

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Royal Palm Elementary School (4761)

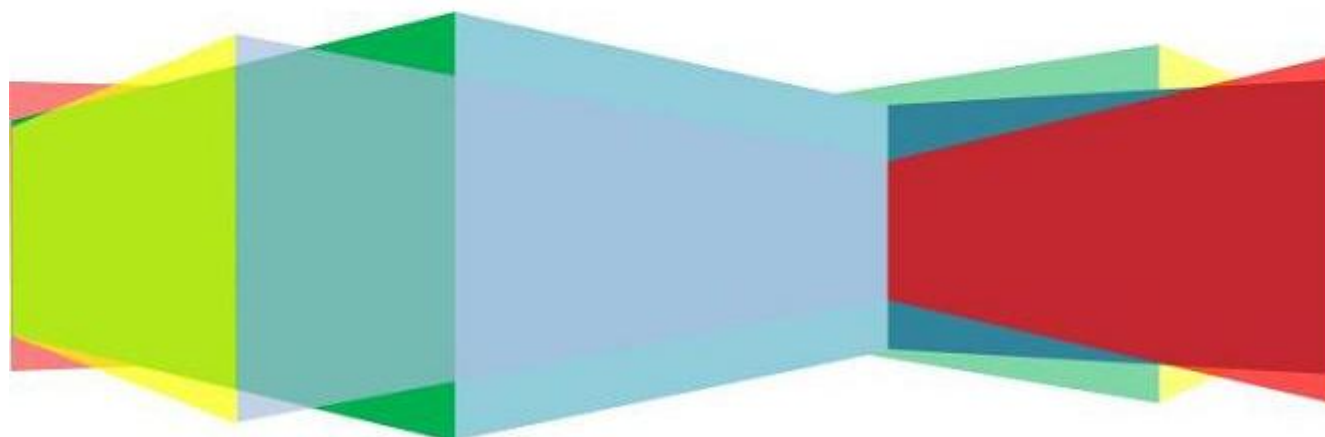
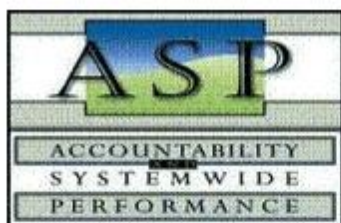
Feeder Pattern - Southwest Miami Senior

Regional Center V

District 13 - Miami-Dade

Principal - Ana Driggs

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Royal Palm Elementary was established in Miami, Florida in 1957. It is a Title I PreK-5 comprehensive school in the Southwest Feeder Pattern serving a diverse population of 591 students. Sixty-seven percent of the student population is on free and reduced priced meals; 3% are Asian/Indian; <1% is Black; 90% are Hispanic; and 7% are White. During the 2006-2007, there were 28 students in 3rd grade, 25 in 4th grade, and 30 in 5th grade, which scored FCAT Levels 1 and 2 in Reading. Forty-three percent of ELL (English Language Learners) met high standards in Reading in the 2007 FCAT. In Mathematics, 8 students in 3rd, 23 students in 4th, and 39 students in 5th scored Levels 1 and 2 during the 2007 FCAT. The community surrounding Royal Palm Elementary consists of single family homes built in the 1950's with low to middle income families. There are several companies in the neighboring area that have formed a partnership with the school. These include Publix, a supermarket, and Fit Kids, a gym for students and teachers. The faculty profile shows that 100% of the instructional staff is certified in their disciplines. Nineteen percent of the teaching staff was new to the school in 2006-2007. Royal Palm has 50 full-time teachers. Of this group, we have 1 reading coach, 3 SPED, 1 ELL teacher, 4 Spanish Language teachers, 1 art teacher, 1 music teacher, 2 physical education teachers, 1 speech pathologist, 1 teacher of the gifted, 1 media specialist, and 1 guidance counselor. We have 2 administrators. Four percent of teachers are male and 94% 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 PhD/Specialist degrees. Two teachers are certified by the National Board for Professional Teaching Standards. The average class size in Royal Palm Elementary is 20 students per teacher. Our attendance rate for the 2006-2007 school year was 96.01%. The retention rate was reported at 3.3%. 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 English Language Learners (ELL) 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 2007 in all areas except in Reading for the ELL subgroup. 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 ELL and students with disabilities (SWD) subgroups 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 ELL teachers, Media Specialist and Special Education (SPED) resource/inclusion 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. The school's primary concern is the lack of funding utilized to purchase intervention materials and resource teachers aimed at improving reading and mathematics skills of low performing students. This year, the two grants have been awarded to our school. Radical Readers is a Little Buddy reading program designed to enhance comprehension, develop vocabulary, enhance writing skills, and develop a life long love for reading literature. Words of Wisdom: Vivacious Vocabulary Ventures is a program designed to offer students and teachers a plethora of vocabulary activities that enhance comprehension. 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 2007-2008 school year.

1. Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase by 1-2 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

2. Given instruction based on the Sunshine State Standards, ELL students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase by 1-2 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade 4 will demonstrate their skill proficiency in writing, as evidenced by 90% or more students meeting high standards on the 2008 FCAT Writing+.

# School Improvement Plan

## 2007-2008



Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 5 will increase by 10 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 3 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

Given an emphasis on opportunities for student learning, student attendance will increase to 96.1% as evidenced by comparing attendance rates for the 2006-2007 to the 2007-2008 school years. In addition, student tardiness in the 4th quarter will decrease by 10% compared to that in the 1st quarter of the 2007-2008 school year.

Given an emphasis on the use of technology in education, 100% of teachers will input and maintain grades on a weekly basis during the 2007-2008 school year as compared to 80% during 2006-2007. In addition, 100% of homeroom teachers will maintain accurate and current attendance records using the electronic gradebook.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their fitness skills as evidenced by a 5% increase in the number of students meeting high standards, receiving gold and silver awards, during the 2007-2008 school year.

Given emphasis on the benefits of participating in the music program, the number of musical performances will increase by 50% during the 2007-2008 school year as compared to the 2006-2007 school year.

Royal Palm Elementary Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

We have identified two areas for improvement based on the results of the Organizational Performance Improvement Snapshot survey. There is a general consensus among the faculty and staff at Royal Palm Elementary that they understand the importance their work has on students, as well as families. The faculty also understands how to analyze and review data, as well as restructure learning strategies to fit the needs of the students. However, finance and strategic planning were the two lowest ranking areas. In order to address specific attitudes regarding these areas of concern, the administration will discuss financial concerns during regularly scheduled faculty and Educational Excellence School Advisory Committee (EESAC) meetings. As far as strategic planning, the administration will hold vertical planning meetings throughout the school year to discuss academic data and strategies to improve student learning. Time will also be allotted during faculty meetings for teachers to share ideas and strategies that might further impact learning.



# 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.

## 4761 - 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

# School Improvement Plan 2007-2008



## 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.

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### ***School Demographics***

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Royal Palm Elementary is located at 4200 S.W 112 Court Miami, Florida 33165 on 9 acres, and was established in 1957. Sixty-seven percent of students are on free or reduced lunch. Our Pre-Kindergarten SPED Program is housed in a portable classroom.

It has a student population of 591 students. The student population is composed of 7% White non-Hispanic, <1% Black non-Hispanic, 90% Hispanic, 3% Asian/American Indian/Multiracial. There are 24.4 percent of the students enrolled in ESOL classes. During the 2006-2007, there were 28 students in 3rd grade, 25 in 4th grade, and 30 in 5th grade, which scored FCAT Levels 1 and 2 in Reading. Forty-three percent of ELL (English Language Learners) met high standards in Reading in the 2007 FCAT. In Mathematics, 8 students in 3rd, 23 students in 4th, and 39 students in 5th scored Levels 1 and 2 during the 2007 FCAT. Currently, there are 42 students in the Gifted Program, 288 students are ELL, and 50 students in the SPED Program.

A distinct advantage for our students is that we are a Title I School which provides the funding for a fulltime release reading coach as well as a part-time resource reading teacher. The school's primary concern is the lack of funding utilized to purchase intervention materials and resource teachers and paraprofessionals aimed at improving reading and mathematics skills of low performing students. The average number of students in kindergarten and first grade is 18, 17 in second, 21 in third, 20 in fourth and 21 in fifth grade. Our school retention rate was reported at 3.3%.

Royal Palm has a Leadership Team that consists of the 9 teachers. There are 49 full-time teachers. Of this group, we have 1 reading coach, 3 SPED, 1 ELL teacher, 4 Spanish Language teachers, 1 art teacher, 1 music teacher, 2 physical education teachers, 1 speech pathologist teacher, 1 teacher of the gifted, 1 media specialist, and 1 guidance counselor. We have 2 administrators. There is also 1 part-time instructional staff. 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 12% holding Ph.D./Specialist degrees. Two teachers are certified by the National Board for Professional Teaching Standards.

The attendance rate for 2006-2007 was 96.01% which is an increase from the 95.94% total for 2005-2006.

Royal Palm is in the Southwest Feeder Pattern. The majority of our students leave Royal Palm in 5th grade to attend Riviera Middle School, which includes 6th through 8th grades.

Special programs at Royal Palm Elementary include Title I, which provides funding for a full time reading coach and a part time reading resource teacher, and the Academic Excellence Program (AEP) which provides enrichment activities for selected fourth and fifth grade students. The school also participates in an Extended Foreign Language (EFL) Program. This program provides additional language instruction through the content areas in one classroom per grade level. The Gifted program at Royal Palm is available for all grade levels and meets all of their advanced academic needs. This year, the FIU-Enlace Miami Program, funded through The Children's Trust Program, will provide selected students with an opportunity to work with a software-based reading tutoring program (Read 180) that has been proven to increase their enjoyment of reading and their ability to read. It will be offered in combination with the Fit Kids Program, one of our community partners, which promotes physical fitness education and activities to develop healthy lifelong habits.

Besides our Fit Kids partner, Publix will continue to be our community partner. They provide our school with incentives and promotions designed to encourage our students and their parents to continue their academic growth.

Grants awarded to Royal Palm include the "Radical Readers" a Little Buddy Reading Program to enhance comprehension, develop vocabulary, enhance writing skills, and develop a life long love for reading literature. Another grant called Vivacious Vocabulary Ventures focuses on enhancing reading comprehension by enriching students' vocabulary skills.

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## ***School Foundation***

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### **Leadership:**

According to the Office of Performance Improvement Survey, Royal Palm Elementary 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 4.3. In keeping with our school district's goals and objectives, Royal Palm Elementary 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 strongly agree that they work in a safe, caring, and supportive environment, as evidenced by a score of 4.6 on the Organizational Performance Improvement Snapshot. 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 4.6. 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, computer and fitness classes.

School wide 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 to offer assistance if needed.

### **Performance Results:**

Royal Palm Elementary is a high achieving school that met Adequate Yearly Progress criteria for the 2006-2007 school year in all areas, except Reading for English Language Learners. Performance results are an integral part of the planning process. Student results are analyzed and disaggregated in order to determine student needs. Progress Monitoring Plans, Individual Education Plans, and gifted Education Plans provide targeted and differentiated instruction for low achieving general education, as well as special education students. These plans are all developed using performance results.



# School Improvement Plan 2007-2008



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

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**





School Improvement Plan  
2007-2008



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

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

### Reading Goal

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

#### **Florida Education Priorities**

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

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

#### **District Strategic Plan**

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

#### **Reading 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 2006-2007 School Accountability Report indicates that 83 percent of the students achieved level 3 or higher in reading, which is a decrease of 1% when compared with the 2005-2006 score. In addition, there was a decrease in the percentage of students making learning gains due to the increase in the percentage required in order to meet high standards.

According to the 2006-2007 Adequate Yearly Progress (AYP) Report, the ELL subgroup did not meet AYP requirements. Forty-three percent of this group scored at or above grade level in Reading, which is 8 percentage points below the required 51% in order to make AYP last year.

Analysis of the reading strands indicate areas of future instructional concentration for third grade should be in Words/Phrases as well as Reference and Research. Fourth grade also needs emphasis on Reference/Research. However, fifth grade requires improvement in Words/Phrases.

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

### Measurable Objective

1. Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase by 1-2 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.
2. Given instruction based on the Sunshine State Standards, ELL students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Pair up classrooms from different grade levels for buddy reading program in grades K-5 focusing activities on words/phrases strand.	Classroom teachers	08/20/2007	06/04/2008	District-wide Literacy Plan	0
Differentiate reading instruction for students who have achieved Level 3 or higher by providing enrichment activities.	Classroom Teachers	08/20/2007	06/04/2008	District-wide Literacy Plan	0
Establish Kindergarten Reading Corral to boost interest in reading.	Kindergarten Teachers	08/20/2007	06/04/2008	Seamless PreK-12 Curriculum	0
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 Success, and Early Success.	Classroom teachers	10/1/2007	3/13/2008	District-wide Literacy Plan	17582
Provide ELL, SPED, and low achieving students with Leap Frog, Headsprout, and Hooked on Phonics programs and materials.	Reading teachers, Media Specialist, Reading Coach	08/20/2007	06/04/2008	Other/ Not Applicable	0
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 Coach Reading Resource Teacher	08/20/2007	06/04/2008	District-wide Literacy Plan	32400
Provide paraprofessional as an additional resource to SPED/General Education teachers in the inclusion classrooms.	Administrators	08/20/2007	06/04/2008	Inclusion of SWD	7000
Utilize activities provided by the Florida Center for Reading Research targeting ELL, SPED, and low-performing students.	Reading Teachers, Reading Coach	08/20/2007	06/04/2008	District-wide Literacy Plan	0
Provide before and after school reading tutorials targeting ELL students.	ELL Teachers, Administrators	9/10/2007	06/04/2008	District-wide Literacy Plan	0
Continue to infuse technology to improve reading abilities utilizing incentive/challenges supporting FCAT Explorer, Destination Success, and Accelerated Reader targeting lowest FCAT strands.	Classroom teachers	08/20/2007	06/04/2008	District-wide Literacy Plan	3000
Implement the Continuous Improvement Model (CIM) to monitor student achievement and instructional program on an on-going basis.	Administration, Classroom Teachers	08/20/2007	06/04/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions to disaggregate and analyze data from the 2007 FCAT Reading Test to identify strengths and weaknesses in student performance according to the Continuous Improvement Model.	Administors and classroom teachers	08/20/2007	06/04/2008	Continuous Improvement Model	0

### Research-Based Programs

Houghton Mifflin Reading Program  
 AlphaKids Plus Guided Reading Program  
 Voyager Passport  
 Soar to Success  
 Early Success  
 Read 180  
 Just Read! FCRR Student Center Activities

### Professional Development



# School Improvement Plan

## 2007-2008



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

- The Reading Institute
- Reading Leadership Team Institute
- Voyager Passport
- Best Practices for Providing Instruction to SPED ESOL students
- Elementary Curriculum Differentiation
- Accommodations /Modifications for SPED students in the General Education Classroom
- Collaborative Thinking
- DIBELS Handheld Device Training Assessment
- ESOL Endorsement Courses

General education SPED and ESOL teachers will be provided with in-house professional development by our school reading coach such as Just Read Activity Centers Workshop and Riverdeep. Emphasis will be placed on ESOL strategies during all the language arts workshops.

### **Evaluation**

DIBELS will be administered three times a year to grades 1-3 and to students scoring at FCAT levels 1 and 2 in grades 4 and 5 in order to diagnose and assess student reading progress. 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 2008 FCAT SSS, NRT and SAT 10 Reading Tests.

## 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 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"/>

### Mathematics 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 School Accountability Report for 2006-2007 indicate that 84 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 4 students need focused instruction in the areas of Algebraic Thinking. Fifth grade needs improvement in Algebraic Thinking as well as Data Analysis.

### 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, the number of students meeting high standards in grades 3 through 5 will increase by 1-2 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the 2007 FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize suggested Mathematics long-range plans for kindergarten through fifth grade in order to properly address all strands.	Classroom teachers	08/20/2007	06/04/2008	Seamless PreK-12 Curriculum	0
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	08/20/2007	06/04/2008	Seamless PreK-12 Curriculum	0
Monitor progress of all subgroups through District Interim Assessments, as well as teacher made.	Administrators and classroom teachers	08/20/2007	06/04/2008	Continuous Improvement Model	0
Provide an after-school and Saturday mathematics tutorial program using Scott Foresman Sprial Review and Test Prep and monitor progress daily emphasizing lowest FCAT strands.	Classroom teachers	10/1/2007	3/13/2008	Continuous Improvement Model	17582
Utilize Destination Success and FCAT Explorer computer-assisted resources to reinforce and enhance mathematic skills such as Measurement, Algebreic Thinking, and Data Analysis.	Classroom teachers	08/20/2007	06/04/2008	Other/ Not Applicable	0
Differentiate mathematics instruction for students who have achieved Level 3 or higher by providing enrichment activities.	Classroom Teachers	08/20/2007	06/04/2008	Continuous Improvement Model	0
Maintain Math classroom library as well as journals to promote awareness and practice in FCAT strands.	Classroom teachers	08/20/2007	06/04/2008	Continuous Improvement Model	0
Provide assessment utilizing the Exam-View and ETS item bank to monitor progress and meet student needs.	Math teachers	08/20/2007	06/04/2008	Seamless PreK-12 Curriculum	0
Use the Regional Center for Data Debriefing Protocols to conduct data debriefing sessions to disaggregate and analyze data from the 2007 FCAT Mathematics Test to identify strengths and weaknesses in student performance according to the Continuous Improvement Model.	Administrators and classroom teachers	08/20/2007	06/04/2008	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administration, Classroom Teachers	08/20/2007	06/04/2008	Seamless PreK-12 Curriculum	0

### 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)
- Riverdeep

### 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 2008 FCAT SSS, NRT and SAT 10 Mathematics Tests.

## 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 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"/>

### **Writing 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 2007 FCAT Writing assessment for students in Grade 4 revealed that our mean narrative score was a 4.5, which is a .1 increase from 2005-2006 scores. The mean expository score was a 4.3. Eighty-one percent of the students scored 3.5 or above in expository and 93% scored 3.5 or above in narrative. Seventy-five percent of the students scored a 4.0 or above in the expository which is decrease of 10 percentage points from the 2006 administration. Eighty-nine percent scored 4.0 or above in narrative which is a decrease of 2 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
<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 demonstrate their skill proficiency in writing, as evidenced by 90% or more students meeting high standards on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	08/20/2007	06/04/2008	District-wide Literacy Plan	0
Utilize technological resources for word processing and keyboarding skills in order to publish student authored writing samples.	Classroom teachers	08/20/2007	06/04/2008	District-wide Literacy Plan	700
Incorporate classroom journal writing and monitor daily to provide additional writing opportunities.	Classroom teachers	08/20/2007	06/04/2008	District-wide Literacy Plan	0
Provide after school and Saturday "writing workshops" for students.	Classroom teachers	10/1/2007	2/9/2008	District-wide Literacy Plan	2000
Continue with our looping model for students in grades three and four in order to provide continuity of instruction.	Administrators and Classroom teachers	08/20/2007	06/04/2008	Continuous Improvement Model	0
Continue to share best practices learned at The Writing Institute.	Classroom teachers	08/20/2007	06/04/2008	District-wide Literacy Plan	0
Utilize writing prompts and holistic scoring techniques for grades 1-5 to ensure that students learn effective narrative and expository writing techniques.	Classroom teachers	08/20/2007	06/04/2008	District-wide Literacy Plan	0

### Research-Based Programs

Houghton-Mifflin Reading Program  
Write Traits

### 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 2008 FCAT Writing+ Test and District Pre and Post Tests.



## Science Goal

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

#### *Florida Education Priorities*

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

### **Science Statement**

Students in K-5 will master science objectives as mandated by the Sunshine State Standards in correlation with the Competency Based Curriculum. Grade five will increase the percentage of students that score at Levels 3 and above on the 2008 FCAT Science Test.

### **Needs Assessment**

Results of the Science Test indicate that 50% of our fifth graders scored at Levels 3 and above, which is a 17% increase over the 2005-2006 scores. Further emphasis should be placed on the Scientific Thinking as well as the Physical/Chemical strands.

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 5 will increase by 10 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
Increase the number of field trips related to the science theme unit.	Classroom teachers	08/20/2007	06/04/2008	Continuous Improvement Model	0
Integrate technology and manipulatives in science instruction and monitor monthly.	Classroom teachers	08/20/2007	06/04/2008	Continuous Improvement Model	0
Encourage the participation in a school-wide Science Fair that will showcase student science projects.	Administrators and Classroom teachers	08/20/2007	06/04/2008	Seamless PreK-12 Curriculum	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions to disaggregate and analyze data from the 2007 FCAT Science Test to identify strengths and weaknesses in Physical/Chemical, Earth/Space and Life/Environmental.	Administrators and classroom teachers	08/20/2007	06/04/2008	Continuous Improvement Model	0
Increase the number of demonstrations/science experiments conducted during the school year using FOSS kits and Scott Foresman Science Series.	Classroom teachers	08/20/2007	06/04/2008	Seamless PreK-12 Curriculum	0
Continue to provide instruction in the use of the Scientific Method and implementing the inquiry-based science strategies in grades 1-5.	Classroom teachers	08/20/2007	06/04/2008	Seamless PreK-12 Curriculum	0
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	08/20/2007	06/04/2008	Seamless PreK-12 Curriculum	0
Provide professional development for K-5 classroom teachers in the use of the Science Pacing Guide.	Administration	10/1/2007	10/31/2007	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administration, Classroom Teachers	08/20/2007	06/04/2008	Seamless PreK-12 Curriculum	0
Increase the use of periodicals in Science, such as National Geographic Explorers, Time for Kids, and Scholastic News.	Classroom Teachers and Administrators	8/20/2007	06/04/2007	Seamless PreK-12 Curriculum	0

### Research-Based Programs

Scott Foresman Science  
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  
Professional Development Video Training from Scott-Foresman

### 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 2008 FCAT Science Test.

## Parental Involvement Goal

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

#### *Florida Education Priorities*

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

### **Parental Involvement Statement**

The percentage of parental and community involvement will increase.

### ***Needs Assessment***

During the 2006-2007 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 2006-2007 school year show a total of 8270 logged volunteer hours. In addition to the above activities, we remain in need for further parental involvement. In order to achieve our goal, we plan to introduce a Kindergarten Reading Corral where parents volunteer to read weekly to students in their child's class.

### Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 3 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize strategies in "100 Ways for Parents to be Involved in their Child's Education".	Administrators and teachers	08/20/2007	06/04/2008	Education Innovation	0
Host a volunteer breakfast to encourage parental and community involvement.	Administrators and Guidance Counselor	08/20/2007	06/04/2008	Education Innovation	200
Continue to sponsor our annual "Planting Day" in November to promote student, parent and community involvement.	Administrators and teachers	08/20/2007	06/04/2008	Education Innovation	1000
Continue to use Connect Ed automated phone system to disseminate information to parents.	Administrators	08/20/2007	06/04/2008	Exchange Meaningful Information	0
Host "Breakfast with Books" and "Books with Wings" to encourage parents to get involved with their children's education.	Reading Specialist	08/20/2007	06/04/2008	Education Innovation	200
Conduct a "Back to School Night", Resource Fair, and Parent Conference Days throughout the year to inform them of teacher expectations and student progress.	Administrators	08/20/2007	06/04/2008	Exchange Meaningful Information	0
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	08/20/2007	06/04/2008	Exchange Meaningful Information	0
Recruit additional volunteers during Hispanic Heritage Night as stipulated in PTA National Standard IV.	Administrators and teachers	08/20/2007	06/04/2008	Education Innovation	0
Establish a Kindergarten Reading Corral.	Kindergarten Teachers	08/20/2007	06/04/2008	Education Innovation	0
Provide parents with opportunities to attend bilingual workshops targeting student academic achievement among other pertinent topics.	Administration	08/20/2007	06/04/2008	Education Innovation	0

### Research-Based Programs

PTA National Standards for Parent Involvement  
Parent Academy Courses

### Professional Development

Parents will be encouraged to actively participate in the following activities: volunteer breakfast, PTA meetings, EESAC meetings, Festival Educativo, Parent Involvement Conference, Title I Orientation Meeting, Parent Academy, school sponsored activities such as Science Fair Night, Hispanic Heritage Night, "Breakfast with Books", "Books with Wings", and reading workshops developed especially for parents. In addition, there will be 5 Bilingual parenting workshops throughout the year focusing on topics such as: Miami-Dade County Programs and Resources, Standardized Test and the Parental Role, Bullying/Peer Pressure/Individual Differences, Community Resources, and Immigration Rules.

### Evaluation

This objective will be evaluated by the 2007-2008 volunteer logs on an ongoing basis.

## Discipline & Safety Goal

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

#### **Florida Education Priorities**

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

### **Discipline & Safety 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 2006-2007 school year show Royal Palm Elementary School averaged a 96.01 percent daily attendance rate. It increased .07%. However, we feel a greater average percentage of students in school will help increase learning gains. In regards to student tardiness, there was a 31.5% increase in the number of students with four or more tardies in the third quarter as compared to the first quarter of the 2006-2007 school year. Classroom incentives will be implemented on quarterly basis for students with no tardies in order to enhance student learning.

### Measurable Objective

Given an emphasis on opportunities for student learning, student attendance will increase to 96.1% as evidenced by comparing attendance rates for the 2006-2007 to the 2007-2008 school years. In addition, student tardiness in the 4th quarter will decrease by 10% compared to that in the 1st quarter of the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Maintain the Attendance Incentive Committee.	School Counselor	08/20/2007	06/04/2008	Truancy Prevention	0
Continue morning Safety Patrol posts and Security to ensure students are in class on time.	School Counselor	08/20/2007	06/04/2008	Truancy Prevention	0
Monitor attendance using the attendance bulletin.	Administration, Classroom Teachers	08/20/2007	06/04/2008	Truancy Prevention	0
Utilize a Perfect Attendance award every grading period to promote attendance.	Counselor	08/20/2007	06/04/2008	Truancy Prevention	0
Contact parents to notify them of absences and emphasize the importance of bringing their children to school.	Administration, Counselor, Community Specialist Liaison (Title I), Teachers	08/20/2007	06/04/2008	Truancy Prevention	0
Develop a tracking system within the school to identify students with excessive tardies.	Homeroom Teachers, Office Personnel, Administration, Counselor	08/20/2007	06/04/2008	Truancy Prevention	0
Maintain the attendance incentive program aimed at increasing attendance and lowering tardiness.	School Counselor	08/20/2007	06/04/2008	Truancy Prevention	0

### Research-Based Programs

Code of Student Conduct  
AAA Safety Patrols  
Parent/Student Handbook

### 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 2007-2008 Daily Homeroom Attendance Report, as well as the COGNOS reports.

### Technology Goal

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

**Florida Education Priorities**

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

**Technology Statement**

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

**Needs Assessment**

The percent of teachers that have been trained and are currently using the district's grade book to manage and monitor student grades is 100%. However, approximately 80% of teachers are currently maintaining weekly grades in the electronic gradebook. The grade book manager will conduct weekly monitoring to verify that 100% of teachers are inputting weekly grades. Parents will also be instructed on how to access their child's grades. Homeroom teachers are now required to use the electronic gradebook for attendance. Teachers must complete attendance and maintain records on a daily basis.

### Measurable Objective

Given an emphasis on the use of technology in education, 100% of teachers will input and maintain grades on a weekly basis during the 2007-2008 school year as compared to 80% during 2006-2007. In addition, 100% of homeroom teachers will maintain accurate and current attendance records using the electronic gradebook.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide updated training in the use of the electronic gradebook.	Administration, Media Specialist	08/20/2007	06/04/2008	Business Process Redesign	0
Monitor the use of electronic gradebook.	Administration	08/20/2007	06/04/2008	Business Process Redesign	0
Provide ongoing support for all teachers.	Administration, Media Specialist	08/20/2007	06/04/2008	Business Process Redesign	0
Ensure continued functionality and accessibility to the local area network for effective use of the gradebook program.	Media Specialist, Technology Support Personnel	08/20/2007	06/04/2008	Business Process Redesign	0
Monitor Daily Attendance Report to ensure that electronic attendance is accurate	Administrators, Attendance Manager, Homeroom Teachers	08/20/2007	06/04/2008	Business Process Redesign	0

### Research-Based Programs

Excelsior Grade Book

### Professional Development

Provide professional development for teachers on how to access the parent internet grade viewer so that they can train the parents on how to access the grades.

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

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, as well as weekly reports by the gradebook manager. The attendance manager will ensure that the objectives are accomplished appropriately.



## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

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

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

### **Health & Physical Fitness Statement**

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

### ***Needs Assessment***

FITNESSGRAM scores from the 2006-2007 school year showed that 34% of students in grades 4 and 5 earned the FITNESSGRAM gold/silver award, which is a 5% when compared to last year. Due to the difficulty of the new subsections in the FITNESSGRAM, students will be introduced to the tasks earlier in the year, with daily practice emphasized.

### Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their fitness skills as evidenced by a 5% increase in the number of students meeting high standards, receiving gold and silver awards, during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Sponsor Jump Rope for heart event in order to increase awareness of the importance of cardiovascular health.	Physical Education Teachers	08/20/2007	06/04/2008	Healthcare & Healthy Choices	0
Align health education sunshine state standards to reading/language arts and science instruction.	Classroom Teachers	08/20/2007	06/04/2008	Healthcare & Healthy Choices	0
Implement games that target cardiovascular health.	Physical Education Teachers	8/20/2007	06/04/2008	Healthcare & Healthy Choices	0
Host Junior Dolphins Training Camp Program for grades 2-5.	Physical Education Teachers	08/20/2007	06/04/2008	Healthcare & Healthy Choices	0
Have students run ¼ mile at least 3 times a week gradually increasing the distance to one mile.	Physical Education Teachers	08/20/2007	06/04/2008	Healthcare & Healthy Choices	0
Continue to host annual Field Day event.	Physical Education Teachers and classroom teachers	08/20/2007	06/04/2008	Healthcare & Healthy Choices	0
Establish "Shaq's Big Challenge Boot Camp" Fitness Program	Physical Education Teachers	08/20/2007	06/04/2008	Healthcare & Healthy Choices	0

### 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 2007-2008 FITNESSGRAM Report as compared to the 2006-2007 scores.

## Electives & Special Areas Goal

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

#### *Florida Education Priorities*

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

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

School spirit will be developed and encouraged through student participation in musical performances.

### ***Needs Assessment***

Parents and students have expressed the desire and interest to participate in musical performances. Royal Palm Elementary School participated in 2 performances during 2006-2007. The music teacher will increase the number of performances by at least 1 during the 2007-2008 school year.

### Measurable Objective

Given emphasis on the benefits of participating in the music program, the number of musical performances will increase by 50% during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Establish and maintain parent/student communication and involvement in the music program.	Music Teacher	08/20/2007	06/04/2008	Academic Enrichment Opportunities	0
Disseminate bulletins, monthly calendars and written notification in both languages to keep parents abreast of music activities.	Music Teacher	08/20/2007	06/04/2008	Academic Enrichment Opportunities	0
Invite choruses from neighboring schools to perform for our school in order to motivate student participation in the music performances.	Music Teacher	08/20/2007	06/04/2008	Academic Enrichment Opportunities	0
Align music objectives to reading/language arts goals and objectives.	Music Teacher	08/20/2007	06/04/2008	Academic Enrichment Opportunities	0

### 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

Increased number of performances will be evidenced by show programs.

## Return On Investment Goal

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

#### *Florida Education Priorities*

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

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

### **Return On Investment Statement**

Royal Palm Elementary School will rank 25th 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 Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide funds to maintain or reduce pupil-to-teacher ratio.	Administration	08/20/2007	06/04/2008	Business Process Redesign	0
Become more informed about the use of financial resources in relation to school programs.	Administrators	08/20/2007	06/04/2008	Business Process Redesign	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base e.g. private foundations, volunteer networks.	Administrators	08/20/2007	06/04/2008	Business Process Redesign	0
Collaborate with the district on resource allocation.	Administrators	08/20/2007	06/04/2008	Business Process Redesign	0
Research grant opportunities listed in the Tuesday Grants Newsletter.	Administrators and teachers	08/20/2007	06/04/2008	Business Process Redesign	0
Collaborate with regional offices on resource allocation.	Administrators	08/20/2007	06/04/2008	Business Process Redesign	0
Attend grant writing workshops.	Teachers	08/20/2007	06/04/2008	Business Process Redesign	0

### 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 25th percentile.

**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 recommended that we allocate funds for the purchase of computer memory and software.

**Training:**

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

**Instructional Materials:**

The EESAC recommended the purchase of instructional textbooks and materials.

**Technology:**

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

**Staffing:**

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

**Student Support Services:**

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

**Benchmarking:**

The EESAC recommended that we continue our benchmarking activities during the school year in preparation for Mid and End-of-year Review of our SIP.

**School Safety & Discipline:**



# School Improvement Plan 2007-2008



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



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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	59982
Mathematics	17582
Writing	2700
Science	0
Parental Involvement	1400
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
<b>Total</b>	<b>81664</b>



# School Improvement Plan 2007-2008



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

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

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

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

*Required Signatures:*

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

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

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

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

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

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

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

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