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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 4741 - Royal Green Elementary School

*FeederPattern:* G. Holmes Braddock Senior

*Region:* Regional Center V

*District:* 13 - Miami-Dade

*Principal:* Sandra Zampino

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Royal Green Elementary School*

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Royal Green Elementary, located in southwest Miami-Dade County, has a student population of about 90% Hispanic; 6% White, non-Hispanic; and 3% Black/Indian/Asian/Multi-racial. About 71% of the 835 students participate in the free/reduced lunch program. The staff of Royal Green Elementary, in cooperation with the Educational Excellence School Advisory Council, has identified the following measurable objectives as our 2005-2006 action plan for school improvement.

Given instruction using the Sunshine State Standards, students in grades 3 through 5 will increase their reading skills as evidenced by 78% of students who score level 3 or above on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades 3-5 will increase their mathematical skills as evidenced by 78% of students who score a level 3 or above on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade 4 will increase their writing skills as evidenced by 93% of students scoring level 4.0 or above on the 2006 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade 5 will increase their scientific skills as evidenced by meeting or exceeding the District mean scale score of the 2006 administration of the FCAT Science Test.

Given the importance of parental involvement, the amount of parental involvement will increase by 5% as evidenced by FCAT workshops sign in logs and parent participation surveys as compared to 2005 sign in logs and surveys.

Given the importance of discipline and safety, an average of 10 detentions per nine week period will decrease by 5% as compared to 2005 data.

Given the integration of technology into the curriculum, students and teachers will increase their technological literacy by achieving stage 1 entry level as evidenced by STAR survey results as compared to the 2004 STAR School Profile.

Given instruction in the physical education Competency Based Curriculum, students in grades 2-5 will increase by two the number of silver and gold award recipients, as compared to the 2005 FITNESSGRAM data.

Given instruction in the arts, students in grades 2-5 will increase their art appreciation skills as evidenced by participation in exhibits, art club and mural projects and results of a 2005-2006 art interest survey, as compared to the 2004-2005 survey data will increase.

Royal Green Elementary School will improve its ranking on the State of Florida ROI index publication from the 66th percentile in 2003 to the 68th percentile on the next publication of the index.

Seventy eight percent of the Royal Green Elementary school staff completed the Organizational Performance Improvement Snapshot survey tool. Based on the data, process management and strategic planning are the two areas for improvement. Schoolwide committees have been organized and implemented. The administration identified "teacher leaders" as chairpersons and co-chairpersons of the committees. Action plans have been developed by each committee outlining an instructional focus and its goals for the 2005-2006 school year. Learning communities have been established and meetings are held monthly in order to monitor improvement in the areas of process management and strategic planning.

The administration, staff and community have conferred and 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. A common thread among these initiatives is parental involvement. Without the support and assistance from the community, nothing can be accomplished. The planned objectives and strategies will involve parents, students, staff and community in promoting emotional growth and academic improvement in a safe learning environment.

## **MIAMI-DADE COUNTY PUBLIC SCHOOLS**

### **VISION**

We are committed to provide educational excellence for all.

### **MISSION**

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

### **CORE VALUES**

#### ***Excellence***

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

#### ***Integrity***

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

#### ***Equity***

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

#### ***Citizenship***

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

## **Royal 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*

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Royal Green Elementary, located in southwest Miami-Dade County, has a pre-kindergarten through fifth grade student population of 90% Hispanic; 6% White, non-Hispanic; 3% Black/Indian/Asian/Multi-racial. About 71% of 835 students participate in the free/reduced lunch program. The student mobility index is 22%. The average attendance for the previous school year was 95.76 percent.

Royal Green employs 78 full-time staff members and 31 part-time staff members. Of this group, two are administrators, 30 are general education teachers, 12 are special education teachers, one is a Reading Coach, one is a guidance counselor, one is a media specialist, six are full-time classroom paraprofessionals, five are full-time clerical employees, five are part-time clerical employees, seven are food service personnel, six are custodial service workers, two are part-time security monitors, one Microsystems Technician, and four are part-time classroom assistants.

Schoolwide emphasis will be focused on continued improvement in academic achievement in all disciplines based on the Competency-Based Curriculum, the Sunshine State Standards, and the Grade Level Expectations for each grade level and department.

Royal Green Elementary is unique due to the diverse Special Education population: 213(25%)of the students and the teachers and paraprofessionals are dedicated to their education; the diverse ESOL population: 211(25%)of the students and the teachers are dedicated to their education; the partnerships with parents through the PTA, and community resources such as Chamber South and Wachovia Bank.

# *School Foundation*

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## ***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 Improvement Snapshot (OPIS) assessment.

## ***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 Elementary's average score on the OPIS was 4.1 which demonstrates satisfaction, however, one area of concern involved soliciting ideas from all staff members.

## ***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. Weekly Administrative Team meetings are conducted to review issues and implement solutions. In general, Royal Green Elementary's staff is confident in the 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:***

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 4.5 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.

## ***Education Design:***

Extended learning opportunities are available through a principal-operated Before/After school program and After

school tutoring. The school uses the Continuous Improvement Model in which the administration and teachers disaggregate data, implement a steady instructional focus, analyze and monitor data to further drive instruction. This area was identified as an opportunity for improvement receiving an average score of 4.1 on the OPIS.

***Performance Results:***

The administration, teachers and staff at Royal Green Elementary 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.

## GOAL 1: READING

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

*Florida Education Priorities*

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

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

**GOAL 1 STATEMENT:**

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

**Needs Assessment**

According to the 2005 FCAT results for all curriculum groups, third grade students increased their performance by 5%, fourth grade students decreased their performance by 8%, and fifth grade students increased their performance by 15%. Sixty-eight percent of students in all curriculum groups are reading at or above grade level. The overall school grade points decreased in reading from 237 in 2004 to 198 in 2005.

**NCLB SUBGROUP TARGET**

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



## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3 through 5 will increase their reading skills as evidenced by 78% of students who score level 3 or above on the 2006 FCAT Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct Word of the Week, Vocabulary Bingo and Teddy Bear Pajama Day activities in the classroom to motivate students to read.	Reading Coach Classroom Teachers	8/8/2005	5/24/2006
Provide teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction in Reading to meet the needs of their Level 1 and 2 students(or lowest 25%) while assessing their grade level articulation needs assessments.	Grade Level Chairpersons	8/8/2005	5/24/2006
Host a Special Education (SPED) breakfast during SPED week to articulate with parents and provide strategies in reading.	Special Education Chairperson	10/3/2005	10/7/2005
Identify and provide peer tutoring utilizing gifted students for SPED Levels 1 and 2 students, focusing on the components of the Comprehensive Research-Based Reading Plan.	Teacher of the Gifted	10/17/2005	5/15/2006
Utilize common planning time to review and develop appropriate instructional strategies to address the needs of students not making adequate progress on formative assessments, while implementing the Continuous Improvement Model (CIM).	Assistant Principal Grade Level Chairpersons	8/8/2005	05/24/06
Hire hourly tutors after school to provide small group assistance with vocabulary, comprehension and fluency to the lowest performing students in grades 3-5 utilizing supplementary materials.	Assistant Principal	9/8/2005	2/28/2006

## **Research-Based Programs**

Houghton Mifflin

Comprehensive Research-Based Reading Plan (CRRP)

## **Professional Development**

Provide special education teachers with support utilizing the District's special education staff to provide professional development on staff seminar days.

Provide teachers with common planning time to share "best practices" and analyze data to further drive instruction.

Provide teachers the opportunity to participate in courses offered through the district's education portal.

Provide teachers with opportunities to participate in workshops to implement strategies and use of supplemental materials.

## **Evaluation**

Students in grades 3-5 will be evaluated utilizing the CIM to monitor progress. CRRP results will provide formative assessment which will be used to monitor progress toward this objective and the 2006 FCAT Reading Test.

## GOAL 2: MATHEMATICS

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

*Florida Education Priorities*

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

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

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

**GOAL 2 STATEMENT:**

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

**Needs Assessment**

According to 2005 FCAT results for all curriculum groups, third grade students increased their performance by 8%, fourth grade students increased their performance by 9%, and fifth grade students increased their performance by 22%. Seventy-six percent of students are at or above grade level in mathematics.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-5 will increase their mathematical skills as evidenced by 78% of students who score a level 3 or above on the 2006 FCAT Mathematics Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Design schoolwide graphs, Math Word Walls and Weekly math board games to provide students with strategies and motivation to be independent in math.	Classroom Teacher	8/15/2005	5/15/2006
Create an FCAT Mathematics Fun Week that will provide students with strategies to assist them prior to FCAT testing.	Classroom Teacher	10/3/2005	4/17/2006
Preview test taking videos to assist students with strategies for test taking.	Media Specialist	1/2/2006	3/10/2006
Organize grade level Math Jeopardy competitions to motivate students to be more independent in Math.	Mathematics Chairperson	1/9/2006	2/7/2006
Incorporate Riverdeep and FCAT Explorer in daily instruction to target difficulties in mathematics.	Classroom Teachers	8/8/2005	5/24/2006
Utilize common planning time to review and develop appropriate instructional strategies to address the needs of students not making adequate progress on formative assessments, while implementing the CIM.	Grade Level Chairperson	9/6/2005	5/15/2006
Provide teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction in Mathematics to meet the needs of their Level 1 and 2 students (or lowest 25%) while assessing their grade level articulation needs assessments.	Grade Level Chairpersons	8/8/2005	5/24/2006

### Research-Based Programs

Harcourt Brace

## **Professional Development**

Provide teachers with common planning time to share “best practices” and analyze data to further drive instruction.

Utilize district staff to provide professional development for teachers on staff seminar days.

Provide teachers with opportunities to participate in workshops to implement strategies and use of supplemental materials.

## **Evaluation**

Students in grades 3-5 will be evaluated utilizing the CIM to monitor progress. Research-based program results will provide formative assessment which will be used to monitor progress toward this objective and the 2006 FCAT Mathematics Test.

### GOAL 3: WRITING

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

*Florida Education Priorities*

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

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

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

**GOAL 3 STATEMENT:**

All students will be able to communicate effectively through writing. The number of fourth grade students scoring 4.0 or above on the FCAT Writing Plus Test will increase.

**Needs Assessment**

According to the 2005 FCAT writing test results for all curriculum groups, fourth grade students whose combined score was at level 3.5 and above increased their performance by 14 percentage points. The combined mean score increased from 3.5 to 3.7. Eighty percent of students scored 3.5 or above. Twenty-one percent of the students in grade four scored 4.5 or above. There were no students scoring at 5.5 or 6.0. Fourth grade students scored higher in narrative writing than in expository.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 4 will increase their writing skills as evidenced by 93% of students scoring level 4.0 or above on the 2006 administration of the FCAT Writing Plus Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create Classroom Publications to motivate students to write.	Grade Level Chairperson	9/6/2005	5/15/2006
Implement a schoolwide Poetry Fair to increase parental awareness of different genres of writing.	Writing Chairperson	3/15/2006	3/15/2006
Implement an after school academy to strengthen writing skills that will increase the number of 5.5 and 6.0 scores.	Assistant Principal Writing Chairperson	10/17/2005	2/20/2006
Provide teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction in Writing to meet the needs of their Level 1 and 2 students(or lowest 25%) while assessing their grade level articulation needs assessments.	Grade Level Chairpersons	8/8/2005	5/24/2006
Administer monthly writing prompts incorporating holistic scoring and implementing the CIM to monitor progress.	Writing Chairperson Classroom Teacher	9/6/2005	5/1/2006

### Research-Based Programs

Houghton Mifflin  
CRRP

## **Professional Development**

Provide teachers with common planning time to share “best practices” in writing.

Provide teachers the opportunity to participate in courses offered through the district’s educational portal in writing.

Consult with Writing SIP committee.

## **Evaluation**

The number of students in grade 4 scoring 4.0 or higher on the administration of the FCAT 2006 Writing Plus Test will increase by 2%. Monthly writing prompts will reflect improvement in writing skills.



## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 4 STATEMENT:***

Students' mean scores in grade 5 on the 2006 FCAT Science Test will increase.

### ***Needs Assessment***

According to the 2005 FCAT Science Test results for all curriculum groups, fifth grade students increased the mean score by 13 points (from 284 to 297). Fifth grade students increased the scores in the Earth and Space strand as well as the Scientific Thinking strand, while the scores in all other strands remained constant (Life/Environmental and Physical/Chemical).

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 5 will increase their scientific skills as evidenced by meeting or exceeding the District mean scale score of the 2006 administration of the FCAT Science Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Schedule science related field trips that focus on science topics and real world experiences.	Classroom Teacher	9/6/2005	5/8/06
Provide teachers with appropriate materials and curriculum support to incorporate hands-on experiments in their classrooms.	Science Chairperson	9/6/2005	5/8/2006
Plan and implement an Invention Day and Galaxy Night to increase parental awareness of the scientific process.	AEP Teacher Classroom Teachers	12/6/2005	3/21/06
Plan and develop an Academic Excellence Environmental Fair to increase students awareness of science.	AEP Teacher	10/24/2005	4/19/06
Articulate with 5th grade teachers to develop strategies that identify the weakest strands in Science while implementing the CIM.	Assistant Principal	8/8/2005	5/24/2006

## Research-Based Programs

Harcourt Brace  
FOSS Kits

## **Professional Development**

Provide teachers with common planning time to share “best practices.”

Provide teachers the opportunity to participate in courses offered through the district’s education portal in science.

Consult with Science SIP committee.

Provide teachers with opportunities to participate in workshops to implement strategies and use of supplemental materials.

## **Evaluation**

The number of students will increase their scientific skills on the administration of the 2006 FCAT Science Test.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

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

### ***GOAL 5 STATEMENT:***

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

### ***Needs Assessment***

According to sign in logs, parent participation surveys and previous discussions, our data indicated that parents need more information regarding the FCAT reading benchmarks and mathematics strands.

## Measurable Objective

Given the importance of parental involvement, the amount of parental involvement will increase by 5% as evidenced by FCAT workshops sign in logs and parent participation surveys as compared to 2005 sign in logs and surveys.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the monthly calendar, school's website and marquee to communicate school happenings and information to parents and the community.	Principal Assistant Principal	8/8/2005	5/24/2006
Conduct SPED, ESOL and FCAT parent workshops in English and Spanish to provide test taking strategies to use at home.	Assistant Principal	11/15/2005	1/31/2006
Plan a breakfast for special education students and parents to discuss strategies for reading and promote family camaraderie.	Special Education Chairperson	10/3/2005	10/6/2005
Promote Parent Academy Registration Drives and FCAT Reading Materials Book give-a-ways to provide families with research-based materials at parent workshops.	Leadership Team	10/19/2005	1/31/2006
Invite parents of FCAT Level 1 (or lowest 25%) students to have dinner with the Leadership Team and discuss reading and math "best practices" to use at home.	Leadership Team	11/1/2005	2/28/2006

## 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.parentacademy.net>

## Professional Development

The Community Involvement Specialist will conduct a survey for families in order to identify the types of workshops desired by the community. District parent surveys were distributed during Open House.

## **Evaluation**

The amount of parental involvement will increase by 5% as evidenced by a comparison of the 2004-2005 and 2005-2006 FCAT workshop logs and parent surveys.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

### ***GOAL 6 STATEMENT:***

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

### ***Needs Assessment***

The Discipline committee has reviewed data from detention logs and suggested that at least 5% in the number of after school detentions assigned by teachers will decline.

## Measurable Objective

Given the importance of discipline and safety, an average of 10 detentions per nine week period will decrease by 5% as compared to 2005 data.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create a monthly Etiquette Day to promote good manners and behavior in the classroom and cafeteria.	Music Teacher	10/26/2005	4/26/2006
Implement a schoolwide "Discipline Plan Protocol and Cafeteria Behavior Management Plan" to assist students in establishing positive behaviors.	Assistant Principal Classroom Teachers	8/8/2005	5/24/2006
Conduct grade level "Good Behavior assemblies" quarterly to reinforce schoolwide rules.	Assistant Principal	11/1/2005	5/24/2006
Instruct M-DCPS "Character Education Program" to identify students of the month who exhibit positive behaviors.	Assistant Principal Classroom Teachers	9/12/2005	5/15/2006
Conduct mini-workshops on Staff Seminar days and have teacher leaders present "best practices" in classroom management.	Assistant Principal	10/24/2005	5/24/2006

### Research-Based Programs

M-DCPS Character Education curriculum

### Professional Development

Provide teachers with common planning time to share "best practices."

Provide teachers the opportunity to participate in courses offered through the district's educational portal in discipline.

Consult with Discipline committee to review data and solutions.



## **Evaluation**

The number of detentions will decrease when compared to 2005 data.

## GOAL 7: TECHNOLOGY

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

*Florida Education Priorities*

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

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

**GOAL 7 STATEMENT:**

The school will integrate technology into the curriculum. Teachers and students will increase their technology literacy.

**Needs Assessment**

According to the 2005 STAR school profile, the technology committee determined that improvement is needed in technology planning for teachers and staff who scored below stage 1 from the 4 stages of the profile. Technological assets have been acquired; however, grade levels and departments must prioritize the use of such assets.

## Measurable Objective

Given the integration of technology into the curriculum, students and teachers will increase their technological literacy by achieving stage 1 entry level as evidenced by STAR survey results as compared to the 2004 STAR School Profile.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize LeapPad, CPS, and Riverdeep in Kindergarten and First grade students to increase their technological literacy.	Kindergarten and First Grade Teachers	10/10/2005	5/8/2006
Utilize Riverdeep and Leap Track for second grade students to increase their technological literacy.	Second Grade Teachers	10/10/2005	5/8/2006
Utilize Dana AlphaSmart, EASYtech and Riverdeep for fourth grade students to increase their technological literacy.	Fourth Grade Teachers	10/10/2005	5/8/2006
Utilize Compass Learning, Leap Track, FCAT Explorer and Riverdeep for third grade students to increase their technological literacy.	Third Grade Teachers	10/10/2005	5/8/2006
Schedule a Technology Night to orientate families on the different uses of schoolwide technology and how they may be of assistance with student achievement at home.	Technology Committee	1/17/2006	5/24/2006
Utilize EasyTech and Riverdeep for fifth grade students to increase their technological literacy.	Fifth Grade Teachers	10/10/2005	5/8/2006

## Research-Based Programs

Compass Learning

Riverdeep

Easy Tech

## **Professional Development**

Provide teachers with common planning time to share “best practices” and analyze data to further drive instruction.

Consult with Technology team in reference to the integration of technology into the curriculum.

Support technology in each grade level via the members of the technology cohorts.

Provide teachers the opportunity to participate in courses offered through the district's education portal.

## **Evaluation**

Progress will be determined by monitoring the software data as it pertains to each grade level. The 2006 data regarding technological literacy will be compared to the 2005 STAR School Profile.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

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

### ***GOAL 8 STATEMENT:***

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

### ***Needs Assessment***

The FITNESSGRAM for the 2004-2005 school year revealed that 66% of the 558 students tested passed the FITNESSGRAM assessment. Results of the student scores for the 2004-2005 Physical FITNESSGRAM indicate that students in second through fifth grades need to improve levels of fitness training and proper nutritional awareness.

## Measurable Objective

Given instruction in the physical education Competency Based Curriculum, students in grades 2-5 will increase by two the number of silver and gold award recipients, as compared to the 2005 FITNESSGRAM data.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a schoolwide Field Day to promote physical fitness and team building skills.	PE Teachers	3/6/2006	4/7/2006
Ensure instructional time is dedicated to exercising daily.	Physical Education teachers	8/8/2005	5/24/2006
Maintain a "Daily Meal" journal to promote and focus on healthy eating habits to support physical fitness.	PE Teachers	10/10/2005	5/8/2006
Encourage student participation in the free breakfast program in order to provide energy to meet success.	Cafeteria Manager	8/8/2005	5/24/2006
Provide programs such as "Walk Safe", "Jump for Heart" and "AIDS Awareness" to promote physical fitness.	PE Teachers Classroom Teachers	10/3/2005	5/24/2006

## Research-Based Programs

FITNESSGRAM

M-DCPS Human Growth and Development

AIDS curriculum

## Professional Development

Provide teachers the opportunity to participate in courses offered through the district's education portal.

Schedule staff seminars in reference to health and nutrition.

## Evaluation

The number of students in grades 2-5 receiving silver and gold FITNESSGRAM awards will increase compared to the 2005-2006 FITNESSGRAM assessment results.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

*Florida Education Priorities*

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

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

**GOAL 9 STATEMENT:**

Students in grades 2-5 will increase their appreciation of the arts.

**Needs Assessment**

According to the 2004-2005 art interest survey conducted with students in grades 2-5, the arts provide motivation for students to come to school. Activities and events must be scheduled to enhance the arts curriculum. Students enrolled in art will participate in a minimum of five activities.

## Measurable Objective

Given instruction in the arts, students in grades 2-5 will increase their art appreciation skills as evidenced by participation in exhibits, art club and mural projects and results of a 2005-2006 art interest survey, as compared to the 2004-2005 survey data will increase.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Establish an Art Club for artistically inclined students to offer various art experiences.	Art Teacher	9/14/2005	5/17/2006
Develop art education exhibits for students in grades 2-5 to expose students to multimedia.	Art Teacher	10/10/2005	5/15/2006
Research art history and students in grades 2-5 will share information through CCTV.	Art Teacher Media Specialist	10/17/2005	5/19/2006
Design and maintain schoolwide murals while art club members develop an appreciation for art.	Art Teacher	10/17/2005	5/15/2006
Develop art education exhibits created by students in grades 2-5 to promote community awareness.	Art Teacher	10/10/2005	5/15/2006

## Research-Based Programs

Sunshine State Standards  
Competency Based Curriculum

## Professional Development

Provide teachers with hands on experiences with art.

Provide teachers the opportunity to participate in courses offered through the district's education portal.

Classroom teachers consult with the art teacher for grade level activities.

## Evaluation

When comparing a 2004-2005 art interest survey of students participating in art activities to the survey in 2005-2006, the number of students interested in the arts will increase by at least 10%.



## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

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

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

**GOAL 10 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 indicate that in 2003, Royal Green Elementary ranked at the 66th 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 66th percentile in 2003 to the 68th percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the District on resource allocation.	Principal Assistant Principal	10/10/2005	5/19/2006
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal	10/10/2005	5/19/2006
Consider shared use of facilities, partnering with community agencies, such as America Reads volunteers.	Principal EESAC Chairperson	10/10/2005	5/19/2006
Consider reconfiguration of existing resources, such as hourly teachers and tutors expenditures with student performance results.	Principal Assistant Principal Grade Level Chairpersons	10/10/2005	5/19/2006
Conduct mini-workshops on budget allocation for teachers and materials.	Principal	2/22/2006	5/24/2006

## Research-Based Programs

State of Florida ROI publication

## Professional Development

The administration will attend workshops and informational sessions on ROI.

## Evaluation

On the next State of Florida ROI index publication, Royal Green Elementary will show progress toward reaching the 90th percentile.

## *EESAC Compliance*

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

### ***Budget:***

The EESAC recommends enhancing the purchase of classroom libraries and utilizing Student Achievement Enhancement Programs funds for hourly personnel. Following many 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 administrative 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 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 recommends providing additional hourly personnel to support the School Improvement Plan goals for the 2005-2006 school year. The EESAC has been 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:***

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 and committee 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.

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

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

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*