

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Royal Green Elementary School (4741)

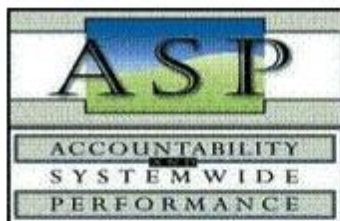
Feeder Pattern - G. Holmes Braddock Senior

Regional Center V

District 13 - Miami-Dade

Principal - Alba Misas

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Royal Green Elementary is located on nine acres in southwest Miami-Dade County at 13047 SW 47 Street. The original two story school facility was opened in 1972; in 1998, the additions of six classrooms, administrative service wing, and the media/art/music facility were added to our school. In addition, we still have two portables as part of our existing facility. As part of the community involvement, Team Metro and Papa John's are assisting our school's needs by being our Dade Partners.

Royal Green Elementary serves 797 students from the neighborhood and surrounding communities. Our school has a student population of 94 % Hispanic; 3% White, non-Hispanic; 3% Black/Indian/Asian/Multi-racial. About 68% of our student population participates in the free/reduced lunch program.

Our performance groups are delineated below:

42% of third grade students scored a Level 1 and 2 on the SSS Reading FCAT.

41% of third grade students scored a Level 1 and 2 on the SSS Mathematics FCAT.

32% of fourth grade students scored a Level 1 and 2 on the SSS Reading FCAT.

41% of fourth grade students scored a Level 1 and 2 on the SSS Mathematics FCAT.

38% of fifth grade students scored a Level 1 and 2 on the SSS Reading FCAT.

50% of fifth grade students scored a Level 1 and 2 on the SSS Mathematics FCAT.

Our NCLB groups are Students with Disabilities (SWD) scoring 67% below grade level in Reading and 68% in Mathematics. Our English Language Learners (ELL) 47% scored below grade level in Reading and 57% in Math. Our Economically Disadvantaged 38% scored below grade level in Reading and 48% in Math.

Royal Green Elementary employs 86 full-time staff members and 30 part time staff members. Of this group, two are administrators, forty-six are general education teachers, nine are special education teachers, one is a Reading Coach, one is a guidance counselor, one is a media specialist, three are full-time classroom paraprofessionals, one-on-one full time paraprofessional, four are full-time clerical employees, one is a part-time clerical employee, five are food service personnel, five are custodial service workers, two are part-time security monitors, one is a Microsystems Technician, five are part-time classroom assistants.

Our full-time teachers come from a richly diverse population with various academic degrees, 30% hold Master's Degrees, almost 10% hold Educational Specialist's degrees, and two are working toward a Doctoral Degree. Six teachers hold National Board Certification and five are working on obtaining their National Board Certification.

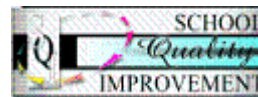
Our class size averages 19 for primary grades and 21 for intermediate grades. Our student attendance was 95.37%. Our feeder pattern is Braddock Senior High School.

Based on the results of the Organizational Performance Improvement Snapshot (OPIS) survey, the school identified Process Management and Strategic Planning as the two areas needed for improvement. School wide committees have been organized and implemented. Action plans have been developed by each committee outlining the focus to accomplish the goals for the 2007-2008 school year. The administration identified a leadership team. Our leadership team will meet bi-monthly to discuss assessments, data analysis, strategies and areas of professional development needed. The administration, staff and community are initiating the following measures to successfully achieve our goals; identify special and general education students who need additional assistance in order to succeed academically, provide instructional strategies to meet the needs of all students in all academic areas, increase the use of technology among staff and students, motivate students to come to school using the arts and physical education and provide a safe learning environment for all. Our strengths as a school are improved performance in writing by 1% and we had improved graduation rate by 1%. Our Leadership Team will meet bi-monthly to discuss assessments, data analysis, strategies for teachers, and areas of professional development.

Our school Literacy Leadership Team is comprised of Ms. Alba Misas, Principal, Ms. LaKesha Wilson-Rochelle, Assistant Principal, Ms. Sandra Rodriguez Reading Coach, Ms. Kerry Wohlstein EESAC Chairperson, Ms. Angela Ramos, UTD Steward, Ms. Janis Back, Media Specialist, Ms. Adriana Orta, ESOL teacher, Ms. Ileana Franco, Primary Department Chair, Ms. Patrice Morales Intermediate Department Chair, Ms. Lynette Estrada, SPED Department Chair.



School Improvement Plan 2007-2008



Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase to fifty-eight percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities(SWD) will increase their reading skills as evidenced by fifty-eight percent scoring Level 3 or above on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase to sixty-two percent on the 2008 administration of the FCAT Mathematics Test.

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Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by sixty-two percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) will increase their mathematics skills as evidenced by sixty-two percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade 4 will increase their writing and grammar skills as evidenced by a 5 percentage point increase in the percent of students achieving Level 3 or above on the 2008 administration of the FCAT Writing+ Assessment.

Given instruction using the Sunshine State Standards, the numbers of students meeting high standards in grade 5 will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 and 2007-2008 school years.

Given the school wide emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 3% decrease in the number of Student Case Management (SCAM) referrals during the 2007-2008 school year as compared to the 2006-2007 school year.

Given the emphasis on the use of technology in education, students will continue to increase their technological usage of the Reading Plus Program as evidenced by a 10% increase during the 2007-2008 school year as compared to the 2006-2007 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their running skills as evidenced by 50% of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

Given instruction in the arts, students in grades 3-5 will increase their art appreciation skills by a minimum of 100 students as evidenced by attendance and participation logs in exhibits and chorus, comparing September 2007 and May 2008 results.

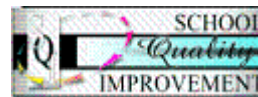
Royal Green Elementary School will improve its ranking on the State of Florida ROI Index publication from the 59th percentile to the 61st percentile on the next publication of the index.

Based on the results of the Organizational Performance Improvement Snapshot (OPIS) survey, the school identified Leadership and Strategic Planning as the two areas needed for improvement. School wide committees have been organized and implemented. Action plans have been developed by each committee outlining the focus to accomplish the goals for the 2007-2008 school year. The administration identified a leadership team. Our leadership team will meet bi-monthly to discuss assessments, data analysis, strategies and areas of professional development needed.

To successfully achieve our goals, the administration, staff and community have planned together and are initiating the following measures: strategies will be directed to meet the needs of the English Language Learners (ELL) students, general education students, and Students with Disabilities (SWD); and Economically Disadvantaged Students (ED); professional development in data-driven instruction, utilizing technology in classroom instruction; community projects and increase involvement will be furthered; and parent and community involvement will be an integral part of each goal. Our objective and strategies will involve parents, students, staff, and community in promoting emotional growth and academic improvement in a safe learning environment.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

4741 - ROYAL GREEN ELEMENTARY SCHOOL

VISION

Royal Green Elementary School enriches the community through: the conveyance of the cultural heritage of our community and the nation; the provision of the best possible educational experiences to our students and the surrounding community; the extension of the services to the school to encompass the needs of the whole individual; and the provision of a center of community activities.

MISSION

Royal Green Elementary will strive to promote emotional growth and academic improvement in a safe learning environment with involvement and commitment from parents, students, staff, and community.

CORE VALUES

Royal Green Elementary holds the following beliefs as the motivation for all endeavors undertaken by the school: We are dedicated to quality of service, quality of relationships, and quality of communication. We believe that we should be, for all who are involved, a place of realized potential; and we believe that our responsibility is to our students, to our employees, and to the community and society that we serve.

School Demographics

Royal Green Elementary is located on nine acres in southwest Miami-Dade County at 13047 SW 47 Street. The original two story school facility was opened in 1972; in 1998, the additions of six classrooms, administrative service wing, and the media/art/music facility were added to our school. In addition, we still have two portables as part of our existing facility. As part of the community involvement, Team Metro and Papa John's are assisting our school's needs by being our Dade Partners.

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School Foundation

Leadership:

Direction in developing the School Improvement Plan was provided by the school administration and EESAC. Professional development opportunities are presented by the Leadership Team via the M-DCPS educational portal. Staff Development days/staff seminars are held monthly and active participation in schoolwide committees is highly evident. The school staff is confident in the leadership Team as indicated by an average score of 4.3 in the leadership category on the Organizational Performance Snapshot (OPIS)survey.

District Strategic Planning Alignment:

The goals and objectives for the School Improvement Plan were identified utilizing schoolwide committees to identify areas of improvement. Royal Green's average score on the OPIS was 4.1 which demonstrates satisfaction.

Stakeholder Engagement:

Royal Green Elementary School strives to connect with the community in several ways. The administration and grade levels invite and elicit parental and community support for various components of the School Improvement Plan. Functions include reading activities, training sessions for parents and educational involvement in classroom events. Stakeholders are represented and involved through the PTA and EESAC. OPIS results reveal that the school is aware of the customers' wants and needs as it continues to strive to meet them. This was indicated by an average score of 4.3.

Faculty & Staff:

Royal Green's staff is well trained and certified for the specific teaching assignments. Common planning collaboration and articulation amongst grade levels add to the overall function of the school. The school provides a professional growth team, which allows feedback for instruction and support throughout the school year. The assistant principal schedules monthly meetings with teachers in order to support instruction and clarify possible issues. In addition, because of the diverse Special Education student population, the Behavioral Management Teacher is on hand to meet with and support the Special Education staff. In general, the staff at Royal Green Elementary is confident in the administrative team at the school, as indicated by an average score of 4.2 in the Human Resources category of the OPIS.

Data/Information/Knowledge Management:

Royal Green's staff is well trained and certified for the specific teaching assignments. Common planning collaboration and articulation amongst grade levels add to the overall function of the school. The school provides a professional growth team, which allows feedback for instruction and support throughout the school year. The assistant principal schedules monthly meetings with teachers in order to support instruction and clarify possible issues. In addition, because of the diverse Special Education student population, the Behavioral Management Teacher is on hand to meet with and support the Special Education staff. In general, the Royal Green Elementary staff is confident in the administrative team at the school, as indicated by an average score of 4.2 in the Human Resources category of the OPIS.

Education Design:

Teachers are provided opportunities to articulate with grade levels on a quarterly basis. As a result of the survey, it is clear that Royal Green's staff is comfortable with data and the information they receive. This category indicates an average score of 4.1 on the OPIS. Teachers are provided the opportunity to create and implement a scope and sequence and professional development plans which are implemented while using the Continuous Improvement Model.

Performance Results:

The administration, teachers and staff at Royal Green Elementary School emphasize the importance of responsible student behavior in obtaining positive performance results. By implementing motivational strategies and promoting self-efficacy with our students, the administration, teachers and staff assist in increasing perfect attendance, reducing "late-pick ups" and early dismissals. Daily recognition of responsible student behavior reinforced through our schoolwide discipline plan and Character Education Program communicates a shared mission for academic excellence. This category received an average score of 4.1 on the OPIS.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

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

Reading Statement

The number of students scoring at Levels 3 through 5 in grades 3-5 will increase.

Needs Assessment

The results obtained from the School Performance Accountability Report indicate that sixty-nine percent of the students made learning gains and seventy-six percent of students achieved high standards in reading. An analysis of data across grade levels indicates thirty-eight percent of the Economically Disadvantage students, forty-seven percent of the English Language Learners (ELL) students, and sixty-seven percent of Students with Disabilities (SWD) scored below the state required mastery level on the 2007 FCAT Reading Assessment. After examining data across grade levels it is evident that students in grades three through five will need to improve skills in the Reference and Research cluster and the Words/Phrases cluster.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase to fifty-eight percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities(SWD) will increase their reading skills as evidenced by fifty-eight percent scoring Level 3 or above on the 2008 administration of the FCAT Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide Reading intervention using Early and Soar to Success, Voyager Passport and Reading Plus.	Principal Assistant Principal Reading Leader	9/10/2007	5/30/2008	District-wide Literacy Plan	3635
Provide parental support through meetings and workshops.	Principal Assistant Principal SPED chairperson	8/20/2007	5/30/2008	Inclusion of SWD	350
Utilize Student Teacher Support Team (ST2) process to assess students and provide remediation.	Principal Assistant Principal Classroom teachers counselor	8/20/2007	5/30/2008	Continuous Improvement Model	0
Assist teachers in interpreting and analyzing the 2007 FCAT Assessment data and ongoing DIBELS results to identify strengths and weaknesses in student performance.	Principal Assistant Principal Reading Leader Leadership Team	8/20/2007	5/30/2008	Continuous Improvement Model	0
Identify Level 1 and Level 2 students in grades three through five who did not demonstrate acceptable learning gains and provide small group in-school tutoring.	Principal Assistant Principal	8/20/2007	5/30/2008	Continuous Improvement Model	0
Identify Students with Disabilities (SWD) and English Language Learners (ELL) in grades three through five scoring in the lowest 25th percentile on the 2007 FCAT Assessment.	Principal Assistant Principal Reading Leader	8/20/2007	5/30/2008	Continuous Improvement Model	0

Research-Based Programs

Houghton-Mifflin Reading Series
 Voyager Passport
 Reading Plus Software
 Early Success
 Soar to Success

Professional Development

School wide Reading/Language Arts bi-monthly
 CRISS
 BEST Practices
 Riverdeep
 Accelerated Reader (AR)
 FCAT Explorer
 Reciprocal Teaching
 Student Teacher Support Team (ST2)
 Reading Plus

Evaluation

DIBELS
 District provided Reading Interim Assessments
 Reading Plus
 Other classroom based assessments

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

All students will demonstrate increased performance in mathematics. The number of students scoring at levels 3 through 5 in grades 3-5 will increase.

Needs Assessment

The results obtained from the School Performance Accountability Report indicate that sixty-one percent made learning gains and sixty-five percent met high standards on the 2007 FCAT Mathematics Assessment. An analysis of data across grade levels indicate that fifty-seven percent of English Language Learners (ELL), forty-eight percent of Economically Disadvantaged students, and sixty-eight percent of Students with Disabilities (SWD) scored below the state required mastery level on the 2007 FCAT Mathematics Assessment. Forty-one percent of third and fourth grade students and fifty-one percent of fifth grade students tested did not meet the state required mastery level in mathematics. It is evident that students in grades three through five will need to improve in Geometry, Algebraic Thinking and Data Analysis skills. This year's instructional effort will result in increased student achievement in these areas.

NCLB Subgroup Target

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

Measurable Objective

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Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by sixty-two percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) will increase their mathematics skills as evidenced by sixty-two percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize common planning time to review and develop appropriate instructional strategies to address the needs of students not making adequate progress.	Principal Assistant Principal Grade Level Team Leaders Leadership Team	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Hire hourly tutors after school to provide small group assistance with mathematics skills to the lowest twenty-five percent in grades 3-5 utilizing supplementary materials, with emphasis on the Geometry, Algebraic Thinking, Data Analysis clusters.	Principal Assistant Principal Grade Level Chairpersons	8/20/2007	5/30/2008	Continuous Improvement Model	1050
Implement the Continuous Improvement Model (CIM).	Principal Assistant Principal Classroom Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Utilize Acaletics for all subgroups.	Principal Assistant Principal Classroom Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	5799
Bi-weekly benchmark assessments for all subgroups.	Principal Assistant Principal Grade Level Chairpersons	8/20/2007	5/30/2008	Continuous Improvement Model	0

Research-Based Programs

- *Harcourt Mathematics Florida Edition
- *Riverdeep
- *FCAT Explorer
- *Math Acaletics

Professional Development

- * In-service trainings based on data analysis
- * Teacher survey based on need
- * Instruction in data driven analysis
- * District/Regional Center V initiatives
- * Inservice for Math Acaletics

Evaluation

- * District Interim Mathematics Assessments
- * Formative assessments on weekly and monthly objectives.
- * Math Acaletics Quik Picks

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Writing Statement

All students will be able to communicate effectively through writing. The number of fourth grade students scoring 3.5 or above on the FCAT Writing + Assessment will increase.

Needs Assessment

Scores on the 2007 FCAT Writing+ increased in Narrative writing by seventeen percent for students scoring 4.0 or higher and thirteen percent in Expository Writing. All subgroups combined score increased from 3.5 to 3.8 as compared to the 2006 FCAT Writing+ assessment. Twenty- seven percent of students in all subgroups scored below the 3.5 state averages in both Narrative and Expository sections of the 2007 FCAT Writing+ Assessment. Emphasis needs to focus on both high and low scoring students and instructing students how to use the process of elimination when selecting multiple choice answers.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 4 will increase their writing and grammar skills as evidenced by a 5 percentage point increase in the percent of students achieving Level 3 or above on the 2008 administration of the FCAT Writing+ Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a schoolwide Poetry Fair to increase parental awareness of different genres of writing.	Principal Assistant Principal Writing Chairperson Classroom Teachers	8/20/2007	5/30/2008	District-wide Literacy Plan	500
Create Classroom Publications to motivate students to write.	Principal Assistant Principal Classroom Teachers	8/20/2007	5/30/2008	District-wide Literacy Plan	500
Administer monthly writing prompts incorporating holistic scoring and implementing the CIM to monitor progress.	Principal Assistant Principal Reading Coach Classroom Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Provide teachers access to SPI so they can utilize the progress monitoring plan to individualize instruction in writing to meet the needs of Level 1 and 2 students while assessing the grade level articulation needs assessment.	Principal Assistant Principal Reading Leader	8/20/2007	5/30/2008	Continuous Improvement Model	0
Implement an afterschool writing academy to strengthen writing skills to increase the number of 5.5 and 6.0 scores as well as increase the writing skills in grammar, Expository and Narrative writing of the lowest performing students.	Principal Assistant Principal Writing Chairperson	8/20/2007	5/30/2008	District-wide Literacy Plan	1000

Research-Based Programs

- *Writing component of the Houghton-Mifflin Reading Series
- *Writing component of the Reading Plus Program

Professional Development

Provide inservice for holistic scoring
Training for Reading Plus Writing component
Writing Academies for Narrative and Expository Writing

Evaluation

- District pre/post writing assessments
- School-wide monthly writing prompts
- Monthly writing practice tests
- After School Writing Academy to strengthen high performing students and increase skills for lower performing students.
- 2008 FCAT Writing+ Assessment

Science Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
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Miami-Dade County Public Schools

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Science Statement

Increase the achievement of high standards in science for all students.

Needs Assessment

According to the 2007 FCAT Science Test results, thirty-six percent of fifth grade students scored Level 3 or above with a mean scale score of 300. Detailed cluster analysis indicates that the students scored highest in the Physical/Chemical, Life/Environmental and Earth/Space strands with 58% in each and lowest in the Scientific Thinking strand with 50%. The data indicates that increased instruction is needed in the Scientific Thinking strand to ensure mastery of concepts

Measurable Objective

Given instruction using the Sunshine State Standards, the numbers of students meeting high standards in grade 5 will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Articulate with 5th grade teachers to develop strategies that identify the weakest strands in Science while analyzing the Science Interim assessments and implementing the CIM.	Principal Assistant Principal Classroom Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Schedule Science related field trips that focus on science topics and real world experiences.	Principal Assistant Principal Classroom teachers	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Plan and implement a Galaxy Night to increase parental awareness of the scientific process.	Principal Assistant Principal AEP Teachers Classroom Teachers	8/20/2007	5/30/2008	Advanced Academics	600
Provide teachers with appropriate materials and curriculum support to incorporate hands-on experiments in their classrooms which will enhance scientific thinking.	Principal Assistant Principal Grade Level Chairpersons	8/20/2007	5/30/2008	Other/ Not Applicable	500
Plan and develop an Academic Excellence Environmental Fair to increase students' awareness of science with emphasis on Earth/Space science activities.	Principal Assistant Principals AEP Teachers	8/20/2007	5/30/2008	Advanced Academics	0

Research-Based Programs

- * Scott Foresman Science Series

Professional Development

- * In-service training with Regional Center teacher trainers
- * Elementary Earth Science Classroom: Hands-On Activities
- * Effective Implementation of Inquiry-based Science Strategies in the Classroom

Evaluation

- * Bi-weekly benchmark intervention assessment
- * 2008 FCAT Science Assessment
- * Progress monitoring (i.e. Chapter and unit tests)

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Parental Involvement Statement

The amount of parental involvement will increase in school related activities and educational support.

Needs Assessment

According to the 2006-2007 parental involvement logs, 250 parents attended events such as the SPED Breakfast, Parent Academy Registration Drives, and Bilingual/SPED Parent workshops. This represents 30% of the total school parent population. The data indicates a need for increased involvement in grades four and five. This need is indicated by strengthening lines of communication between school and parents. Continuance of after school programs such as Galaxy Night and the Parent Academy will be of a great advantage to the parents and guardians of the students.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 and 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Plan a breakfast for special education students and parents to discuss strategies for reading and math to promote family camaraderie.	Principal Assistant Principal SPED Department	9/4/2007	5/30/2008	Other/ Not Applicable	350
Promote Parent Academy Registration Drives and FCAT Reading Materials Book give-a-ways to provide families with research-based materials at parent workshops.	Principal Assistant Principal Grade Level Team Leaders	8/20/2007	5/30/2008	Other/ Not Applicable	0
Encourage parents to participate in "Career Day" as monitored by an attendance log.	Principal Assistant Principal Counselor	8/20/2007	5/30/2008	Other/ Not Applicable	250
Utilize the monthly calendar, school's website and marquee to communicate school happenings and information to parents and the community.	Principal Assistant Principal PTA liason	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

Reading tips and publications available at: <http://www.ed.gov/offices/OIIA/pfie/reading>
 Educational publications available at: <http://ed.gov/pubs.edpubs.htm>, No Child Left Behind
 Just Read Florida resources available at: <http://www.justreadflorida.com/docs/fbbr-blueprint.pdf>
 National PTA Standards for Parent/Family Involvement Programs at: <http://www.theparentacademy.net>
<http://www.myportal.dadeschools.net>

Professional Development

- *Support training for Community Involvement Specialist
- *Strategy sharing by District and school PTA Representatives
- *Parent workshops

Evaluation

- *Title I Parental Involvement End of Year Report
- *Monthly Title I Community Participation Reports
- *Parent sign in logs

Discipline & Safety Goal

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

Florida Education Priorities

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

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

Discipline & Safety Statement

Royal Green Elementary School will promote programs and practices that facilitate a safe and disciplined environment for students and staff.

Needs Assessment

The Leadership Team has reviewed the Student Case Management (SCAM) referrals Printout. There have been approximately 12 referrals per grading period, indicating a need for a more disciplined environment for students.

Measurable Objective

Given the school wide emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 3% decrease in the number of Student Case Management (SCAM) referrals during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Instruct M-DCPS "Character Education Program" to identify students of the month who exhibit positive behaviors.	Principal Assistant Principal Classroom Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement a schoolwide "Discipline Protocol and Cafeteria Behavior Management Plan" to assist students in establishing positive behaviors.	Principal Assistant Principal Classroom Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Conduct mini-workshops on Staff Seminar days and have teacher leaders present "best practices" in classroom management.	Principal Assistant Principal Classroom Teachers Counselor	8/20/2007	5/30/2008	Continuous Improvement Model	0
Implement "Do the Right Thing" to promote good citizenship among students.	Principal Assistant Principal Classroom Teachers Counselor	8/20/2007	5/30/2008	Other/ Not Applicable	0
Create Daily Progress reports for students with disruptive behaviors to monitor behavior and provide information to parents.	Principal Assistant Principal Classroom Teachers Counselor	8/20/2007	5/30/2008	Exchange Meaningful Information	0

Research-Based Programs

*M-DCPS Character Education curriculum

Professional Development

Assertive Discipline training
 Leadership Team to review data and solutions
 Staff seminar on Best Practices in Discipline

Evaluation

Comparison of 2007-2008 and 2006-2007 SCAM referral forms.

Technology Goal

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

Florida Education Priorities

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Technology Statement

The school will increase student technology usage.

Needs Assessment

According to the data, the Reading Plus program increased students' understanding of Main Idea, Author's Purpose, and fluency in SPED, gifted and students who were tutored after school. During the 2007-2008 school year, all students in grade 3-5 will participate in the Reading Plus Program.

Measurable Objective

Given the emphasis on the use of technology in education, students will continue to increase their technological usage of the Reading Plus Program as evidenced by a 10% increase during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize CPS and Riverdeep with Kindergarten and First grade students to increase their technological usage.	Principal Assistant Principal Kindergarten and First Grade Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Utilize Riverdeep for second grade students to increase their technological usage.	Principal Assistant Principal Second Grade Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Utilize Reading Plus and FCAT Explorer for third grade students to increase their technological usage.	Principal Assistant Principal Third Grade Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Utilize Reading Plus for SPED, Gifted and afterschool tutoring students to increase their technological usage.	Principal Assistant Principal SPED Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	3635
Utilize Reading Plus and FCAT Explorer for fifth grade students to increase their technological usage.	Principal Assistant Principal Fifth Grade Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Utilize Reading Plus and FCAT Explorer for fourth grade students to increase their technological usage.	Principal Assistant Principal Fourth Grade Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

*Reading Plus

Professional Development

- All 3rd-5th grade teachers will be trained on Reading Plus.
- Refresher trainings provided by "teacher trainers" on FCAT Explorer and Riverdeep.
- Teachers will be trained to use the CPS system

Evaluation

- *Monitor software data and summary reports quarterly; as it pertains to each grade level.
- *Reading Plus summary reports

Health & Physical Fitness Goal

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

Florida Education Priorities

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Health & Physical Fitness Statement

Royal Green will promote the overall health and fitness of students.

Needs Assessment

Promoting physical fitness and health in the school is a priority. According to the data, students are exercising daily and participating in community awareness programs such as Walk Safe and Jump Rope for Heart. FITNESSGRAM needs to be monitored with emphasis on percentage increase from the pre-test to the post-test.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their running skills as evidenced by 50% of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a schoolwide Field Day to promote physical fitness and team building skills.	Principal Assistant Principal PE Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	250
Encourage student participation in the free breakfast program in order to provide energy to meet success.	Principal Assistant Principal Cafeteria Manager	8/20/2007	5/30/2008	Other/ Not Applicable	0
Ensure instructional time is dedicated to incorporating health related fitness components daily.	Principal Assistant Principal PE teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide programs such as "Walk Safe", "Jump for Heart" and "AIDS Awareness" to promote physical fitness.	Principal Assistant Principal PE Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	50

Research-Based Programs

- *FITNESSGRAM
- *M-DCPS Human Growth and Development
- *AIDS curriculum

Professional Development

- *Participation in District meetings on physical education
- *Training on use of FITNESSGRAM

Evaluation

- *Pre and post progress test on course objectives
- *2007-2008 FITNESSGRAM results

Electives & Special Areas Goal

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

Florida Education Priorities

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

Electives & Special Areas Statement

Students in grades 3-5 will increase their participation in the arts.

Needs Assessment

According to the 2006-2007 art interest inventory survey conducted with students in grades 3-5, the arts provide motivation for students to come to school. Activities and events must be scheduled to enhance the art curriculum and participation. Therefore, students enrolled in the arts need to participate in a minimum of three activities.

Measurable Objective

Given instruction in the arts, students in grades 3-5 will increase their art appreciation skills by a minimum of 100 students as evidenced by attendance and participation logs in exhibits and chorus, comparing September 2007 and May 2008 results.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop art education exhibits created by students in grades 2-5 to promote community awareness.	Principal Assistant Principal Art Teacher	10/1/2007	5/14/2008	Other/ Not Applicable	0
Establish a chorus for musically inclined students to offer various music experiences.	Principal Assistant Principal Music Teacher	10/01/2007	5/18/2008	Other/ Not Applicable	250
Research art/music history and related topics and students in grades 3-5 will share information through CCTV.	Principal Assistant Principal Music Teacher Media Specialist	10/01/2007	5/30/2008	Other/ Not Applicable	0
Develop art education exhibits for students in grades 2-5 to promote community awareness.	Principal Assistant Principal Art Teacher	10/1/2007	5/30/2008	Other/ Not Applicable	0
Create a monthly choral/instrumental ensemble for students in grades 3-5 to present via CCTV.	Principal Assistant Principal Music Teacher	11/1/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

*Sunshine State Standards

Professional Development

*Infusing opera education with FCAT strategies

*Music Technology 1 and 2

*Watercolor Professional Development

Consultations with art and music teachers on a quarterly basis for grade level activities

Evaluation

*Comparison of 2007- 2008 arts interest survey

Return On Investment Goal

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

Florida Education Priorities

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

Return On Investment Statement

Royal Green Elementary School will increase the current percentile rank on the ROI Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2005, Royal Green Elementary ranked at the 59th percentile on the State of Florida ROI Index. A review of student performance, budget expenditures and resource utilization indicates that a more stringent monitoring procedure must be implemented.

Measurable Objective

Royal Green Elementary School will improve its ranking on the State of Florida ROI Index publication from the 59th percentile to the 61st percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal Leadership Team	08/20/07	5/30/08	Other/ Not Applicable	0
Consider reconfiguration of existing resources, such as hourly teachers and tutors' expenditures with student performance results.	Principal Assistant Principal	8/20/2007	5/30/2008	Other/ Not Applicable	0
Collaborate with the District on resource allocation.	Principal Assistant Principal	8/20/2007	5/30/2008	Other/ Not Applicable	0
Collaborate with local businesses to recruit additional Dade Partners	Principal Assistant Principal Leadership Team	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

*State of Florida ROI Index

Professional Development

- * Preparation for Budget Training Meeting for principal
- * In-service training for stakeholders on efficiency and effectiveness of Reading Plus program.
- * In-service training for stakeholders on efficiency and effectiveness of Math Acaletics.

Evaluation

*State of Florida ROI Index

EESAC Compliance

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

Budget:

The EESAC recommends enhancing the purchase of classroom libraries and utilizing Student Achievement Enhancement Programs funds for hourly personnel. Following numerous discussions about student needs, the EESAC provided input as to the expenditure of EESAC funds.

Training:

The EESAC recommends additional training in curriculum and technology be provided for staff members with appropriate administration support. The EESAC was apprised of the availability of workshops and level of staff participation.

Instructional Materials:

The EESAC recommends implementing long range curriculum planning and the identification of reading and math materials that will supplement the instructional program in order to support and/or enhance the achievement of the goals of the School Improvement Plan.

Technology:

The EESAC recommends that the budget be utilized for additional software, new computers, and instructional training for classroom teachers. A review of the current technology, acquisition, training and needs was conducted by the EESAC committee.

Staffing:

The EESAC recommend providing additional hourly personnel to support the School Improvement Plan goals for the 2006-2007 school year. The EESAC will be trained on budget allocations.

Student Support Services:

The EESAC recommends the counselor, school psychologist, and other student support personnel be invited to attend EESAC and staff meetings during the school year to relay their responsibilities and activities, and to describe programs, materials, and services provided by them.

Other Matters of Resource Allocation:

The EESAC continues to solicit the ongoing support of the Royal Green PTA in providing funds to meet the goals of the School Improvement Plan.

Benchmarking:



School Improvement Plan

2007-2008



The EESAC recommends a review of the status of the School Improvement Plan at their meetings. Concerns, issues and comments will be shared by the SIP committees and EESAC members on an ongoing basis. These lines of communication will be furthered by monthly staff meetings to discuss SIP strategies and progress.

School Safety & Discipline:

The EESAC recommends the Code of Student Conduct, schoolwide Discipline Plan, Safety-To-Life inspection procedures, and Fire Safety inspection results be reviewed. The EESAC is aware that Royal Green Elementary has continued to pursue compliance with all safety and discipline issues.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	3985
Mathematics	6849
Writing	2000
Science	1100
Parental Involvement	600
Discipline & Safety	0
Technology	3635
Health & Physical Fitness	300
Electives & Special Areas	250
Return On Investment	0
Total	18719



School Improvement Plan 2007-2008



Date of Review: _____

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent