionally, an Academic Excellence program and other extra-curricular programs are offered to address the diverse needs and talents of the students. Greynolds Park Elementary School also provides a before and after school care principal operated program that includes a variety of educational activities.



School Improvement Plan 2007-2008



Performance Results:

The Spring 2006 - 2007 Organizational Performance Improvement Snapshot Survey reflects that the strongest category was Measurement, Analysis, and Knowledge Management, whereas the weakest category was Strategic Planning. The administration and EESAC would benefit from continuing to implement strategies that promote the use of data to make school decisions and develop and implement enhanced strategies to increase stakeholder input in the planning process.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan 2007-2008



Schools Offering Primarily Grades 6 through 12

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

Reading Statement

Greynolds Park Elementary School students will meet or exceed the grade level and the state standard for reading achievement.

Needs Assessment



School Improvement Plan 2007-2008



The results from the 2007 School Performance Accountability Report indicate 79 percent of the students in grades three through five met high standards in reading, an increase of three percentage points from the 2006 report, 73 percent of the students in grades three through five made learning gains, an increase of seven percentage points from the 2006 report, 57 percent of the students in the lowest 25 percent made learning gains, a decrease of six percentage points from the 2006 report.

All subgroups met the Adequate Yearly Progress (AYP) target, 51 percent scoring at or above grade level in reading, however, the English Language Learners (ELL) continue to achieve at significantly lower levels than the other subgroups.

The 2007 FCAT Reading data indicate 69 percent of the students in grade three scored an Achievement Level 3 or higher, a decrease of 12 percentage points from the 2006 data, 71 percent of the students in grade four scored an Achievement Level 3 or higher, an increase of four percentage points from the 2006 data, 74 percent of the students in grade five scored an Achievement Level 3 or higher, an increase of nine percentage points from the 2006 data.

A content cluster analysis indicates the following clusters of weakness that need focused attention: grade three through five Words/Phrases, grade three Comparisons and Reference/Research.

The 2006 – 2007 benchmark data and District Interim Assessment data compared from August to May indicate the average score correct; grade two increased 21 percentage points, grade three 17 percentage points, grade four 12 percentage points, and grade five 17 percentage points.

The 2006 – 2007 Reading Plus data indicate in grade two the average fluency rate increased 33 percent and 1 percent average level gain, in grade three the average fluency rate increased 23 percent and 1 percent average level gain, in grade four the average fluency rate increased 84 percent and 1.5 average level gain, in grade five the average fluency rate increased 71 percent and 1.6 average level gain.

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 (SSS), the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to support the facilitation of differentiated instruction for students in Kindergarten through grade five during the 90 minute reading instructional block and during school and after-school tutorial programs using bi-weekly data and data protocols during collaborative sessions.	Principal, Assistant Principals, Reading Coaches, Resource Teachers, Classroom Teachers, Paraprofessionals	08/20/07	06/05/08	Continuous Improvement Model	0
Implement the Inclusion Model and small group individualized instruction to assist Special Education (SPED) students and English Language Learners (ELL) in making adequate learning gains.	Principal, Assistant Principals, SPED Teachers, ELL Teachers	08/20/07	06/05/08	Inclusion of SWD	0
Implement a during school tutorial for students in Kindergarten through grade five, an after-school tutorial program for students in grades two through five, and a Saturday Academy for students in grades three through five, targeting all achievement levels, utilizing developmentally appropriate reading programs, Voyager, Early Success, Soar to Success, Waterford, Reading Plus, Read 180, Quick Reads and SuccessMaker, which will be monitored on a bi-weekly basis according to program reports and instructional data.	Principal, Assistant Principals, Reading Coaches, Classroom Teachers, Resource Teachers, Paraprofessionals	08/27/07	05/30/08	District-wide Literacy Plan	125000
Provide monthly collaborative professional development sessions for instructional and support staff using learning communities, and the coaching and 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.	Principal, Assistant Principals, Reading Coaches	08/20/07	06/05/08	District-wide Literacy Plan	0
Implement guided reading in Kindergarten through grade five during the 90 minute reading instructional block to provide differentiated instruction.	Principal, Assistant Principals, Classroom Teachers, Resource Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Implement the Houghton Mifflin Reading Program and the Core Comprehensive Reading Plan with a school created/fluid reading pacing guide in Kindergarten through grade five to focus instruction based on student needs that includes target reading skills and project based learning to integrate other core and content subject areas.	Principal, Assistant Principals, Reading Coaches, Classroom Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Utilize the school professional development liaison, the professional development committee, the reading coach, and the reading leader to facilitate ongoing and monthly professional development activities specifically related to reading instruction and student achievement.	Principal, Assistant Principals, Reading Coaches	08/27/07	06/05/08	District-wide Literacy Plan	1000
Utilize instructional support staff and resource teachers to reduce class size in grade three during the 90 minute reading instructional block to provide differentiated instruction to students performing in the lowest 25 percent to ensure adequate learning gains are made.	Principal, Assistant Principals, Reading Coaches, Resource Teachers	08/20/07	06/05/08	District-wide Literacy Plan	52000

Research-Based Programs

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



School Improvement Plan 2007-2008



Professional Development

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

Evaluation

2008 FCAT Reading Test
Weekly and Bi-weekly Teacher Authored Assessments
Monthly Benchmark Assessments
Accelerated Reader Reports
SuccessMaker Reports
Reading Plus Reports
DIBELS Data
District Interim Assessments

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

Mathematics Statement

Greynolds Park Elementary School students will meet or exceed the grade level and the state standard for mathematics achievement.

Needs Assessment

The results from the 2007 School Performance Accountability Report indicate 75 percent of the students in grades three through five met high standards in mathematics, an increase of six percentage points from the 2006 report, 67 percent of the students in grades three through five made learning gains, an increase of six percentage points from the 2006 report, and 75 percent of the students in the lowest 25 percent made learning gains.

The 2007 FCAT Mathematics data indicate 81 percent of the students in grade three scored an Achievement Level 3 or higher, an increase of two percentage points from the 2006 data, 75 percent of the students in grade four scored and Achievement Level 3 or higher, an increase of six percentage points from the 2006 data, 56 percent of the students in grade five scored an Achievement Level 3 or higher, an increase of four percentage points from the 2006 data.

All subgroups met the Adequate Yearly Progress (AYP) target, 56 percent scoring at or above grade level in mathematics.

A content cluster analysis indicates the following clusters of weakness that need focused attention: grades three through five, Number Sense Algebraic Thinking, grade four, Measurement and Data Analysis, grade five, Measurement, Geometry, and Data Analysis.

Benchmark data and Interim Assessment data compared from August 2006 to May 2007 indicate the average score correct: grade two increased nine percentage points, grade three increased 19 percentage points, grade four increased two percentage points, and grade five increased 11 percentage points.

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 (SSS), the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to support the facilitation of differentiated instruction for students in Kindergarten through grade five during the 60 minute mathematics instructional block using bi-weekly data and data protocols during collaborative sessions.	Principal, Assistant Principals, Classroom Teachers, Math/Science Resource Teacher	08/20/07	06/05/08	Continuous Improvement Model	0
Implement the Inclusion Model and small group individualized instruction to assist Special Education (SPED) students and English Language Learners (ELL) in making adequate learning gains.	Principal, Assistant Principals, SPED Teachers, ELL Teachers	08/20/07	06/05/08	Inclusion of SWD	0
Implement an after-school tutorial program to students in grades two through five, and a Saturday Academy to students in grades three through five, targeting all achievement levels, utilizing developmentally appropriate math programs, Voyager, VMath, Options, and SuccessMaker, which will be monitored on a bi-weekly basis according to program reports and instructional data.	Principal, Assistant Principals, Math/Science Resource Teacher, Classroom Teachers	10/1/07	05/30/08	Continuous Improvement Model	25000
Provide weekly collaborative professional development sessions for instructional and support staff 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, Number Sense, and hands-on instructional practices and strategies.	Principal, Assistant Principals, Math/Science Resource Teacher	08/20/07	06/05/08	Exchange Meaningful Information	0
Utilize a district adapted/fluid mathematics pacing guide in Kindergarten through grade five to focus instruction based on student needs that includes target mathematics skills.	Principal, Assistant Principals, Math/Science Resource, Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Utilize the school professional development liaison, the professional development committee, and the math/science resource teacher to facilitate ongoing and monthly professional development activities specifically related to mathematics instruction and student achievement.	Principal, Assistant Principals, Professional Development Liaison, Math/Science Resource Teacher	09/4/07	06/05/08	Continuous Improvement Model	1000
Provide a mathematics laboratory experience to students in grades three through five to enhance critical thinking skills and model the use of hands-on and other specific mathematics strategies.	Principal, Assistant Principals, Math/Science Facilitator	08/20/07	06/05/08	Education Innovation	0
Utilize instructional support staff and resource teachers to reduce class size in grade five during the morning 60 minute mathematics instructional block and to provide differentiated instruction to students performing in the lowest 25 percent to ensure adequate learning gains are made.	Principal, Assistant Principals, Math/Science Resource Teacher	08/20/07	06/05/08	Continuous Improvement Model	52000

Research-Based Programs

Harcourt Mathematics Program

Professional Development



School Improvement Plan 2007-2008



SuccessMaker
FCAT Explorer
Riverdeep
Interpretation of Edusoft and SPI on-line data/Use to Drive Instruction
SMART Board Technology to Enhance Mathematics Instruction
Using Test Item Specifications/Mathematics Standards
Differentiated Instruction
Use of Hands-on Mathematics and Lessons That Integrate Science skills
Mathematics Strands: Geometry, Data Analysis, Algebraic Thinking, and Number Sense Skill Strategies
District/Regional Center Initiatives

Evaluation

The 2008 FCAT Mathematics Test
Weekly and Bi-weekly Teacher Authored Assessments
Monthly Benchmark Assessments
Harcourt Textbook Assessments
District Interim Assessments

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

Writing Statement

Greynolds Park Elementary School students will be able to communicate effectively through writing.

Needs Assessment

Results of the 2007 FCAT Writing+ Assessment indicate 91 percent of the grade four students assessed met high standards and the state's required mastery level. The combined mean score of the tested population is 4.0 a decrease of .1 percentage point from the previous year. Ninety-Four percent of the students tested met proficiency level 3.0 or higher, 89 percent met proficiency level 3.5 or higher, an increase of two percentage points from 2006 and an increase of six percentage points from 2005, 73 percent met proficiency level 4.0 or higher, an increase of one percentage point from 2006 and 12 percentage points from 2005.

The 2007 FCAT Writing+ data indicate the average grade four narrative rubric score is 4.1 an increase of .2 percentage points from 2006, expository rubric score is 4.0 a decrease of .2 percentage points from 2006, combined rubric score 4.0 a .1 percentage point decrease from 2006.

District pretest/posttest and in-house monthly writing data for grade four students compared from August 2006 to February 2007 indicate a 2.0 rubric point increase.

District pretest writing assessment data indicate in grade one, six students scored high, 23 scored medium, 139 scored low, and 64 no score. Posttest writing assessment scores indicate in grade one, 44 students scored high, 71 scored medium, 82 scored low, and 37 no score.

District pretest/posttest writing data indicate the average grade two score increased 1.0 rubric points, the average grade three score increased 1.5 rubric points, the average grade four score increased 2.1 rubric points, and the average grade five score increased 2.9 rubric points.



School Improvement Plan 2007-2008



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 (SSS), students in grade four will demonstrate their writing skills as evidenced by 90 percent or more of the students achieving high standards on the 2008 FCAT Writing+ Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to support the facilitation of differentiated instruction during the 30 minute writing instructional block and during school grade four writing tutorial program by assessing students on a bi-weekly basis and using the school based writing plan and student data for instruction.	Principal, Assistant Principals, Reading Coaches, Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Implement the Writer's Workshop in Kindergarten through grade two and utilize the school developed writing focus calendar in grades three through five to assess students on a bi-weekly basis and ensure specific skill instruction takes place in a sequential manner.	Principal, Assistant Principals, Reading Coaches, Classroom Teachers	08/20/07	06/05/08	District-wide Literacy Plan	25000
Implement the Inclusion Model and small group individualized instruction to assist Special Education (SPED) students and English Language Learners (ELL) in developing skills needed to master grade level writing expectations.	Principal, Assistant Principals, SPED Teachers, ELL Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Facilitate monthly whole group/grade level instruction and prompt administration to students in grade four from August to February and to students in grade three from March to May to enhance student writing skills and model teacher strategy implementation.	Principal, Assistant Principals, Reading Coaches, Classroom Teachers	08/27/07	05/30/08	Continuous Improvement Model	0
Provide weekly collaborative professional development sessions for instructional and support staff using learning communities, and the coaching and mentoring model to enhance writing instruction with emphasis on Lesson's Learned, Writer's Workshop, holistic scoring, Test Item Specifications, and using bi-weekly writing prompts for differentiated instruction.	Principal, Assistant Principals, Reading Coaches, Classroom Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Utilize the school professional development liaison, the professional development committee, and the reading coaches to facilitate ongoing and monthly professional development activities specifically related to writing instruction and student achievement.	Principal, Assistant Principals, Reading Coaches, Professional Development Liaison	08/20/07	06/05/08	Exchange Meaningful Information	1000
Implement a during school and after-school small group writing tutorial program for students in grade four to ensure students develop and enhance writing skills needed to meet grade level expectations.	Principal, Assistant Principals, Reading Coaches, Classroom Teachers	01/07/08	02/08/08	District-wide Literacy Plan	2000

Research-Based Programs

Houghton Mifflin Reading Program / Daily Writing
Writer's Workshop

Professional Development

Interpretation of Edusoft and SPI On-line Data/Use to Drive Instruction
Lesson's Learned
Holistic Scoring
InUse of the Test Item Specifications
Using Smart Board Technology to Enhance Writing Instruction
Differentiated Instruction
Implementing the GPES Writing Plan/Focus Calendar
Writer's Workshop
Implementation of Writing Strategies for Skill Development
District/Regional Center Initiatives

Evaluation



School Improvement Plan 2007-2008



The 2008 FCAT Writing+ Assessment
School-wide Monthly Writing Assessments
District Provided Pretest/Posttest Writing Assessments

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

Science Statement

Greynolds Park Elementary School students will meet or exceed the grade level and state standard for science achievement.

Needs Assessment

Scores on the 2007 FCAT Science Assessment indicate that 43 percent of the students in grade five achieved a Level 3 or higher, an increase of 13 percentage points from 2006. A content cluster/strand analysis indicates students in grade five scored 50 percent correct of the items in the following areas and are in need of focused attention: Physical and Chemical, Earth and Space, Life and Environmental, and Scientific Thinking.

Interim Assessment data and Benchmark Assessment data compared from August 2006 to May 2007 indicate the average score correct for students in grade five increased 14 percentage points. The average score correct in August was 51 percent and the average score correct in May was 65 percent correct.

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), the number of students meeting high standards in grade five will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to support the facilitation of differentiated instruction during the weekly science instructional block, including the scientific inquiry weekly block, and the grade five Saturday Academy program by assessing students on a monthly basis and using student data and data protocols during collaborative sessions.	Principal, Assistant Principals, Math/Science Resource Teacher, Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Implement a Saturday Academy Program for students in grade five focusing on student needs based on monthly benchmark assessment data and interim assessment data.	Principal, Assistant Principals, Math/Science Resource Teacher, Classroom Teachers	01/07/08	03/03/08	Continuous Improvement Model	5000
Provide weekly collaborative professional development sessions for instructional and support staff using learning communities, and the coaching and mentoring model to enhance science instruction with emphasis on using the Test Item Specifications, and strategies to facilitate instruction in Physical and Chemical content, Earth and Space content, Life and Environmental content, and Scientific Thinking.	Principal, Assistant Principals, Math/Science Resource Teacher, Classroom Teachers	08/20/07	06/05/08	Exchange Meaningful Information	0
Implement the Scott Foresman Science Program and utilize a district created/fluid science pacing guide in Kindergarten through grade five to focus instruction based on student needs that includes target science skills and hands-on project based learning.	Principal, Assistant Principals, Math/Science Resource Teacher, Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Provide a science laboratory experience to students in grades three through five to enhance critical thinking skills and model the use of hands-on and other specific science strategies.	Principal, Assistant Principals, Math/Science Resource Teacher	08/20/07	06/05/08	Continuous Improvement Model	52000
Utilize the school professional development liaison, the professional development committee, and the math/science resource teacher to facilitate ongoing and monthly professional development activities specifically related to science instruction and student achievement with emphasis on initial and follow up training in using the Scott Foresman Science Program.	Principal, Assistant Principals, Math/Science Resource Teacher, Professional Development Liaison	09/04/07	06/05/08	Exchange Meaningful Information	1000

Research-Based Programs

Scott Foresman Science Program
Full Options Science System (FOSS)

Professional Development

Using Scott Foresman Science Program/Materials
The Science Inquiry Approach
Teaching/Modeling the Eight Strands of Science
Use of Hands-on Activities
Test Items Specifications/Science Standards for Grade Five
Implementing the District Pacing Guide
Using Smart Board Technology to Enhance Science Instruction
District/Regional Center Initiatives

Evaluation



School Improvement Plan 2007-2008



The 2008 FCAT Science Test
Weekly Teacher Authored Assessments
Monthly Benchmark Assessments
Florida Department of Education Science Simulation Assessment
District Interim Assessments

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 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

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

Parental Involvement Statement

Greynolds Park Elementary School parents will become an active partner with the school in their child's education.

Needs Assessment

Title One Parental Involvement Rosters from the 2006 - 2007 school year indicate 175 parents utilized the Parent Resource Center, 667 Parent Compacts were returned, 514 parents attended PTA, EESAC, and or DAC meetings, 4,188 parents participated in 84 school sponsored activities.

Measurable Objective

Given the need to establish a link between the school, home, and community to improve student achievement, parental involvement activities will increase from 84 parental involvement activities in 2007 by five percentage points to 88 parental involvement activities in 2008 as documented by the Title I Parent Involvement Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Maintain a parent resource center with instructional, health, technology and community materials for parental use.	Principal, Assistant Principals, Community Involvement Specialist	08/20/07	06/05/08	Exchange Meaningful Information	36000
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	08/20/07	06/05/08	Exchange Meaningful Information	0
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	08/20/07	06/05/08	Exchange Meaningful Information	0
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	08/20/07	06/05/08	Exchange Meaningful Information	5000
Facilitate monthly student services, administrative team, and committee meetings to plan for and implement strategies that encourage parent involvement.	Principal, Assistant Principals, Community Involvement Specialist, Guidance Counselors	08/20/07	06/05/08	Exchange Meaningful Information	0
Offer informational workshops and events in English, Spanish, and Creole to provide parents with available resources, skills needed to assist students in Pre-Kindergarten through grade five 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	08/20/07	06/05/08	Exchange Meaningful Information	1000

Research-Based Programs

National Parent Teacher Association

Professional Development

District/Regional Center Title I Community Involvement Specialist Workshops

Evaluation

2007 - 2008 Title I Parental Involvement Rosters

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

Discipline & Safety Statement

Greynolds Park Elementary School students will demonstrate the qualities of good citizenship.

Needs Assessment

The 2007 Referral Action Suspension Report indicates 22 out-of-door suspensions, a decrease of 14 suspensions or 61% from 2006.

Based on student nomination forms 70 students have been nominated for the Do The Right Thing Program.

Based on the School Safety Patrol Student Roster 75 grade four and five students have participated in the School Safety Patrol Program.

Based on the Future Educators of America (FEA) Roster 29 students in grades four and five participated in the FEA program during the 2006-2007 school year.

Based on student nomination forms approximately 25 students per month are recognized with the Shark of the Month Award.

Based on the 2006 - 2007 School Climate Survey 98 percent of the students who participated in the survey either strongly agree or agree that they feel safe at the school. Based on students and parents input participating in the survey, the school received an overall rating of A and A- respectively.

Measurable Objective

Given the emphasis on providing a safe and orderly environment, the Code of Student Conduct and the need to promote student achievement, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions, a decrease from 22 students in 2006 - 2007 to 20 students in 2007 - 2008, as evidenced by the 2008 Referral Action Suspension Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize school and community resources (NMB D.A.R.E., Listeners, Dade Partners, Kapow, Health Connect Nurses, Social Workers, Education Committee Members, Aventura Marketing Council, NMB Chamber of Commerce) to support the implementation of school and classroom discipline plans that focus on positive feedback and reinforcement and promote student attendance as evidenced by posted classroom discipline plans, Student Service Reports, and quarterly attendance reports.	Principal, Assistant Principals, Guidance Counselors, Classroom Teachers	08/20/07	06/05/08	Truancy Prevention	0
Conduct individual preventative counseling sessions focusing on non-violent approaches to solving problems as evidenced by the Student Service Reports.	Principal, Assistant Principals, Guidance Counselors	08/20/07	06/05/08	Student Wellness	0
Conduct motivational programs such as "Do The Right Thing" and "Shark of the Month" as evidenced by monthly nomination forms.	Principal, Assistant Principals, Guidance Counselors, Classroom Teachers	08/20/07	06/05/08	Student Wellness	1500
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, Guidance Counselors, Classroom Teachers, Activities/Club Sponsors	8/27/07	06/05/08	Student Wellness	1200
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, Guidance Counselors, Classroom Teachers	08/20/07	06/05/08	Exchange Meaningful Information	0
Facilitate weekly student services team meetings to discuss and address current student issues and concerns in order to monitor the support of student.	Principal, Assistant Principals, Guidance Counselors, Community Involvement Specialist	08/20/07	06/05/08	Exchange Meaningful Information	0
Conduct monthly classroom activities in Kindergarten through grade five that promote character education and support student needs and reinforce the Code of Student Conduct and school discipline.	Principal, Assistant Principals, Guidance Counselors	09/04/07	06/05/08	Safe and High-quality Facilities	0

Research-Based Programs

Not Applicable

Professional Development

Student Service Trainings
Guidance Counselor Meetings
Code of Student Conduct
Peer Mentoring
Listeners
Classroom Management Strategies

Evaluation

2007 - 2008 Referral Action Suspension Report
2007 - 2008 Climate Survey

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

Technology Statement

Greynolds Park Elementary School students will know, learn and utilize skills included in the September 2007 National Educational Technology Standards for Students.

Needs Assessment

To learn effectively and live productively in an increasingly digital world, students must develop their technological skills. The National Educational Technology Standards for Students provide a framework for learning, developing and using the skills necessary to compete in our global economy. Given the results of the STaR School Survey on Technology, students and teachers need opportunities to increase their skills to produce original work and enhance the learning environment.

Measurable Objective

Given instruction based on the September 2007 National Educational Technology Standards, students in Kindergarten through grade five will increase their effective use of technology to improve student achievement as evidenced by a 10 percent increase, or 61 percent, of the students using technology based learning systems as documented by 2007 – 2008 program summary reports.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the use of technology to conduct class activities, research projects, and student presentations.	Principal, Assistant Principals, Technology Resource Teacher, Classroom Teachers	08/20/07	06/05/08	District-wide Literacy Plan	7500
Provide professional development activities that promote the use of instructional technology, basic communication skills and data management software.	Principal, Assistant Principals, Technology Resource Teacher	08/20/07	06/05/08	Exchange Meaningful Information	1000
Facilitate use of developmentally appropriate instructional technology programs to reinforce reading, writing, mathematics, social studies, and science skills: SuccessMaker, Reading Plus, Read 180, FCAT Explorer, Riverdeep, Accelerated Reader, Waterford, and VMath utilizing two technology labs, the media center, and classroom work stations.	Principal, Assistant Principals, Resource Teachers, Classroom Teachers	08/20/07	06/05/08	District-wide Literacy Plan	2000
Provide students with opportunities to use technology to produce class work, individual projects, and communicate utilizing the grade level and department school created pacing guides.	Principal, Assistant Principals, Technology Resource Teacher, Classroom Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Facilitate the use of two technology labs for students in grades two through five and the use of SMART Boards and classroom work stations for students in grades Kindergarten through grade five to promote technology use and student developed technology projects.	Principal, Assistant Principals, Technology Resource Teacher, Resource Teachers, Media Specialists, Classroom Teachers	08/20/07	06/05/08	Other/ Not Applicable	0

Research-Based Programs

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

Professional Development

Reading Plus
SuccessMaker
Electronic Gradebook
STAR/Accelerated Reader
Waterford
Using SMART Board Technology
Read 180

Evaluation



School Improvement Plan 2007-2008



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

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

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"/>

Health & Physical Fitness Statement

Greynolds Park Elementary School students will have good health and physical fitness.

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 2006 - 2007 FITNESSGRAM Test, a health related fitness assessment, indicate that 61 percent or 220 students of the total number students in grades four and five performed adequately on the Miami-Dade County FITNESSGRAM.

Measurable Objective

Given instruction using the Sunshine State Standards (SSS) and the mandated FITNESSGRAM standards, students in grades four and five will increase their physical fitness level as evidenced by 64 percent, an increase of five percentage points, of students obtaining a level Gold or Silver on the 2008 FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Engage students in physical fitness activities 150 minutes a week as evidenced by weekly instructional lesson plans.	Principal, Assistant Principals, Physical Education Teachers, Classroom Teachers	08/20/07	06/05/08	Student Wellness	3000
Implement pretest, posttest, and monthly monitoring activities that will measure student/school improvement and physical progress as evidenced by posttest results.	Principal, Assistant Principals, Physical Education Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
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, Classroom Teachers	08/20/08	06/05/08	Continuous Improvement Model	0
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	08/20/07	06/05/08	Exchange Meaningful Information	500
Utilize a school created Physical Education pacing guide for grades two through five in order to ensure students are given opportunities to master the physical fitness requirements, promote healthy lifestyles, and integrate core and content areas in the physical education program.	Principal, Assistant Principals, Physical Education Teachers	08/20/07	06/05/08	Healthcare & Healthy Choices	0

Research-Based Programs

Not Applicable

Professional Development

Professional Development for Physical Education Teachers

Evaluation

2008 Miami-Dade County FITNESSGRAM 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 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"/>

Electives & Special Areas Statement

Greynolds Park Elementary School 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 10 extra-curricular opportunities for students during the 2006 – 2007 school year. To increase the opportunities for student participation, the school will work to expand the offerings and opportunities to encourage increased participation. During the 2006 - 2007 school year 350 students in Kindergarten through grade five participated in a school sponsored extra-curricular activity and 75 students participated in a school sponsored competition.

Measurable Objective

Given the need to develop individualized student interests, the number of extended learning opportunities/extra curricular opportunities will increase by 10 percentage points, from 10 in 2007 to a minimum of 11 for the 2008 school year as evidenced by 2007 - 2008 attendance rosters and the school calendar.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Facilitate extra-curricular programs throughout the school year: Chess, Drama, Public Speaking, Creative Writing, Book Club, Physical Fitness, Odyssey of the Mind, Strings, Chorus, Technology Club, and Art Club to meet and develop student interest needs.	Principal, Assistant Principals, Club Sponsors, Classroom Teachers, Resource Teachers	10/01/07	05/30/08	Academic Enrichment Opportunities	10000
Provide opportunities for students to serve as mentors for conflict resolution to provide a safe and productive learning environment and to promote student leadership capacity.	Principal, Assistant Principals, Guidance Counselors, Classroom Teachers	08/20/07	06/05/08	Safe and High-quality Facilities	0
Facilitate and encourage parents and students to participate in school (on site and off site) competitions and performances to enhance student talent and self-esteem.	Principal, Assistant Principals, Special Area Teachers, Club Sponsors, Classroom Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Utilize a school created special area pacing guide for students in Kindergarten through grade five in order to integrate the special area curriculum with core and content subject areas, cooperative learning, critical thinking skills, reading, writing, and math skills to enhance student project based learning and academic achievement.	Principal, Assistant Principals, Special Area Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Facilitate opportunities for students to provide community services and to display their talents to the school and community to promote student talents and positive self esteem.	Principal, Assistant Principals, Special Area Teachers, Club Sponsors, Classroom Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	0

Research-Based Programs

Not Applicable

Professional Development

Professional Development Associated With Club/Program Sponsorship

Evaluation

2007 – 2008 Extra Curricular Activities Attendance Rosters
2007 - 2008 School Calendar

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 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"/>

Return On Investment 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.

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 Principals	08/20/07	06/05/08	Business Process Redesign	0
Collaborate with the District on resource allocation.	Principal, Assistant Principals	08/20/07	06/05/07	Business Process Redesign	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principals	08/20/07	06/05/08	Business Process Redesign	0
Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff.	Principal, Assistant Principals	08/20/07	06/05/08	Business Process Redesign	0
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principals	08/20/07	06/05/08	Business Process Redesign	0

Research-Based Programs

Not Applicable

Professional Development

Money Matters

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 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 purchased hardware 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 student achievement.

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 and school attendance.

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:



School Improvement Plan 2007-2008



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
Reading	178000
Mathematics	78000
Writing	28000
Science	58000
Parental Involvement	42000
Discipline & Safety	2700
Technology	10500
Health & Physical Fitness	3500
Electives & Special Areas	10000
Return On Investment	0
Total	410700



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