
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 4761 - Royal Palm Elementary School

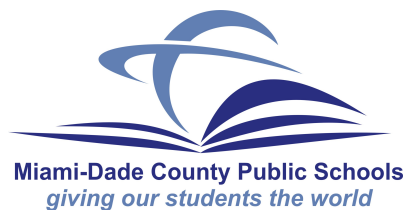
FeederPattern: Southwest Miami Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Ana Driggs

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Royal Palm Elementary School

Royal Palm Elementary, located in Miami, Florida is a PreK-5 comprehensive school serving a diverse population of 647 students. Sixty-one percent of the student population is on free and reduce priced meals; 2% are Asian; 1% is African-American; 89% are Hispanic; and 8% are White. The faculty profile shows that 100% of the instructional staff is certified in their disciplines. Fifteen percent of the teaching staff was new to the school in 2005-2006. The students follow a daily schedule that adheres to the State and District guidelines for instruction in all academic areas. The students have the opportunity to participate in Physical Education, Music, Art and Spanish on a regular basis. The school participates in an Extended Foreign Language (EFL) Program, as do the other elementary schools in the community. The program provides additional language instruction through the content areas. The Teaching and Learning Framework at Royal Palm Elementary School not only includes a focus on cultural awareness, but a use of ESOL strategies in the classroom (i.e. increased wait-time, cooperative learning strategies, multi-sensory activities, etc.) and the creation of personalized learning environments, which target individual, as well as, groups of students. Reading recovery teachers work with small groups of students in grades K through 5 to address academic concerns, in addition to applying research-based strategies on how children learn to read. The reading recovery teachers and principal consistently discuss the implications of data-driven instruction. Royal Palm Elementary School met the standards of AYP for 2006 which included all the sub-groups. Royal Palm Elementary has continued its focus on reading and mathematics by fully implementing the Sunshine State Standards. Implementation of the District Literacy Plan and emphasis on vocabulary development has helped to increase reading proficiency. These instructional priorities remain the center of discussion at regularly held data utilization meetings, which focus not only on group performance but individual performance and instructional effectiveness. The ESOL and Special Education sub groups are supported by the academic programs and resources available to all students at Royal Palm Elementary School. They especially benefit from the inclusion model and ESOL pull out program. The ESOL teachers, Media Specialist and Special Education resource teachers work collaboratively with the regular education classroom teacher to plan and deliver challenging and engaging lessons that meet the needs of the identified students. In order to continue our successful approach to building students' ability to maintain self-discipline, we will continue our school wide discipline plan which includes: a focus on the Code of Student Conduct, enforcement of classroom standards, and provision of classroom and individual guidance lessons on social skills, anger management, conflict resolution, character education and alcohol and drug prevention. For those students having difficulties with compliance in these areas, individual behavioral management plans and on-going parent contacts will be applied. Professional Development at Royal Palm Elementary School will center on cultural differences of students, differences in learning styles and subsequent instructional implications, and effective use of the Pre-Referral Intervention Manual (PRIM) for specific educational and behavioral guidelines. Royal Palm Elementary School in conjunction with the Educational Excellence Advisory School Council has identified ten objectives as school wide priorities for the 2006-2007 school year.

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by 78 percent of students scoring at FCAT Level 3 or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by 77 percent of the students scoring at FCAT Level 3 or higher on the

2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by a maintenance or increase of the percentage of students (95%) scoring 3.5 or above as documented by scores on the 2007 FCAT Writing Plus Test.

Students in grade five will demonstrate at least a 17% increase in the percentage of students scoring at FCAT Level 3 or higher on the 2007 FCAT Science test.

Given an emphasis on parental involvement, volunteer participation will improve as evidenced by a 5 percent increase in the number of volunteer hours to at least 8,472 hours as documented on volunteer logs during the 2006-2007 school year as compared to the logs during the 2005-2006 school year.

Student average daily attendance will improve to 96.17% daily attendance rate during the 2006-2007 school year as evidenced by the quarterly and end of year attendance reports.

Given an emphasis on the use of technology in education, 100% of teachers will use the electronic gradebook during the 2006-2007 school year as documented by quarterly interim progress reports and report cards.

Given instruction using the National Standards 3% of fourth and fifth grade students will receive the FITNESSGRAM gold/silver award in 2006-2007.

All students in the school chorus will participate in 2 performances as documented by show programs and rosters.

Royal Palm Elementary School will improve its ranking on the State of Florida ROI index publication from the 24th percentile in 2004-2005 to the 35th percentile on the next publication of the index.

We have identified two areas for improvement based on the results of the Organizational Performance Improvement Snapshot survey. Although there is a general consensus among the faculty and staff at Royal Palm Elementary that the school organization removes things that get in the way of progress, this item was among the two lowest ranking categories on the survey. In order to address specific attitudes regarding this area of concern, teachers will be asked to identify obstacles they feel are in the way of progress. The lowest ranking category on the survey refers to how well the organization is doing financially. Further discussion on budgets and allocations will be initiated through faculty, EESAC, and PTA meetings.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Royal Palm Elementary School

VISION

The vision of Royal Palm Elementary School teachers, staff, and community is to prepare our students with the skills to function successfully in a technology driven information age. Our goal is to provide the foundation that will enable them to succeed in school, to advance in their chosen careers, and to become informed citizens capable of making the critical decisions necessary in a democratic society.

MISSION

The mission of Royal Palm Elementary School teachers and staff is to provide students with the necessary skills to succeed in all academic areas. Technology will be utilized to support instruction across the curriculum in a comprehensive effort to enhance students' critical thinking skills which are essential in a rapidly changing society.

CORE VALUES

Character

We create a positive moral culture in the school and foster caring beyond the classroom.

Respect

We demonstrate respect for ourselves and others. We encourage and assist children to speak up against exclusion, to respond to someone in need, to acknowledge the efforts of a classmate, to be open to ideas and approaches not rooted in his own culture or experience and to value all members of the community as learners and teachers, followers and leaders.

Enthusiasm

We are committed to maintaining a positive attitude which enhances self-esteem for students, staff, and families. We utilize a pro-active approach which empowers the school community to achieve mutual goals.

Achievement

We empower each student to reach their full potential and to succeed.

Teamwork

We commit to a shared goal, listen and respond to others in an objective and productive way, take on different roles in the group in order to accomplish shared ends and are open and honest with one's ideas, concerns, and values.

Excellence

We set high expectations and strive for excellence in individual and organizational accomplishments.

School Demographics

Royal Palm Elementary is located at 4200 S.W 112 Court Miami, Florida 33165 with a student population of 647 students. The student population is composed of 8% White non-Hispanic, 1% Black non-Hispanic, 89% Hispanic, 2% Asian/American Indian/Multiracial. Sixty-one percent of our students participate in the free/reduced priced-meal program. There are 24.2 percent of the students enrolled in ESOL classes. Royal Palm has 48 full-time teachers. Of this group, we have, 1 reading specialist, 1 reading coach, 3 SES, 1 art teacher, 1 music teacher, 1 physical education teachers, 1 speech pathologist teacher, and 1 teacher of the gifted, 1 media specialist, and 1 guidance counselor. We have 2 administrators. Four percent of teachers are male and 96% are female. Seventeen percent of the teachers are White, 13% are Black, and 71% are Hispanic. Fifty percent of the teachers at Royal Palm hold advanced degrees with 40% holding a Master's Degree and 10% holding Ph.D/Specialist degrees. Two teachers are certified by the National Board for Professional Teaching Standards.

School Foundation

Leadership:

According to the Office of Performance Improvement Survey, Royal Palm Elementary's faculty and staff are highly satisfied with the organizational performance of its leadership, indicated by a score of 4.5. Guided by our school's vision and mission, and keeping our core values clearly in perspective, our leadership team provides the day to day guidance and information necessary to accomplish our organizational as well as personal goals within a supportive and safe environment.

District Strategic Planning Alignment:

Results of the Office of Performance Improvement Survey indicate an average score of 4.4. In keeping with our school district's goals and objectives Royal Palm Elementary's faculty and staff are dedicated to increasing academic performance for all of the students. The level of progress in all targeted areas is evident through continuous evaluation and analysis of student performance. These analyses drive instruction and decision making.

Stakeholder Engagement:

Stakeholders at Royal Palm Elementary are in agreement that they work in a safe, caring, and supportive environment. Regulations and expectations are clearly defined. Open communication amongst stakeholders is encouraged so that values are communicated, standards are set, and improvement strategies are effectively implemented. Stakeholders have a strong sense of community that leads to high levels of job, as well as customer, satisfaction.

Faculty & Staff:

Results of the Office of Performance Improvement Survey indicate an average score of 4.5 for the category of Human Resource focus. Teacher Mentoring Programs: New teachers attended the five day orientation program provided by the Miami-Dade County Public School System. Members of the Professional Growth Team are assigned to each teacher on annual contract as part of the Professional Assessment Comprehensive Evaluation System (PACES). This gives each new teacher two mentor teachers for the first three years of their careers. Grade level meetings give ongoing support and direction in lesson planning and classroom management.

Data/Information/Knowledge Management:

Results of the Office of Performance Improvement Survey for Process Management indicate an average score of 4.5. We are highly aware that student performance is directly aligned to the careful analysis of data in order to target weaknesses as well as celebrate successes. All stakeholders are aware of their particular roles in the measurement, analysis, and management of performance data.

Education Design:

Extended Learning Opportunities: Royal Palm provides a number of extended school opportunities for its students during the school year. Before and after school tutoring and Saturday classes are available. An in-house gifted program and after school Academic Excellence Program provide academic enrichment opportunities. The after

school program includes a great number of activities that promote self-confidence and social awareness. These include dance, cheerleading, judo, and computer classes.

Schoolwide Improvement Model: At the beginning of each school year, student testing data from current and prior years is analyzed to identify instructional areas that need to be improved and to identify targeted instructional groups. Strategies are designed to effectively improve these instructional areas. Regular assessments are given to determine if progress is being made or new strategies need to be implemented. School administrators monitor classrooms on an ongoing basis on offer assistance if needed.

Performance Results:

Royal Palm Elementary is a high achieving school that met Adequate Yearly Progress criteria for the 2005-2006 school year. Performance results are an integral part of the planning process. Student results are analyzed and disaggregated in order to determine student needs. Academic Improvement Plans, Individual Education Plans, and gifted Education Plans and targeted instruction for low achieving students are all developed using performance results.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Students in Kindergarten through fifth grades will master reading skills based on their grade-level expectations mandated by the Sunshine State Standards and Competency Based Curriculum as specified in the District's Comprehensive Reading Plan.

Needs Assessment

The data obtained from the 2005-2006 Adequately Yearly Progress Report indicates that 77 percent of the students achieved level 3 or higher in reading, which is an improvement of 8 percent when compared with the 2005 test scores. However, the percent of students in the lowest quartile making learning gains in reading was 81 percent compared to 50 percent on the 2005 test scores, which is an increase of 34 percent. Analysis of the reading strands indicate areas of future instructional concentration for third grade should be in Words/Phrases while fourth grade needs emphasis on Reference/Research. However, fifth grade requires improvement in all reading strands.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by 78 percent of students scoring at FCAT Level 3 or higher on the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide an uninterrupted daily 120-minute block of reading instruction for students in kindergarten through fifth grade.	Classroom teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Disaggregate and analyze data from the 2006 FCAT Reading Test to identify strengths and weaknesses in student performance according to the Continuous Improvement Model.	Administors and classroom teachers	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Provide paraprofessional as an additional resource to ESE/general education teachers in the inclusion classrooms.	Administrators	08/14/2006	05/30/2007	Inclusion	\$7000.00
Establish a Reading Resource Room targeting students reading below grade level including Tier I and II strategic and intensive learners, and Students-at-Risk.	Reading Leader Reading Coach	08/14/2006	05/30/2007	District-wide literacy plan	\$32400.00
Pair up classrooms from different grade levels for buddy reading program in grades K-5 focusing activities on words/phrases strand.	Classroom teachers	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Continue to infuse technology to improve reading abilities utilizing programs such as FCAT Explorer, Destination Success, and Accelerated Reader targeting Words/Phrases and Reference/Research clusters.	Classroom teachers	08/14/2006	05/30/2007	District-wide literacy plan	\$3000.00
Differentiate reading instruction for students who have achieved Level 3 or higher by providing enrichment activities.	Classroom Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Develop before/after-school, and Saturday school reading tutorial program for all Level 1 students monitoring daily and using materials such as Quick reads, Voyager Passport, Soar to Succes, and Early Success.	Classroom teachers	10/2/2006	3/15/2007	District-wide literacy plan	\$17582.00

Research-Based Programs

Houghton Mifflin Reading Program
AlphaKids Plus Guided Reading Program
Voyager Passport
Soar to Success
Early Success

Professional Development

General education teachers, ESE and ESOL teachers will participate in professional development sponsored by the Language Arts Department such as :

The Reading Institute
Voyager Passport
Best Practices for Providing Instruction to SPED ESOL students
Elementary Curriculum Differentiation
Collaborative Thinking

General education teachers, ESE and ESOL teachers will be provided with in-house professional development by our school reading leader and reading coach.

Evaluation

Interim assessment provided by the district and given three times throughout the school year will be utilized to monitor student progress and target reading instructional needs. The objective will be evaluated using the scores of the 2007 FCAT Reading Test.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students in Kindergarten through fifth grades will master mathematics application and computation skills based on grade-level expectations mandated by the Sunshine State Standards and the District’s Competency Based Curriculum.

Needs Assessment

The results from the Adequate Yearly Progress Report for 2005-2006 indicate that 76 percent of the students tested achieved level 3 and above. An analysis of the strands shows a need for improvement on all strands in grade 3. Grade 5 students need focused instruction in the areas of Measurement, Algebraic Thinking, and Data Analysis. Grade 4 showed significant improvement on all strands.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by 77 percent of the students scoring at FCAT Level 3 or higher on the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide an uninterrupted daily 60 minute block in mathematics for grades kindergarten through fifth grade.	Classroom teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize suggested Mathematics long-range plans for kindergarten through fifth grade in order to properly address all strands.	Classroom teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Disaggregate and analyze data from the 2006 FCAT Mathematics Test to identify strengths and weaknesses in student performance according to the Continuous Improvement Model.	Administrators and classroom teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Send letters to parents explaining how to access and utilize Destination Success and FCAT Explorer from home to review mathematical skills.	Administrators and classroom teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor progress of all subgroups.	Administrators and classroom teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide an after-school and Saturday mathematics tutorial program using Scott Foresman Sprial Review and Test Prep and monitor progress daily emphasizing Measurement, Algebreic Thinking, and Data Analysis.	Classroom teachers	10/2/2006	3/15/2007	District Strategic Plan	\$17582.00
Utilize Destination Success and FCAT Explorer computer-assisted resources to reinforce and enhance mathematic skills such as Measurment, Algebreic Thinking, and Data Analysis.	Classroom teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Differentiate mathematics instruction for students who have achieved Level 3 or higher by providing enrichment activities.	Classroom Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00

Research-Based Programs

Scott-Foresman Mathematics Program

Professional Development

General education teachers and Special Education teachers will be able to attend professional development sponsored by the Division of Mathematics and Science such as:

Algebraic Thinking (ASK)
Gifted Mathematics Workshop
Successful Math Intervention
Voyager Math (Gifted)

Evaluation

Interim assessment provided by the district and given three times throughout the school year will be utilized to monitor student progress through classroom assessments and, before and after school tutorial programs, redirecting instruction as necessary. The objective will be evaluated by utilizing the scores of the 2007 FCAT Mathematics Test.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Students in kindergarten through fifth grades will master the elements of the writing process in expository and narrative writing based on grade-level expectations mandated by Sunshine State Standards and the district's Competency Based Curriculum.

Needs Assessment

The data obtained from the 2006 FCAT Writing assessment for students in Grade 4 revealed that our mean narrative score was a 4.4 and the mean expository score was a 4.9. Ninety-six percent of the students scored a 3.5 or above in expository and ninety-one percent scored 3.5 or above in narrative. Eighty-five percent of the students scored a 4.0 or above in the expository which is an increase of 7 percent from 2005. Ninety-one percent scored 4.0 or above in narrative which is an increase of 18 percent. An analysis of the scores indicates a need for emphasis on expository writing skills.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by a maintenance or increase of the percentage of students (95%) scoring 3.5 or above as documented by scores on the 2007 FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Improve the quality of writing through the use of strategies such as vivid verbs, magnified moments, sentence variety, and the use of Daily Language Practice proofreading component of the Houghton Mifflin Reading Series.	Classroom teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Incorporate classroom journal writing and monitor daily to provide additional writing opportunities.	Classroom teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize technological resources for word processing and keyboarding skills in order to publish student authored writing samples.	Classroom teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$700.00
Provide after school and Saturday "writing workshops" for students.	Classroom teachers	10/2/2006	2/2/2007	District-wide literacy plan	\$2000.00
Continue with our looping model for students in grades three and four in order to provide continuity of instruction.	Administrators and Classroom teachers	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Continue to share best practices learned at The Writing Institute.	Classroom teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize writing prompts and holistic scoring techniques for grades 1-5 to ensure that students learn effective narrative and expository writing techniques.	Classroom teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

Houghton-Mifflin Reading Program

Professional Development

Holistic Scoring Using the FCAT Scoring Rubric

The Writing Institute

Provide teachers with opportunities to share strategies with colleagues across the grade levels.

Evaluation

The writing objective will be evaluated by utilizing the scores of the 2007 FCAT Writing Plus Test and District Pre and Post Tests.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Students in grade five will increase the percentage of students that score at Levels 3 and above on the 2007 FCAT Science Test.

Needs Assessment

Results of the Science Test also indicate that 33% of our fifth graders scored at Levels 3 and above. The 2006 FCAT Science Test results indicate that fifth graders maintained a score of 58% on the Scientific Thinking strand. However, scores dropped on the Physical/Chemical, Earth/Space, and Life/Environmental strands by 4%, 9%, and 8% respectively. Further emphasis should be placed on the areas of decrease as well as the Scientific Thinking strand.

Measurable Objective

Students in grade five will demonstrate at least a 17% increase in the percentage of students scoring at FCAT Level 3 or higher on the 2007 FCAT Science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase the number of field trips related to the science theme unit.	Classroom teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Integrate technology and manipulatives in science instruction and monitor monthly.	Classroom teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage the participation in a school-wide Science Fair that will showcase student science projects.	Administrators and Classroom teachers	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Disaggregate and analyze data from the 2006 FCAT Science Test to identify strengths and weaknesses in Physical/Chemical, Earth/Space and Life/Environmental.	Administrators and classroom teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase the number of demonstrations/science experiments conducted during the school year using FOSS kits.	Classroom teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to provide instruction in the use of the Scientific Method and implementing the inquiry-based science strategies in grades 1-5.	Classroom teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Reinforce grade appropriate science content with the Language Arts curriculum through the use of non-fiction text during shared or guided reading integrating SMILE strategies.	Classroom teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide professional development for K-5 classroom teachers in the use of the Science Pacing Guide.	Administration	10/1/2006	10/31/2006	District Strategic Plan	\$0.00

Research-Based Programs

Harcourt Brace Science Program
FOSS (Full-Option Science System).

Professional Development

Fourth and fifth grade teachers will attend workshops sponsored by the Division of Mathematics and Science such as:

Science Workshop for Teachers of the Gifted
Effective Implementation of Inquiry-based Science Strategies in the Classroom
Science and Mathematics Integrated with Literacy Experiences (SMILE)
Science Pacing Guide Workshop

RiverDeep Training

Evaluation

Progress will be monitored by teacher generated assessment and Pre/Post-tests administered in fifth grade. This objective will be evaluated by utilizing the 2007 FCAT Science Test.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

The percentage of parental and community involvement will increase.

Needs Assessment

During the 2005-2006 school year Royal Palm Elementary offered opportunities for parents to be involved with their children's learning. These included Open House, Scholastic Book Fair, Hispanic Heritage Night, the Science Fair, Planting Day, Career Day, Field Day, PTA and EESAC meetings. The volunteer logs for the 2005-2006 school year show a total of 8069 hours of logged volunteer hours. In addition to the above activities, we remain in need for further parental involvement.

Measurable Objective

Given an emphasis on parental involvement, volunteer participation will improve as evidenced by a 5 percent increase in the number of volunteer hours to at least 8,472 hours as documented on volunteer logs during the 2006-2007 school year as compared to the logs during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize strategies in "100 Ways for Parents to be Involved in their Child's Education".	Administrators and teachers	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Continue to use Connect Ed automated phone system to disseminate information to parents.	Administrators	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Host a volunteer breakfast to encourage parental and community involvement.	Administrators and Guidance Counselor	8/14/2006	5/30/2007	Community Partnerships	\$200.00
Continue to sponsor our annual "Planting Day" in November to promote student, parent and community involvement.	Administrators and teachers	8/14/2006	5/30/2007	Community Partnerships	\$1000.00
Host "Breakfast with Books" and "Books with Wings" to encourage parents to get involved with their children's education.	Reading Specialist	8/14/2006	5/30/2007	Community Partnerships	\$200.00
Conduct a "Back to School Night" and Resource fair for all parents, to inform them of teacher expectations.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide parents with opportunities to attend workshops targeting student academic achievement among other pertinent topics.	Administration	8/14/2006	3/31/2007	Community Partnerships	\$0.00
Disseminate bulletins, monthly calendars and written notification in both languages to keep parents abreast of school and Parent Academy events in accordance with the PTA National Standard I.	Administrators	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Recruit additional volunteers during Hispanic Heritage Night as stipulated in PTA National Standard IV.	Administrators and teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

PTA National Standards for Parent Involvement

Professional Development

Parents will be encouraged to actively participate in the following activities: volunteer breakfast, PTA meetings, EESAC meetings, Festival Educativo, Parent Involvement Conference, school sponsored activities such as Science Fair Night, Hispanic Night, "Breakfast with Books", "Books with Wings", and reading workshops developed especially for parents.

Evaluation

This objective will be evaluated by the 2006-2007 volunteer logs on an ongoing basis.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Our goal is to create a safe and productive learning environment by improving student attendance.

Needs Assessment

Results of the attendance figures for the 2005-2006 school year show Royal Palm Elementary School averaged a 95.67 percent daily attendance rate. We feel a greater average percentage of students in school will help increase learning gains.

Measurable Objective

Student average daily attendance will improve to 96.17% daily attendance rate during the 2006-2007 school year as evidenced by the quarterly and end of year attendance reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Create an Attendance Incentive Committee.	School Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement an attendance incentive program aimed at increasing attendance.	School Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue morning Safety Patrol posts and Security to ensure students are in class on time.	School Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor attendance using the attendance bulletin.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize a Perfect Attendance award every grading period to promote attendance.	Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Contact parents to notify them of absences and emphasize the importance of bringing their children to school.	Administration, Counselor, Community Specialist Liasion (Title I), Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Professional Development

Guidance Counselor will attend recommended workshops and trainings sponsored by the Division of Student and Career services.

Evaluation

This objective will be evaluated by the 2006-2007 quarterly and end of year attendance reports.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Royal Palm Elementary School will increase the effective use of Miami-Dade County Public School's technology and web resources.

Needs Assessment

In support of accountability and communication among district, administration, teachers, and parents an electronic gradebook will be introduced and implemented during the 2006-2007 school year.

Measurable Objective

Given an emphasis on the use of technology in education, 100% of teachers will use the electronic gradebook during the 2006-2007 school year as documented by quarterly interim progress reports and report cards.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide training in the use of the electronic gradebook.	Administration, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor the use of electronic gradebook.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure that all teachers have classroom access to the electronic gradebook.	Administration, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide ongoing support for all teachers.	Administration, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure continued functionality and accessibility to the local area network for effective use of the gradebook program.	Media Specialist, Technology Support Personnel	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Professional Development

Support and facilitate accountability in the areas of performance and assessments, and align curriculum and instruction.

Data analysis of weekly assessments

Data analysis of interim assessments

Progress Monitoring Reporting Network (PMRN) training

Training and ongoing support in the use of the electronic gradebook

Evaluation

This objective will be evaluated by teachers' ongoing reporting of students' grades through the electronic gradebook through ITS.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

Increase student awareness and understanding about physical activity in order to improve cardiovascular endurance.

Needs Assessment

FITNESSGRAM scores from the 2005-2006 school year showed that 42% of students in grades 4 and 5 earned the FITNESSGRAM gold/silver award.

Measurable Objective

Given instruction using the National Standards 3% of fourth and fifth grade students will receive the FITNESSGRAM gold/silver award in 2006-2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Sponsor Jump Rope for heart event in order to increase awareness of the importance of cardiovascular health.	Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement games that target cardiovascular health.	Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Align health education sunshine state standards to reading/language arts and science instruction.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Host Junior Dolphins Training Camp Program for grades 2-5.	Physical Education Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Have students run ¼ mile at least 3 times a week gradually increasing the distance to one mile.	Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to host annual Field Day event.	Physical Education Teachers and classroom teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

FITNESSGRAM

Professional Development

Workshops recommended by the Department of Life Skills and Physical Fitness

Evaluation

This objective will be evaluated by utilizing the scores obtained from the 2006-2007 FITNESSGRAM Report as compared to the 2005-2006 scores.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

School spirit and grade 2-5 students' vocal talents will be developed and encouraged through participation in the school chorus.

Needs Assessment

Parents and students have expressed the desire and interest to participate in extra-curricular music activities. Royal Palm Elementary School will increase student participation in extra-curricular music activities by continuing the school chorus.

Measurable Objective

All students in the school chorus will participate in 2 performances as documented by show programs and rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Establish and maintain parent/student communication and involvement in the school chorus.	Music Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Disseminate bulletins, monthly calendars and written notification in both languages to keep parents abreast of chorale activities.	Music Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Align chorale strategies to reading/language arts goals and objectives.	Music Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Hold fall and spring auditions for school chorus.	Music Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Invite choruses from neighboring schools to perform for our school in order to motivate student participation in the school chorus.	Music Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Design chorale t-shirts for motivational purposes.	Music Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00

Research-Based Programs

Silver-Burdett Ginn: The Music Connection

National Standards for Music Education

Professional Development

Establish communication and networking with the music department in feeder pattern schools. Attend workshops and trainings recommended by the Division of Life Skills Music Department.

Evaluation

Chorale rosters will be utilized to monitor student participation throughout the year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Royal Palm Elementary School will rank 35th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004-2005, Royal Palm Elementary School ranked at 24th percentile on the State of Florida ROI Index.

Measurable Objective

Royal Palm Elementary School will improve its ranking on the State of Florida ROI index publication from the 24th percentile in 2004-2005 to the 35th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base e.g. private foundations, volunteer networks.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Research grant opportunities listed in the Tuesday Grants Newsletter.	Administrators and teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with regional offices on resource allocation.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Attend grant writing workshops.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

School Return on Investment Index

Professional Development

Teachers will attend workshops on grant writing.

Evaluation

On the next State of Florida ROI index publication, Royal Palm Elementary will show progress toward reaching the 35th percentile.

EESAC Compliance

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

Budget:

The EESAC recommends that we allocate funds for the purchase of computer memory and software.

Training:

The EESAC recommends that representatives attend staff development sessions are offered to facilitate the planning and writing of the School Improvement Plan.

Instructional Materials:

The EESAC recommends the purchase of instructional textbooks and materials.

Technology:

The EESAC recommends that the funds should be used to upgrade computer memory.

Staffing:

The EESAC recommends that all teachers, grades 2-5, continue to monitor and use the Accelerated Reader Program, Destination Success, and FCAT Explorer.

Student Support Services:

The EESAC recommends that the parents of all students working below grade level be notified within the first month of school so that appropriate conferences can be scheduled.

Other Matters of Resource Allocation:

The EESAC recommends the purchase of additional books to supplement the media center collection.

Benchmarking:

The EESAC recommends that we continue our benchmarking activities during the school year in preparation for Mid-year Review and Recognizing Progress Report of our SIP.

School Safety & Discipline:

The EESAC recommends that emphasis be given to student programs regarding bullying, harrassment, peer mediation, and character education.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$59,982.00
Goal 2: Mathematics	\$17,582.00
Goal 3: Writing	\$2,700.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$1,400.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$81,664.00

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent