

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: GREYNOLDS PARK ELEMENTARY SCHOOL

District Name: Dade

Principal: Dr. Eduardo R. Rivas

SAC Chair: Colette Satchell-Ali

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending School Board Approval

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## VISION and MISSION STATEMENTS

The vision of Greynolds Park Elementary School is to ensure students 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. The mission of Greynolds Park Elementary School is to combine traditional classroom experiences and technological innovations enabling students to embrace a vast array of higher-order thinking skills necessary to be thinkers and problem solvers. They will also be given necessary tools to effectively communicate in a diverse and changing global society.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Greynolds Park Elementary School is a Title I funded school. The school was established in 1958 and sits on 6.3 acres of land located at 1536 Northeast 179th Street, in the heart of North Miami Beach, Florida. 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 ten years. Fourteen portable classrooms 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. Renovation to the main building began in 2009 and will continue through 2010. Classrooms in the original building will be remodeled, including windows, bathrooms, and air conditioners. The entire facility will be painted.

#### Unique School Strengths for Next Year

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 fourth 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 intervention programs in reading and mathematics. We will retain two reading coaches and a math and science coach this year. Our coaches build strength as they serve as professional development liaisons, data analysts, and test coordinators. They organize and run fluid during-school tutorial programs. They assist teachers and students. Our math and science coach maintains a laboratory classroom and serves as a resource teacher to students and teachers in mathematics and science. We will departmentalize instruction in grades 3-5. By building strength in core instruction we expect to increase student FCAT scores. In addition, funds are allocated to support the Academic Excellence program which promotes student interest in academics as well as the arts.

#### Unique School Weaknesses for Next Year

Greynolds Park Elementary School lost approximately 250 students due to boundary changes last year. Along with the student shift, many veteran and surplus teachers transferred to the new K-8 Centers that were built in our Region. Many of our fifth grade students (and their siblings) affected by the boundary changes were given the option to complete their final year at our school. As they move on to middle school, enrollment will drop again. We will transfer and surplus additional teachers, many of whom taught intermediate grades. Therefore, we have had to maximize our resources and we begin this year restructuring our staff to build on their strengths. Additionally, we began a long-awaited QZAB construction project that will be completed in 2010. All classrooms will undergo remodeling and teachers will be displaced temporarily during this process. These changes along with continued budget cuts have impacted our resources and programs.

#### Student Demographics

Greynolds Park Elementary School serves 750 Pre-Kindergarten through grade five students from the surrounding multi-ethnic

neighborhood. Of these students, 82 percent participate in the standard curriculum program, 17 percent participate in Special Education Program (SPED), 21 percent participate in English Language Learners Program (ELL), and 84 percent are economically disadvantaged students who receive free and reduced lunch. The ethnic/racial makeup of the student population is 8 percent or 60 students are White Non-Hispanic, 39 percent or 293 students are Black Non-Hispanic, 49 percent or 366 students are Hispanic, and 4 percent or 30 students are other.

#### Student Attendance Rates

The school prides itself on an attendance rate of 96.64 percent an increase of 0.5 as compared to District's rate of 95.38.

#### Student Mobility

The enrollment at the school fluctuates by an 18 percent mobility rate.

#### Student Suspension Rates

2006-2007: In-school 0; Out-of-school 9.  
2007-2008: In-school 8; Out-of-school 0.  
2008-2009: In-school 2; Out-of-school 3.

#### Student Retention Rates

Greynolds Park Elementary School's 2008 retention rate was 3%. This year, in 2009 the rate decreased to 1.53%, below the District average of 3%.

#### Class Size

The average class size in general education classes is: pre-kindergarten to third grade: 1 teacher to 18 students; fourth and fifth grades: 1 teacher to 22 students. The teacher to student ratio for Special Education Students (SPED) in Pre-Kindergarten: 1 teacher to 8 students; grades K-2: 1 teacher to 7 students; grades 3-5: 1 teacher to 11 students or 2:22; and Emotional Behavior Disorders: 2 teachers to 15 students (multiple grade levels).

#### Academic Performance of Feeder Pattern

Greynolds Park Elementary School is one of three elementary schools in our feeder pattern. The others are G.K. Edelman/Sabal Palm Elementary and Fulford Elementary School. This year, all three elementary schools along with John F. Kennedy Middle School received a school grade of "A." Both Greynolds Park and Fulford raised their grades to "A" status this year. While Greynolds Park Elementary School declined from its steady "A" status to a "B" in 2007-2008, all of our subgroups had continued to meet AYP status since 2004, a distinctive statistic in our feeder pattern. However, this year only 90% of our subgroups met AYP status.

G.K. Edelman/Sabal Palm Elementary school continues to maintain a school grade of "A", but failed to make AYP since 2007-2008. Fulford Elementary scored a school grade of "A" in 2004-2005, "B" in 2005-2006 and 2006-2007, and "C" in 2007-2008. They, too, have failed to make AYP status since 2007-2008. John F. Kennedy Middle School has fluctuated between school grades of "B" and "A", reaching "A" status in 2007-2008 and maintaining it this year. They have failed to make AYP status since 2004. North Miami Beach Senior High School increased its grade from a "D" to a "C" in 2007-2008 but received a grade of "D" for 2008-2009. They too, have failed to meet AYP since 2004.

#### Partnerships and Grants

Greynolds Park Elementary School collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. This collaboration includes: Head Start, Reading First, Early Reading First, Miami-Dade District Pre-K and Early Intervention, Exceptional Student Education, Adult Education, Vocational Career Awareness, Staff Development Department, Miami-Dade County Health Department, community colleges, universities, ESOL/LEP Programs, Migrant, Neglected/Delinquent, At risk Programs, Homeless Agencies, the Parent Academy, the Parent Information and Resource Center (PERC), the PTA/PTSA, Upward Bound and Pre-collegiate programs at community colleges and universities, Home Instruction for Parents of Preschool Youngsters (HIPPPY), Homestead Housing Authority, and through compacts with local municipalities as well as Metro Dade County. These collaborative efforts will eliminate gaps in service for the ELL students, children with disabilities, migrant children, N & D children, homeless children, and migrant children. An avenue will be provided for sharing information about available services, and for helping to eliminate duplication and fragmentation within the programs. Title I personnel will, on an on-going basis, work with the appropriate staff to increase program effectiveness of the instructional program. Representatives from these agencies will meet as necessary to coordinate various services for families and children to increase student achievement. Additionally, the school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. We are proud of our continued participation in The Dade Partners Program which seeks to formalize relationships between schools and businesses/organizations to bring resources together to support educational success. Among our partners are Eastern Financial Credit Union, Washington Mutual Bank, John Hancock Financial, Costco, Citibank Aventura, Aventura Marketing Council, Office Depot, LA Fitness Sports Club, and Wal-Mart Superstore. We are especially proud of our newest partner, The Trump International Beach Resort. We begin a new collaborative outreach program, Make a Difference, which will inspire and empower children to protect the Earth's environment.

The School Health Initiative (Dr. John T. Macdonald Foundation - School Health Initiative - through University of Miami, Miller School of Medicine) has been in Greynolds Park for about nine years. Currently, the School Health Initiative is part of Health Connect in Our Schools (HCIOS), which is funded by The Children's Trust, The Miami Dade County Health Department, Miami Dade County Public Schools, as well as the Dr. John T. Macdonald Foundation/University of Miami. School Clinic Medical Services are provided by nurses, medical assistants, Nurse practitioner (ARNP) at North Miami Beach Senior HS, and a doctor, Dr. Joycelyn Lawrence, the Medical Director of the School Health Initiative, who is based at JFK Middle School. Through the

School Health Clinic, Free Glasses are provided through the Miami Lighthouse Program, as well as dental sealant program and dental services for 2nd and 3rd graders at Nova Southeastern Dental School in North Miami Beach. Social work services, including crisis intervention, individual, group and family counseling, as well as participation in School Support team meetings, IEP meetings, staffings, social histories, behavioral assessments, are provided by a Clinical Social Worker. The construction/renovation project that is underway is the result of a capital improvement project, "Qualified Zone Academies" Bond (QZAB) awarded in 1999.

## STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

## HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Dr. Eduardo R. Rivas	BS - Florida International University (FIU); MS - Nova Southeastern University (NSU) MS - FIU; Educational Specialist - degree from NSU; Ed.D - Ed. Leadership - University of Miami Certification(s)- School Principal; Mathematics 6-12; Science 6-12; Elementary Education 1-5; Middle grades 6-8	2	24	Principal of Greynolds Park Elementary in 2008-2009: Grade: A Reading mastery: 72% Mathematics mastery: 74% Science mastery: 44% Writing mastery: 83% AYP: 90%, ELL did not make AYP in reading and math. Black and Eco. Dis. Did not make AYP in math. 2007-2008: Grade B, Reading mastery: 71%, Math mastery: 72%, Science mastery: 41%, Writing mastery 91%. AYP: 100% All subgroups met AYP  2008-2009 North Miami Feeder Pattern Principal of the Year 2005-2007 Dean, Workforce Education and Development District Administration Miami Dade College, Miami, Florida 1993-Present Adjunct Professor/Undergraduate/Graduate/Doctoral Programs Union Institute and University, Cincinnati, OH District Administration (impacting all eight campuses) 1999-2007 Miami Dade College Administrative Director Office of Performance Improvement and Office of Educational Planning and Quality Enhancement, Miami Dade County Public Schools, Miami, Florida
Assis Principal	Ms. Tracy L.P. Cartwright	BS- Elementary Education, Nova Southeastern University; Master of Science – Educational Leadership, Nova Southeastern University; Educational Specialist, Nova Southeastern University; Certification(s)- Educational Leadership, State of Florida Principal Certification – Miami-Dade County Public Schools, State of Florida	1	9	Assistant Principal of Greynolds Park Elementary in 2008-2009: Grade: A Reading mastery: 72%, Mathematics mastery: 74%, Science mastery: 44%, Writing mastery: 83%. AYP: 90%, ELL did not meet AYP in reading and math. Black and Economically Disadvantaged did not meet AYP in math. Assistant Principal of John G. Dupuis Elementary School in 2007-2008 Grade A Reading mastery: 72%, Mathematics mastery: 69%, Science mastery: 31%, Writing mastery: 78%. AYP: 85%, ELL, Economically Disadvantaged, and SWD did not meet criteria. 2006-2007 Grade A Reading mastery: 67%, Mathematics mastery: 66%, Science mastery: 36%, Writing mastery: 81%. AYP: 95% ELL and SWD did not meet AYP. 2005-2006 Grade A Reading mastery: 68%, Mathematics mastery: 65%, Writing mastery: 85%. AYP: 92%, SWD did not meet AYP. 2004-2005 Grade A Reading mastery: 67%, Mathematics mastery: 60%, Writing mastery: 82%.

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Antonia Colon	BS - Elementary Ed. Barry University MS - reading K-12 Barry University	3	2	Greynolds Park Elementary 2008-2009: Grade: A Reading mastery: 72% AYP: 90%, ELL did not make AYP in reading. 2007-2008: Grade B, Reading mastery: 71%, Writing mastery 91%. AYP: 100% All subgroups met AYP.
Reading	Judith Gelman	BS - Early Childhood, Elementary Education, Florida International University (FIU) MS – Early Childhood, Nova Southeastern University	6	6	Greynolds Park Elementary 2008-2009: Grade: A Reading mastery: 72%, Writing mastery: 83% AYP: 90%, ELL did not make AYP in reading. 2007-2008: Grade B Reading mastery: 71%, Writing mastery 91%. AYP: 100% All subgroups met AYP. 2006-2007 Grade A Reading mastery: 79%, Writing mastery 91%. AYP: 100% All subgroups met AYP. 2005-2006 Grade A Reading mastery: 76%, Writing mastery 91%. AYP: 100% All subgroups met AYP. 2004-2005 Grade A Reading mastery: 78%, Writing mastery 87% AYP: 100% All subgroups met AYP.
Mathematics/ Science	Laura Gardner	BS – Early Childhood Ed. Elem. Ed., Florida International University MS – Urban Education, Florida International University	23	10	Greynolds Park Elementary School 2008-2009: Grade: A Mathematics mastery: 74% Science mastery: 44% AYP: 90%, ELL did not make AYP in reading and math. Black and Eco. Dis. Did not make AYP in math. 2007-2008: Grade B Math mastery: 72%, Science mastery: 41%, AYP: 100% All subgroups met AYP 2006-2007 Grade A Math mastery: 75%, Science 43% AYP: 100% All subgroups met AYP 2005-2006 Grade A Math mastery: 69%, Science 30% AYP: 100% All subgroups met AYP 2004-2005 Grade A Math mastery: 77% AYP: 100% All subgroups met AYP.

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Regular meetings of new teachers with Principal	Principal	Ongoing	
2. Partnering new teachers with veteran staff	Assistant Principal	Ongoing	
3. Soliciting referrals from current employees	Principal	Ongoing	
4. Participating in college campus Job Fairs at Universities	Guidance Counselor	April 2010	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Tracy Lin	PK/Primary	Second Grade Gifted	Ms. Lin has been given an out-of-field waiver and is taking courses to complete the gifted certification.
Marcia Richardson	Elementary Ed.	Third Grade Gifted	Ms. Richardson has been given an out-of-field waiver and is taking courses to complete the gifted certification.
Sarah Robertson	Elementary Ed.	First Grade	Ms. Robertson is currently taking courses to complete the ESOL Endorsement.
Virginia L. Brown	Elementary Ed. Primary Ed.	Kindergarten	Ms. Brown is currently taking courses to complete the ESOL Endorsement
Annelle Julien Cave	Elementary Ed.	Fourth Grade	Ms. Cave is currently taking courses to complete the ESOL Endorsement.
Karine Moron	Elementary Ed.	Second Grade	Ms. Moron is currently taking courses to complete the ESOL Endorsement.

### Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
64	0	20.31	29.69	50	35.94	91.67	6.25	0	60.94

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Astrid Smith	N/A - No new or struggling teachers in intermediate grades at this time. Mentor is in place should need arise.	Ms. Smith is a highly qualified fourth grade teacher with seventeen years of experience. Reading, mathematics and writing scores demonstrate high performance levels.	Mentors and mentees will meet biweekly in a professional learning community to discuss evidence-based strategies for each domain. Mentors will be given release time to observe mentee. Time will be given for feedback, coaching, and planning.
Sarah Robertson	N/A - No new or struggling teachers in primary grades at this time. Mentor is in place should need arise.	Ms. Robertson's students have shown improvement in reading achievement as reflected by DIBELS scores. She has just completed her Masters and is Ready Schools Miami (RSM) trained.	Mentors and mentees will meet biweekly in a professional learning community to discuss evidence-based strategies for each domain. Mentors will be given release time to observe mentee. Time will be given for feedback, coaching, and planning.
Antonia Colon	N/A - No new or struggling teachers in primary grades at this time. Mentor is in place should need arise.	Ms. Colon is our Reading Coach and resident Writing expert. She has 9 years classroom experience; Master's degree in reading K-12; classroom student achievement	Mentors and mentees will meet weekly to plan collaboratively, review data and assist with lesson planning. Mentor will observe mentees and monitor the Teacher Mentoring Program.

continually meets proficiency levels.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

Note: For Title I schools only

#### Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Title CHES (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Greynolds Park Elementary has several programs that coordinate with other state and federal dollars available and integrate federal and state programs so that the school can meet state and NCLB requirements. This year our school will utilize school and community resources (NMB D.A.R.E., Listeners, Dade Partners, Health Connect Nurses, Social Workers, Education Committee Members, Aventura Marketing Council, NMB Chamber of Commerce, Do The Right Thing, ) 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. The above mentioned programs will be paid by the agencies to which they belong. This will free the Title I funds to conduct motivational programs such as "Shark of the Month" as evidence by monthly nomination forms, and facilitate weekly student services team meetings to discuss and address the needs of all students including SPED and ELL in order to monitor the support of students.

#### Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

#### Title I, Part D

N/A

#### Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group Implementation and protocols.

#### Title III

N/A

#### Title X- Homeless

N/A

#### Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

#### Violence Prevention Programs

N/A

#### Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

N/A

#### Other

##### Parental

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as during-school tutorial instruction, differentiated instruction/intervention, classroom libraries, On-Target Mathematics, Passport, and Voyager. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

#### Response to Instruction/Intervention (RtI)

##### School-based RtI Team

Identify the school-based RtI Leadership Team.

RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. It is anticipated that this will be a 3-year process of building the foundation and incorporating RtI into the culture of each school.

1. RtI leadership is vital, therefore, in building our team we have considered the following:

- Administrator(s) who will ensure commitment and allocate resources;
- Teacher(s) and Coaches (Reading, Mathematics, and Science) who share the common goal of improving instruction for all students; and
- Team members who will work to build staff support, internal capacity, and sustainability over time.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- School reading, math, science, and behavior specialists
- Special education personnel
- School guidance counselors
- School psychologist
- School social worker
- Member of advisory group (EESAC)
- Community stakeholders

3. RtI is a general education initiative in which the levels of support are allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in

alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.  
There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance and progress monitoring. The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important areas:

- Curriculum based on standards
- Assessments and evaluations
- Utilize the Response to Intervention problem solving process and monitor progress of interventions
- Provide enrichment opportunities

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs

3. Hold regular team meetings

4. Maintain communication with staff for input and feedback, as well as keeping all stakeholders updated on procedures and progress

5. Support collaborative planning sessions that design, implement, and evaluate daily instruction and specific interventions

6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery

7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RtI Leadership Team meets with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the SIP.

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.

3. The Leadership Team will provide levels of support and interventions to students based on data.

#### RtI Implementation

Describe the data management system used to summarize tiered data.

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students (differentiated instruction)
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. managed Data will include:

Academic

- FAIR assessment
- District Interim Assessments
- State/Local Math and Science assessments
- FCAT

• Student grades

• School site developed assessments

Behavior

• Student Case Management System

• Detention

• Suspensions/expulsions

• Referrals by student behavior, staff behavior, and administrative context

• Office referrals per day per month

• Team climate surveys

• Attendance

• Referrals to special education programs

Describe the plan to train staff on RtI.

The district professional development and support will include:

1. training for all administrators in the RtI problem solving, data analysis process;

2. providing support for school staff to understand basic RtI principles and procedures, and

3. providing a network of ongoing support for RtI organized through feeder patterns.



## School Wide Florida's Continuous Improvement Model

### Plan

#### Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

##### Strengths:

- Data from the 2009 School Grade Performance indicates that the percentage of students meeting high standards has increased by one percentage point from the previous year (72%), and two percentage points in mathematics (74%).
- Students in third grade are performing at district averages in all reading content and at state averages with the exception of Main Idea/Purpose.

Students in fourth grade are performing at district averages in all reading content with the exception of Main Idea/Purpose and at state averages with the exceptions of Main Idea/Purpose and Comparisons.

Students in fifth grade are performing at district averages in all reading content and at state averages with the exception of Main Idea/Purpose.

- Data from the 2009 administration of the FCAT Mathematics Test indicates that the number of students meeting high standards in grade four increased by three percentage points, grade five remained the same, and grade three decreased by three percentage points.

However, students in third grade are performing at district and state averages in all mathematics content. Students in fourth grade are performing at district and state averages in all mathematics content with the exception of Algebraic Thinking. Students in fifth grade are performing at district and state averages in all mathematics content and above the district in Algebraic Thinking.

- Data from the 2009 administration of the FCAT Science Test indicates that the number of students performing at or above high standards has increased by one percentage point over the 2008 administration.

Students in fifth grade are performing at district averages in all science content and at state averages with the exception of Earth and Space and Scientific Thinking.

- Fourth grade writing data shows a decrease in the percentage of students scoring at the lowest levels and an increase in the number of students scoring between 3.0 and 4.5.

- Data from the 2009 administration of the FCAT Reading and Mathematics Test indicates significant increases made by students in the lowest quartile. Reading gains were 5 percentage points, from 53% to 58% and mathematics gains were 18 percentage points, from 51% to 69%.

##### Weaknesses:

- While data from the 2009 School Grade Performance indicates that the percentage of students meeting high standards has increased by one percentage point from the previous year (72%), and two percentage points in mathematics (74%) the number of students meeting high standards in reading has decreased in all grade levels.

- The Reading FCAT Content Cluster Analysis indicates that the lowest content area in reading for all grade levels is main idea/purpose while fifth grade also scored lower in comparisons.

- Data from the 2009 administration of the FCAT Mathematics Test indicates that the number of students meeting high standards in grade four increased by three percentage points, grade five remained the same, and grade three decreased by three percentage points.

The Mathematics FCAT Content Cluster Analysis indicates that while all grade levels are in need of improvement, third grade scores decreased in measurement, fourth grade scores decreased in Algebraic Thinking, and fifth grade scores remained constant.

- Only 90% of students tested met the criteria for AYP. This is the first year that 100% of our students did not meet AYP criteria. ELL students did not meet AYP in reading and mathematics. Economically Disadvantaged and Black did not meet AYP in mathematics.

#### Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The IFCs were created in July and August of 2009. The IFC will be updated in October 2009 as determined by data results from the Baseline Benchmark Assessment provided by the District and again in January 2010 as determined by the data results from the District Mid-Year Interim Assessments.

Was data used to develop the IFCs?

The 2009 FCAT results were utilized to develop the IFCs. Data results from the Baseline Benchmark Assessment and the District Mid-Year Interim Assessments will also be utilized.

Were teachers included in the development of the IFCs?

Teachers will be responsible for determining the instructional focus of whole group lessons, and small group/differentiated instruction.

How were benchmarks selected?

Benchmarks were selected as indicated by students' strengths and weaknesses, which were measured by progress on class work assignments, assessments, data results, and District created Pacing Guides.

How was the duration of instruction selected for each Benchmark?

The duration of instruction for each Benchmark was determined by the amount of time allotted in the IFC to ensure that students are exposed to all Benchmarks prior to FCAT testing. Within the amount of time allotted in the IFC, teachers will provide instruction on each Benchmark, allow the students an opportunity to practice, assess the students' knowledge, and then re-teach the Benchmark as indicated by student progress, either in a whole group or small group setting.

How will the administration ensure the IFCs are used by all teachers?

Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data, and conducting meetings with teachers to ensure that the IFC is being utilized and implemented effectively. Coaches will also be assigned to teachers who are demonstrating signs of struggling with IFC implementation.

How will assistance be provided to teachers who struggle implementing the IFCs?

Teachers who are struggling with implementing the IFC will be provided additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful. The subject area coaches and/or department chairperson will provide additional assistance to the teacher. The teacher will participate in Professional Learning Communities, and utilize the support of their colleagues during weekly team meetings.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: Main Idea/Purpose and Comparison were the least proficient strands and will be given priority focus.

Writing: Narrative writing will be given priority focus.

Mathematics: Data Analysis, Measurement and Algebraic Thinking were the least proficient strands and will be given priority focus.

Science: Earth and Space, and Scientific Thinking were the least proficient strands and will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Once FCAT scores were released the administration determined student learning gains by grade level and teacher, and made adjustments to grade level and subject area teaching assignments. Grades 3-5 will be departmentalized in 2009-2010 to utilize individual strengths of teachers in content areas. An analysis of learning gains allows the strongest teachers to be paired with the weakest students.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Understanding that all learning has relevance is the key to success. Teachers strive to create learning experiences that apply to the real world. As students work to build and apply skills, relevance to their future becomes part of the learning experience. Engaging in projects, hands-on experiences, field trips, career and technology fairs all help the elementary student to make these connections.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

- The Academic Excellence after-school program offers students opportunities to engage in meaningful enrichment activities that include exposure to great literature through inquiry learning. Students learn to play chess and express themselves creatively and dramatically by enacting plays.
- Students engage in extra-curricular clubs.
- Selected students work with the guidance counselor to explore career opportunities by taking field trips throughout the year.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Grade level teachers will meet weekly to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Pacing guides and lesson plans will be adjusted for differentiated instruction, which provide lessons for all levels of students, below mastery, at mastery, and above mastery. Teachers will meet weekly for grade level meetings and will meet monthly during Professional Learning Communities to share best practices and resources.

How are instructional focus lessons developed and delivered?

Focus lessons will be provided by the instructional coaches for each subject area based on a review of previous benchmark assessments where students were struggling. The focus lessons selected by the instructional coaches are aligned to the Benchmarks and standards for each subject area and cover those Benchmarks that are assessed on the FCAT. These supplemental focus lessons will be taught at the discretion of the classroom teacher either in a whole group or needs based groups. Reading, math, and science teachers will teach the focus lesson that correlates with their subject area. In the future, depending on need, the coaches will also teach focus lessons.

How will instructional focus lessons be revised and monitored?

Student mastery on mini-assessments based on the focus lessons will determine if the focus lessons need to be revised and/or re-taught. Teachers and administrators will ensure the effectiveness of the focus lessons by analyzing data results from focus lessons and all evaluation tools as they are re-assessed intermittently throughout the year. Proficiency of skills and benchmarks should also be evident in skills and benchmarks that are taught as part of the whole group instruction.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Teacher-made, textbook/basal assessments, and specific benchmark assessments based on the pacing guides and focus lessons will be used on an ongoing basis to measure progress in core instruction. Supplemental instruction will be measured and monitored by the specific program evaluation tools in addition to mini-assessments that align to focus lessons and all other core evaluations. Intensive instruction/intervention will also be measured and monitored by the specific program evaluation tools along with the core and supplemental evaluations. Evaluation will be ongoing, as needed.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Edusoft data is used to determine students working below mastery, at mastery, and above mastery. The parameters of the mastery bands will be calculated to indicate mastery at 70%. The assessment results will be used to determine the instructional focus of whole group lessons. An Item-Analysis of the assessment will be utilized to re-teach the questions that students missed most frequently. Teachers will differentiate their instruction as indicated by assessment results to provide intensive instruction to those students earning less than 50%, additional instruction and practice opportunities for those students earning between 50%-70%, and enrichment/advanced instruction to students earning 80%-100%.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Students at and above mastery level will receive opportunities to enhance or enrich current skills by participating in project activities, hands-on activities, or other supplemental lessons which will reinforce the skill and maintain the level of mastery/proficiency.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers will meet weekly. The meetings will alternate each week as follows: one week the teachers will meet by grade level and the following week they will meet by content area. This rotation will continue throughout the year. The meeting will be facilitated by the subject area coach, the team leader, and/or the department chairperson. A teacher will be designated to record notes from the meeting, and the notes will be submitted along with the weekly agenda to the administrative staff. Members of the administrative staff will attend meetings on a rotating basis.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Leadership Team will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students. The instructional coaches will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The instructional coach will also help with the process of grading, recording, and charting student scores.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Resources from the state adopted textbooks which are designed for core instruction will be utilized. Core instruction is based on Miami-Dade County Houghton-Mifflin Reading Series, Scott-Foresman Science and Harcourt Math. Computerized programs or instructional software (e.g. Success Maker), in addition to Internet instructional Web sites such as FCAT Explorer, Riverdeep, and Ticket to Read will also be utilized.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Computerized programs or instructional software (e.g. Success Maker), in addition to Internet instructional Web sites such as FCAT Explorer, Riverdeep, and Voyager Passport will be utilized. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of providing instruction to students in non-mastered areas. Resources and strategies provided at professional development workshops will also be utilized. Students consistently demonstrating non-mastery may be required to participate in tutorial sessions before or after school.

How does the school identify staff's professional development needs to improve their instructional strategies?

Needs are identified according to assessment data, district and state compliance, and teacher surveys.

Which students will be targeted for supplemental and intensive instruction/interventions?

As a result of progress monitoring (class work assignments and assessment results) and observations (Classroom teacher, instructional coach, administrators, counselors, etc.) Students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions. Students not making mastery will receive supplemental and intensive instruction/interventions during the regular school day from personnel hired to provide tutorial services.

How will the effectiveness of the interventions be measured throughout the year?

All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students who typically exceed mastery levels participate in the school's gifted or TEAM program. Core programs provide enrichment activities and resources to be implemented with students performing above mastery in the regular classroom. Funds are allocated to support the after-school Academic Excellence program, an opportunity to further promote student interest in academics and the arts.

Describe how students are identified for enrichment strategies.

FCAT results, in addition to student progress in a specific course, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher level courses and academic programs. Teacher recommendation and parent requests are also taken into consideration. Students who express willingness to participate in the Academic Excellence program and are committed to attend regularly are also considered for participation.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
The Professional Development Liaison (PDL) will be trained prior to the opening of the 2009-2010 school year and again in the Fall during Professional Development Day October 19, 2009. This training will include the variety of ways	Returning PDL's have received training and new PDL's will receive training in order to train multiple teams of PLC Leaders. The teams will be comprised of a member of the Leadership Team, Grade Level Chairs, coaches and	Teams will meet weekly — alternating between content groups and grade groups.	Teams will meet during common planning time (to be determined once master schedules are completed).	The PDL will be offered training in Lesson Study prior to the opening of school and again in the Fall of 2009. Previous training with Ready Schools Miami has included Tuning Protocol and Examining Work. New PDL's will receive additional training in these topics so they may prepare others to use these and other protocols.

to organize a PLC at our school.	classroom teachers.			
3rd, 4th, and 5th, grade reading teachers, reading coach, ESE teachers, and ESOL teacher.	Anntonia Colon/Judith Gelman Reading Coaches	Biweekly (1st and 3rd weeks of month)	Teams will meet during common planning time (to be determined once master schedules are completed)	Analyze the effectiveness of the Reading FCIM calendars, focus-lessons, pacing guides and IFC's, tutorials, interventions, enrichment, and assessment data and evaluation tools to determine any necessary revisions. Engage in Lesson Study and reflective practice.
3rd, 4th, and 5th, grade mathematics and science teachers, math and science coach, ESE teachers, and ESOL teacher.	Laura Gardner Math/Science Coach	Biweekly (1st and 3rd weeks of month)	Teams will meet during common planning time (to be determined once master schedules are completed)	Analyze the effectiveness of the Mathematics and Science FCIM calendars, focus-lessons, pacing guides and IFC's, tutorials, interventions, enrichment, and assessment data and evaluation tools to determine any necessary revisions.
3rd, 4th, and 5th grade teachers, ESE teachers, and ESOL teacher.	Grade Level Chairs	Monthly (2nd week of month)	Teams will meet during common planning time (to be determined once master schedules are completed)	Continually analyze the effectiveness of departmentalization and discuss content area concerns. Engage in Lesson Study that involves research, practice and reflection. Share best practices and utilize ways to incorporate thematic units that cross over curricular boundaries. Discuss data trends, mastery levels, and progress of whole classes and individual students in core, supplemental, and intensive strategies.
Each content area team	Eduardo Rivas, Principal and Tracy Cartwright, Assistant Principal	Monthly (4th week of month)	Teams will meet during common planning time (to be determined once master schedules are completed)	Data analysis of common assessments and FCIM benchmark assessment results. Engage in Lesson Study that involves research, practice and reflection.

## NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status  
No Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification  
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status  
No Attached Supplemental Educational Services (SES) Notification

## Pre-School Transition

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPPY) Program. HIPPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

Greynolds Park Elementary School hosts Pre-Kindergarten students attending local Head Start Programs as part of the "Welcome to Kindergarten" program throughout the school year. The students observe morning activities typical to a kindergarten school day, and enjoy a school lunch with the kindergarten students. Parents and children gain familiarity with kindergarten and receive information relative to the matriculation of students at the school. Our principal also meets with the center directors of neighborhood centers.

Prior to the beginning of the school year, parents of incoming kindergarten students attend an Open House Orientation where they are given an overview of the Kindergarten curriculum with daily activities to be expected. Parents are encouraged to become involved both at school and at home by reinforcing skills with interactive homework assignments.

At Greynolds Park Elementary all Kindergarten students are assessed using the Florida Kindergarten Readiness Screening (FLKRS) and the Florida Assessment and Inventory of Reading (FAIR) to prescribe instruction for individual and group needs, for success in all subject areas of the kindergarten curriculum. Kindergarten teachers use the data to plan academic and social/emotional instruction for all students and groups of students who may need intervention beyond core instruction. FAIR screening tools will be re-administered mid-year and at the end of the school year in order to determine student learning gains.

English Language Learners (ELL students) will be administered the CELLA test at the end of the school year to diagnose proficiency in the English language.

## Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:  Did the total percent proficient increase or decrease? What is the percent change?  What clusters/strands, by grade level, showed decrease in proficiency?  Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?  Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?  Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 72% of students achieved mastery on the 2009 administration of the FCAT Reading Test. This represents an increase of 1% compared to 71% who achieved mastery in 2008.  A content cluster analysis in grades 3-5 indicate areas of weakness that need focused attention. Grades 3 -5 indicates a needed focus on Main Idea, and Author's Purpose. In addition, fifth grade should focus on Comparisons.		Given instruction using the Sunshine State Standards, 73% of students in grades 3-5 will achieve mastery on the 2010 administration of the FCAT Reading Test.  Given instruction based on the Sunshine State Standards (SSS), the number of students meeting high standards in grades 3-5 will increase by 1 percentage point in areas of weakness.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implement the Florida Continuous Improvement Model (FCIM) to support the facilitation of differentiated instruction for students in Kindergarten through grade five, using departmentalization in grades three through five.	Principal, Assistant Principal, and Reading Coach, Rtl Team	Review student data during collaborative planning sessions.	Baseline and Interim Assessments
2	Provide monthly collaborative professional development sessions for instructional and support staff in order to target areas of weakness in reading.	Principal, Assistant Principal and Professional Development Liaison	Implement District Pacing Guide and Instructional Focus Calendar	Feedback Form
3	Implement the Houghton Mifflin Reading Program and the Core Comprehensive Reading Plan in Kindergarten through grade five.	Principal, Assistant Principal, Reading Coach, and Grade Level Chairpersons	School created/fluid reading pacing guide in Kindergarten through grade five.	Weekly and Bi-weekly Houghton Mifflin Assessments
4	Implement the new FAIR assessments to monitor student progress.	Principal, Assistant Principal, Reading Coach	Review FAIR data reports and conduct student achievement chats.	Printout of FAIR assessments.
5	Develop an Instructional Focus Calendar for Reading	Reading Coach	Administration will monitor implementation of pacing guides and IFC's through classroom walkthroughs.	Effectiveness will be determined through FAIR assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 67% of students achieved learning gains on the 2009 administration of the FCAT Reading Test. This represents a decrease of 2% compared to 69% who made reading gains in 2008.  A content cluster analysis in grades 3-5 indicates areas of weakness that need focused attention. Grades 3-5 indicate a needed focus on Main Idea, Author's Purpose,		In grades 3-5, 72% of students will achieve learning gains on the 2010 administration of the FCAT Reading Test.		

and Comparisons				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implement an intensive daily during school tutorial program for students in the lower 25% Reading in grades 3-5, utilizing the appropriate Reading intervention programs.	Principal, Assistant Principal, Reading Coach, and Support Staff	Appropriate persons will review results of common assessment data, monthly, to determine progress toward benchmark.	Voyager Reading 3-5 Intervention, FCAT Explorer, Success Maker, and Riverdeep
2	Provide a reading laboratory experience in grades 3-5 to enhance comprehension and fluency.	Principal, Assistant Principal, Reading Coach, and Support Staff	Support Staff will monitor program reports and instructional data.	Reading Plus
3	Use data protocols during weekly collaborative sessions to monitor, evaluate, and drive further instruction and remediation.	Principal, Assistant Principal, Reading Coach and Grade level Chairpersons	Grade level teams will review and evaluate data from benchmark assessments.	2009 FCAT Reading, District Interim Assessments
4	Provide collaborative professional development sessions for instructional and support staff in order to target areas of weakness in reading.	Principal, Assistant Principal, Reading Coach, and P.D. Liaison	Implement acquired knowledge in order to enhance targeted areas in Reading.	Feedback forms, Data chats

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 48% of English Language Learners in grades 3-5 scored at or above Level 3 on the 2009 administration of the FCAT Reading Test. This represents a decrease of 3% compared to 2008.		Given instruction using the Sunshine State Standards, an Increase in the percent of English Language Learners in grades 3-5 scoring at or above a Level 3 from 48% to 60% on the 2010 FCAT Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implement small group individualized instruction to assist English Language Learners (ELL) in making adequate learning gains.	Principal, Assistant Principal, Reading Coach, and Bilingual Teachers.	Focused walkthroughs by administration/coaches will be used to ensure all reading teachers are utilizing small group instruction.	Checklist generated from walkthroughs
2	Provide daily ELL instruction for levels 1 and 2 in grades 3-5 utilizing the Houghton Mifflin Reading Program and the Core Comprehensive Reading Plan.	Principal, Assistant Principal, Reading Coach, ELL Teachers.	Lesson plans will reflect reading language support for ELL students.	Administration, coaches, and ELL teachers will monitor progress through data generated reports.
3	Social Studies/Science teachers will infuse the Reading Benchmarks in lesson plans and instructional delivery.	Principal, Assistant Principal, Reading Coach,	When visiting classrooms, administrators will focus their attention to the frequency of teaching to the reading benchmarks in Social Studies/Science.	Teachers will monitor student progress through assessments.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, 73% of students in grades 3-5 will achieve mastery on the 2010 administration of the FCAT Reading Test.	Effective implementation of the FCIM, including Instruction Focus Calendar and District Pacing Guides for all grade levels	Reading Coaches	August 2009	Modeling of lessons Classroom visits Data results	Principal, Assistant Principal, Reading Coaches, RtI Team
Given instruction based on the Sunshine State Standards (SSS), the number of students meeting high standards in grades 3-5 will increase by 1 percentage point on the 2010 administration of the FCAT	Data Driven Differentiated Instruction	Reading Coach	October 2009	Lesson Plans and Classroom visits	Principal, Assistant Principal, Reading Coach



In grades 3-5, 72% of students will achieve learning gains on the 2010 administration of the FCAT Reading Test.	Edusoft Data Management System Training – Using and understanding reports	Selected Teachers Reading Coach, Grade Level Chairperson	May/June 2009 Ongoing	PLC discussions, data chats, RTI implementation Data driven intervention lesson plan and focus calendar	Principal, Assistant Principal Reading Coaches
Given instruction using the Sunshine State Standards, 72% of students in grades 3-5 will achieve mastery on the 2010 administration of the FCAT Reading Test.	Professional Learning Communities – Ready Schools Miami Coaches Training that target specific areas in need of improvement.	Teacher Trainer/Facilitators	September 2009 Ongoing	PLC Teams will follow the appropriate schedules for frequency of meetings	Principal, Assistant Principal Reading Coaches
Given instruction using the Sunshine State Standards, 72% of students in grades 3-5 will achieve mastery on the 2010 administration of the FCAT Reading Test.	Reciprocal Reading Strategies that target specific areas in need of improvement.	Reading Coach	November 2009	Lesson plans and classroom visits	Principal, Assistant Principal, Reading Coaches
In grades 3-5, 72% of students will achieve learning gains on the 2010 administration of the FCAT Reading Test.	Effective implementation of professional development activities that target specific areas in need of improvement	Reading Coaches	October 2009 Ongoing	Modeling of lessons Classroom visits Data results	Principal, Assistant Principal Reading Coaches
Given instruction using the Sunshine State Standards, 72% of students in grades 3-5 will achieve mastery on the 2010 administration of the FCAT Reading Test.	FCAT Item Specifications	Reading Coach, Grade Level Chairperson	October 2009	Lesson Plans and Classroom visits	Principal, Assistant Principal Reading Coaches

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

N/A

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
During School Tutorial/Intervention	Title I	\$11,700.00
		Total: \$11,700.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Reading Coach Program #3126	Title I	\$64,435.00
		Total: \$64,435.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$76,135.00

End of Reading Goal

## Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>In grades 3-5, 74% of students achieved at or above high standards on the 2009 administration of the FCAT Mathematics Test. This represents an increase of two percentage points, compared to 72% meeting high standards in 2008.</p> <p>A content cluster analysis in grades 3-5 indicate areas of weakness that need focused attention. Grade three and five demonstrate need in the Measurement Strand, while fourth grade should focus on Algebraic Thinking.</p>		<p>Given instruction based on Sunshine State Standards (SSS), 75% of students will meet high standards in mathematics in grades 3-5 on the 2009- 2010 administration of the FCAT Mathematics Test.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Use the FCIM (District Mathematics Pacing Guide and Instructional Focus Calendar) to support the daily differentiated instruction for students in grade three through grade five using departmentalization	Principal, Assistant Principal, Math Coach, RTI Team	Review student data in professional learning communities	Baseline and District Interim Assessments
2	Use Harcourt Math, On Target Math, and 40 Day Countdown (Core and Tutorial), and focus lessons to address student needs.	Principal, Assistant Principal, Math Coach	Walkthroughs by administrators will be used to ensure all math teachers are following the IFC's and differentiating instruction/testing for identified core, supplemental and intensive students	Weekly and Bi-Weekly teacher authored and Harcourt Assessments, and mini benchmark tests. Baseline and District Interim Assessments
3	Provide professional development sessions for instructional and support staff in order to build strength in the use of manipulatives, and provide instruction using hands-on experiences, visual stimulus, and real-world applications to address weakness in Measurement and Algebraic Thinking	Principal, Assistant Principal, Professional Development Liaison, Math Coach	Implement acquired knowledge in order to enhance targeted areas in math.	Feedback Forms, Data Chats

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>Based on the 2009 administration of the FCAT Mathematics Test 90% of students met AYP status, a decrease of 10 percentage points from the previous year. Subgroups not meeting AYP criteria in mathematics:</p> <p>Black (66%) Economically Disadvantaged (67%) and English Language Learners (63%).</p>		<p>Given instruction using the Sunshine State Standards all subgroups will reach the minimum target of 68% in mathematics proficiency while the percentage of students making learning gains in the lowest 25% in grades 3-5 will increase by 1 percentage point on the 2010 FCAT Mathematics Test.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Identify the students in all subgroups at achievement Level 1 or 2 on the FCAT Mathematics, as delineated in Adequate Yearly Progress disaggregated data. Implement an intensive daily during-school tutorial program to address the Mathematics deficiencies of students using a diagnostic/ prescriptive approach.	Principal, Assistant Principal, Math Coach, Support Staff	Leadership Team will review data, monthly, to determine progress toward benchmarks.	Voyager Math 3-5 Intervention, On Target, 40 Day Countdown (tutorial), FCAT Explorer and Riverdeep.

2	Provide mathematics laboratory experiences for selected subgroups in grades 3-5 to enhance critical thinking skills and model the use of hands-on, real world problem solving, and other critical thinking strategies.	Principal, Assistant Principal, Math Coach, Support Staff	Math Coach will monitor assessment data.	Use of Math manipulatives through hands-on assessments that relate to current or recent classroom instruction, FOCUS Web site for grades 3-5,
3	Use data protocols during weekly PLC sessions, to monitor, evaluate, and drive further instruction and remediation.	Principal, Assistant Principal, Math Coach, Grade Level Chairpersons	Grade-level teams will review and evaluate data from benchmark assessments.	2009-2010 FCAT Mathematics Test, District Interim Assessments.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, 75% of students in grades 3-5 will achieve mastery on the 2010 administration of the FCAT Mathematics Test	Effective implementation of the FCIM, including Instruction Focus Calendar and District Pacing Guides	Mathematics Coach	August 2009	Modeling of lessons Classroom visits Data results	Principal, Assistant Principal Mathematics Coach, RTI Team
Given instruction based on Sunshine State Standards (SSS), 75% of students will meet high standards in mathematics in grades 3-5 on the 2009-2010 administration of the FCAT Mathematics Test	Effective implementation of the Next Generation Sunshine State Standards in all grade levels, and New Test Item Specification in Mathematics, Content Focus Reports, and Lessons Learned in grades 3-5	Mathematics Coach	September 2009	Modeling of lessons Classroom visits Data results	Principal, Assistant Principal Mathematics Coach
Given instruction using the Sunshine State Standards 75% of the students in grades 3-5 will make learning gains on the 2010 FCAT Mathematics Test	Differentiated Instruction in all grade levels	Region and District Mathematics Specialists, Mathematics Coach	October 2009	Modeling of lessons Classroom visits Data results	Principal, Assistant Principal Mathematics Coach
Given instruction using the Sunshine State Standards, 75% of students in grades 3-5 will achieve mastery on the 2010 administration of the FCAT Mathematics Test	Effective use of manipulatives and hands-on activities in all grade levels	Mathematics Coach	November 2009 Ongoing	Modeling of lessons Classroom visits Documentation in lesson plans	Principal Mathematics Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
During School Tutorial/Intervention	Title I	\$11,700.00
On Target Mathematics Materials	General Funds	\$3,100.00
Hourly Tutor	EESAC	\$3,000.00
		Total: \$17,800.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Mathematics Coach Program #3126	Title I	\$32,217.00
		Total: \$32,217.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$50,017.00

## Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009 FCAT Science data, 44% of 5th grade students scored at or above Level three. This represents an increase of three percentage points of fifth grade students who scored Level three or above in 2008.  While all Science Content Clusters are in need of improvement, a content cluster analysis of the fifth grade science strands indicates areas of weakness in Earth and Space Science and Scientific Thinking that require focused attention.		Given instruction using the Sunshine State Standards, 50% of students in grade five will score at level three or above on the 2010 FCAT Science Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Departmentalization in grades 3-5 will allow for daily science instruction with provisions for a weekly Science Lab Block utilizing instruction that includes opportunities for hands-on laboratory experiences that are teacher-demonstrated and student-centered	Principal, Assistant Principal, Science Coach, RtI Team	Daily instruction and weekly laboratory experiments will be implemented with fidelity and monitored via walkthroughs.	Baseline and Interim Assessments, formative and summative assessments, mini benchmark assessments, and completed lab reports
2	Provide real-world science experiences and engaging activities. Teachers at all grade levels will use the 5E model for science instruction, incorporate a science station(s) as part of classroom centers, implement Gizmos in grades four and five, and utilize the Scott Foresman Leveled Reading Library in all grade levels	Principal, Assistant Principal, Science Coach	Classroom visits and walkthroughs, Documentation in lesson plans and student work folders	Baseline and Interim Assessments, formative and summative assessments, mini benchmark assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, 50% of students in grade five will score at level three or above on the 2010 FCAT Science Assessment.	Effective implementation of the FCIM, including Instruction Focus Calendar and District Pacing Guides for all grade levels	Science Coach	August 2009	Modeling of lessons Classroom visits Data results	Principal, Assistant Principal Science Coach, RtI Team
Based on 2009 FCAT Science data, 44% of 5th grade students scored at or above Level three. This represents an increase of three percentage points of fifth grade students who scored Level three or above in 2008.  While all Science Content Clusters are in need of improvement, a content cluster analysis of the fifth grade science strands indicates areas of weakness in Earth and	Test Item Specification in Science, Content Focus Reports, and Lessons Learned in grades 3-5	Science Coach	September 2009 November 2009	Modeling of lessons Classroom visits Data results	Principal, Assistant Principal Science Coach

Space Science and Scientific Thinking that require focused attention.					
Given instruction using the Sunshine State Standards, 50% of students in grade five will score at level three or above on the 2010 FCAT Science Assessment.	Effective Implementation of the Scott Foresman Science Series using the 5E model of instruction, including manipulatives and hands-on activities, leveled libraries and strong reading correlation in all grade levels	Effective Implementation of the Scott Foresman Science Series using the 5E model of instruction, including manipulatives and hands-on activities, leveled libraries and strong reading correlation in all grade levels	October 2009 Ongoing	Modeling of lessons Classroom visits Documentation in lesson plans	Principal Science Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Science Coach Program #3126	Title I	\$32,217.00
		Total: \$32,217.00
		Final Total: \$32,217.00

End of Science Goal

## Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Results of the 2009 FCAT Writing Assessment indicate that 83% of the Students tested met high standards in writing, a decrease of eight percentage points from the 2008 administration of the FCAT Writing Assessment, and 79% of grade four students met or exceeded the State's required mastery level of 3.5. This represents a decrease of 10 percentage points from the previous year.		Given instruction based on the Sunshine State Standards (SSS), on the 2010 administration of the FCAT Writing Test, 92% of the students will meet high standards in writing.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1 Implement the Florida continuous Improvement Model (FCIM) to support the facilitation of instruction during the daily writing instructional block and tutorial program by assessing students on a monthly basis and using the school based writing plan	Principal, Assistant Principal, and Reading Coach	Percent of students making adequate progress toward goal will be determined monthly by administration of grade level writing assessment.	Monthly writing prompts Pre and Mid-Year test prompt	

	and student data for instruction.			
2	Utilize the school professional development liaison, 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 Principal, Reading Coach, and PD Liaison	Implementation of District Pacing Guide and Instructional Focus Calendar through Lessons Plans and Classroom Observations.	Feedback Form
3	Students will use the writing process daily. All writing will be dated, and recorded in a journal, notebook, or work folder for monitoring of growth across time.	Principal, Assistant Principal, Reading Coach	Ongoing review of student writing samples by teacher.	Monthly writing prompts

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT writing data, the overall combined score of 2009 was 3.8. This represents a decrease from 4.1 in 2008.		Given instruction based on the Sunshine State Standards on the 2010 administration of the FCAT Writing Test the mean scores for Expository and Narrative writing will increase to 4.0.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implement departmentalization to support the facilitation of writing instruction.	Principal, Assistant Principal	Departmentalization to achieve optimum results.	Pre and Mid Year Writing Assessment and the 2010 FCAT Writing Test
2	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 Principal, Reading Coach	Review student data during collaborative planning sessions.	Grade 3 and 4 monthly writing assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards (SSS), on the 2010 administration of the FCAT Writing Test, 92% of the students will meet high standards in writing.	Rubric Scoring	Reading Coach	October 2009	Ongoing review of student writing samples by teacher	Principal, Assistant Principal, RTI Team, Reading Coaches
Given instruction based on the Sunshine State Standards (SSS), on the 2010 administration of the FCAT Writing Test, 92% of the students will meet high standards in writing and 90% will meet mastery level of 3.5.	Third Grade Writing Process and Teaching Points	Reading Coach	April 2009	Implement School Pacing Guide for Writing/Instructional Focus Calendar and Classroom visits	Assistant Principal, Reading Coach
Given instruction based on the Sunshine State Standards (SSS), on the 2010 administration of the FCAT Writing Test, 92% of the students will meet high standards in writing and 90% will meet mastery level of 3.5.	Third Grade Writing Process and Teaching Points	Reading Coach	April 2009	Implement School Pacing Guide for Writing/Instructional Focus Calendar and Classroom visits	Assistant Principal, Reading Coach
Given instruction based on the Sunshine State Standards on the 2010 administration of the FCAT Writing Test the mean scores for Expository and Narrative writing will increase to 4.0.	Rubric Scoring	Reading Coach	October 2009	Ongoing review of student writing samples by teacher	Assistant Principal, Reading Coach, teachers
Given instruction based on the Sunshine State Standards (SSS), on the 2010 administration of the FCAT Writing Test, 92% of the students will meet high standards in writing.	Second Grade Writing Process and Teaching Points	Reading Coach	April 2010	Classroom visits	Second Grade Writing Process and Teaching Points

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Training and Support	Title I	\$515.00
		Total: \$515.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$515.00

End of Science Goal

## Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on information from surveys, agenda and sign-ins the percent of parent participation in school activities was maintained.		The school will improve the number of parent contacts by 1% by June 2010 as evidenced by Parent telephone contact log.		
There is a need to increase parent contact and participation in school activities.				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Offer meetings before and after school	Principal	Review parent telephone logs	Parent Attendance sign-in sheets
2	Use of Connect-Ed messaging system	Principal	Collect participation data	Title I Administration Parental Involvement Monthly School Report
3	Maintain Parent telephone log and activities	CIS and School staff	Tally Parental Involvement Monthly School and Activity Reports	Title I Administration Parental Involvement Monthly School Report

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase parent participation		The school will improve the number of parent participation by 1% by June 2010 as evidenced by sign-in sheets for school activities.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool

1	Target the families of students in grades PreK-2.	Administration, CIS and Selected School Staff.	Collect participation data.	Parent Attendance sign-in sheets
2	Target the parents of students involved in special programs, ELL, SPED, Gifted, Team, and AE Programs.	Administration, CIS and Selected School Staff.	Collect participation data.	Parent Attendance sign-in sheets
3	Provide more volunteer opportunities.	Administration, CIS and Selected School Staff.	Collect participation data	Volunteer sign-in sheets.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the results of the 2008-2009 School Climate Survey, 42% of the parents strongly agree that the overall climate at the school is positive and helps children learn, while 48% agree.		50% of parents will indicate that they strongly agree that the overall climate at the school is positive and helps their children learn.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Security and clerical staff will receive assistance in customer service relations.	Assistant Principal	Collect customer satisfaction surveys in office suggestion box.	School Climate Survey – Parent Form
2	Monthly family events	Assistant Principal/CIS	Maintain activity notebook with fliers and sign-in sheets.	Parent Attendance sign-in sheets
3	Classroom teachers encouraged to make regular phone calls with positive messages.	Grade Level Chairs	Telephone Logs	School Climate Survey – Parent Form

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
The school will improve the number of parent participation by 1% by June 2010	Title I in Action: A Practitioners Perspective!	District's Summer Heat Training for Principals	Ongoing throughout the 2009-2010 school year	Effectiveness will be determined by the completion of parent surveys.	Selected school staff identified by the Principal; Office of Community Services and the Office of Program Evaluation

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Parent Resource Center Community Involvement Specialist - Hourly	Title I Part A	\$7,000.00
Academic Advisement and Student Services Counselor	Title I	\$20,112.00
		Total: \$27,112.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$27,112.00



## Other Goals

No Other Goals were submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	During School Tutorial/Intervention	Title I	\$11,700.00
Mathematics	During School Tutorial/Intervention	Title I	\$11,700.00
Mathematics	On Target Mathematics Materials	General Funds	\$3,100.00
Mathematics	Hourly Tutor	EESAC	\$3,000.00
Parental Involvement	Parent Resource Center Community Involvement Specialist - Hourly	Title I Part A	\$7,000.00
Parental Involvement	Academic Advisement and Student Services Counselor	Title I	\$20,112.00
			Total: \$56,612.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading Coach Program #3126	Title I	\$64,435.00
Mathematics	Mathematics Coach Program #3126	Title I	\$32,217.00
Writing	Training and Support	Title I	\$515.00
			Total: \$97,167.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Science	Science Coach Program #3126	Title I	\$32,217.00
			Total: \$32,217.00
			Final Total: \$185,996.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> NA
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No Attached school's Differentiated Accountability Checklist of Compliance

## School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle 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.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Hourly Tutors – Reading and Mathematics Intervention	4328

Describe the Activities of the School Advisory Council for the Upcoming Year

SAC Members

## Members

- 1) Dr. Eduardo R. Rivas, Principal
  - 2) Colette Satchell-Ali, SAC Chair
  - 3) Chedeline Apollon, Student
  - 4) Daniel Rivera, Student
  - 5) Nancy Arnett, Teacher
  - 6) Laura Gardner, Teacher
  - 7) Judith Rogoff, Teacher
  - 8) Betty Papir, Teacher
  - 9) Patricia Hilton, Teacher
  - 10) Christine Kelly, Business Member
  - 11) Marilyn Rivera, Parent
  - 12) David Francis, Parent
  - 13) Annie Examat, Parent
  - 14) Jenise Sanchez, Parent
  - 15) Jennifer Baker, Parent
  - 16) Teresa Villacis, Parent
  - 17) Mariana Maglione, Parent
  - 18) Marcela Guerra, Parent
  - 19) Maribeth Ojeda, School Support Personnel
  - 20) Rosanna Phylactou, School Support Personnel
  - 21) Susan Pearson, Union Steward
  - 22) Tracy Cartwright, Assistant Principal
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# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Dade GREYNOLDS PARK ELEMENTARY SCHOOL 2281												
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 478 Math: 478		2008-2009 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress? NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N		
TOTAL <sup>4</sup>	100	Y	100	Y	67	Y	69	Y	94		Y				NA	34	33	NA	31	31	NA	70	NA	67	NA	
WHITE	100	Y	100	Y		NA	NA	NA			NA				NA			NA			NA					
BLACK	100	Y	100	Y	65	Y	66	N	93	94	Y				NA	38	35	NA	32	34	N	69	NA	66	N	
HISPANIC	100	Y	100	Y	65	Y	71	Y			Y				NA	34	35	NA	33	29	NA	68	NA	67	NA	
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	64	N	67	N	94	94	Y				NA	37	36	N	33	33	N	68	Y	67	N	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	48	N	63	N	93	88	N				NA	49	52	N	36	37	N	55	N	64	N	
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA				NA			NA			NA					

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Dade GREYNOLDS PARK ELEMENTARY SCHOOL 2281												
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 548 Math: 548		2007-2008 School Grade <sup>1</sup> : B		Did the School make Adequate Yearly Progress? YES								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N		
TOTAL <sup>4</sup>	100	Y	100	Y	66	Y	69	Y	94	94	Y				NA	28	34	NA	28	31	NA	70	NA	68	NA	
WHITE	100	Y	100	Y		NA	NA	NA			NA				NA			NA			NA					
BLACK	100	Y	100	Y	62	Y	68	Y	94	93	Y				NA	31	38	NA	32	32	NA	70	NA	66	NA	
HISPANIC	100	Y	100	Y	66	Y	67	Y			Y				NA	27	34	NA	29	33	NA	66	NA	65	NA	
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	63	Y	67	Y	92	94	Y				NA	29	37	NA	29	33	NA	68	NA	65	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	51	N	64	Y		93	Y				NA	43	49	N	27	36	NA	63	Y	62	NA	
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA				NA			NA			NA					

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Dade GREYNOLDS PARK ELEMENTARY SCHOOL 2281												
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 571 Math: 571		2006-2007 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress? YES								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N		
TOTAL <sup>4</sup>	100	Y	100	Y	72	Y	72	Y	94	Y				NA	34	26	NA	33	28	NA	70	NA	74	NA		
WHITE	100	Y	100	Y		NA	NA	NA			NA				NA			NA			NA					
BLACK	100	Y	100	Y	69	Y	68	Y	94	Y				NA	35	27	NA	40	32	NA	69	NA	72	NA		
HISPANIC	100	Y	100	Y	73	Y	71	Y		Y				NA	35	27	NA	32	29	NA	71	NA	74	NA		
ASIAN		NA		NA		NA		NA		NA				NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA		NA				NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	71	Y	71	Y	92	Y				NA	35	27	NA	34	29	NA	68	NA	74	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	57	Y	73	Y		Y				NA	50	47	NA	33	27	NA	58	NA	78	NA		
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA		NA				NA			NA			NA						

## SCHOOL GRADE DATA

Dade School District GREYNOLDS PARK ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	74%	83%	44%	273	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	66%			133	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level</li> </ul>

						1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	69% (YES)			127	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					533	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District GREYNOLDS PARK ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	72%	91%	41%	275	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	62%			131	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	53% (YES)	51% (YES)			104	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					510	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Dade School District GREYNOLDS PARK ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	75%	91%	43%	288	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	73%	67%			140	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	57% (YES)	75% (YES)			132	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					560	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested