
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 4761 - Royal Palm Elementary School

FeederPattern: Southwest Miami Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Ana Driggs

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Royal Palm Elementary School

Royal Palm Elementary, located in Miami, Florida is a K-5 comprehensive school serving a diverse population of 615 students. Eighty-two percent of the student population is on free and reduce priced meals; 2% are Asian; 1% are African-American; 89% are Hispanic; and 8% are White. The faculty profile shows that 100% of the instructional staff are certified in their disciplines. Fifteen percent of the teaching staff was new to the school in 2005-2006. The students follow a daily schedule that adheres to the State and District guidelines for instruction in all academic areas. The students have the opportunity to participate in Physical Education, Music, and Art on a regular basis. The school participates as a Extended Foreign Language (EFL) Program, as do the other elementary schools in the community. The program provides additional language instruction through the content areas. The Teaching and Learning Framework at Royal Palm Elementary School not only includes a focus on cultural awareness, but a use of ESOL strategies in the classroom (i.e. increased wait-time, cooperative learning strategies, multi-sensory activities, etc.)and the creation of personalized learning environments, which target individual, as well as, groups of students. A reading recovery teacher works with small groups of students in grades K through 3 to address academic concerns, in addition to applying research-based strategies on how children learn to read. The reading recovery teacher and Principal consistently discuss the implications of data-driven instruction. Royal Palm Elementary School met the standards of AYP for 2005 which included all the sub-groups. Royal Palm Elementary has continued its focus on reading and mathematics by fully implementing the Sunshine State Standards. Implementation of the District Literacy Plan and emphasis on vocabulary development has helped to increase reading proficiency. These instructional priorities remain the center of discussion at regularly held data utilization meetings, which focus not only on group performance but individual performance and instructional effectiveness. The ESOL and Special Education sub groups are supported by the academic programs and resources available to all students at Royal Palm Elementary School. They especially benefit from the inclusion model and ESOL pull out program. The ESOL teachers, Media Specialist and Special Education resource teachers work collaboratively with the regular education classroom teacher to plan and deliver challenging and engaging lessons that meet the needs of the identified students. In order to continue our successful approach to building students' ability to maintain self-discipline, we will continue our schoolwide 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, and alcohol and drug prevention. For those students having difficulties with compliance in these areas, individual behavioral management plans and on-going parent contacts will be applied. Professional Development at Royal Palm Elementary School will center on cultural differences of students, differences in learning styles and subsequent instructional implications, and effective use of the Pre-Referral Intervention Manual (PRIM) for specific educational and behavioral guidelines. Royal Palm Elementary School in conjunction with the Educational Excellence Advisory School Council has identified ten objectives as schoolwide priorities for the 2005-2006 school year.

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by 78 percent of students scoring at FCAT Level 3 or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by 79 percent of the students scoring at FCAT Level 3 or higher on the

2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by a maintenance or increase of the percentage of students (95%) scoring 4.0 or above as documented by scores on the 2006 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, fifth grade students will meet or exceed the District mean scale score on the 2006 FCAT Science Test.

Given an emphasis on parental involvement, volunteer participation will improve as evidenced by a 5 percent increase in the number of volunteer hours documented on volunteer logs during the 2005-2006 school year as compared to the logs during the 2004-2005 school year.

Given instruction using The Peace Education program the number of referrals for bullying in grades K-5 will decrease as evidenced by a monthly trend analysis of the Student Case Management Form logs during the 2005-2006 school year.

Given opportunities to access Destination Success, student usage will increase by 15 percent in May 2006 as compared to totals in September 2005.

Given instruction using the National Standards for Physical Education the percent of FITNESSGRAM award recipients in fourth and fifth grades will increase by 3 percent when compared to the 2004-2005 percent of award winners.

Students in the school chorus will participate in 2 performances as documented by show programs.

Royal Palm Elementary School will improve its ranking on the State of Florida ROI index publication from the 69th percentile in 2003 to the 70th percentile on the next publication of the index.

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

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Royal Palm Elementary School

VISION

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

MISSION

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

CORE VALUES

Character

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

Respect

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

Enthusiasm

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

Achievement

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

Teamwork

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

Excellence

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

School Demographics

Royal Palm Elementary is located at 4200 S.W 112 Court Miami, Florida 33165 with a student population of 615 students. The student population is composed of 8 percent White non-Hispanic, 1 percent Black non-Hispanic, 89 percent Hispanic, 2 percent Asian/American Indian/Multiracial. Over 66.6 percent of our students participate in the free/reduced priced-meal program. There are 24.2 percent of the students enrolled in ESOL classes. Royal Palm has 34 full-time teachers and 2 itinerant teachers. Of this group, we have , 1 reading specialist, 1 reading coach, 2 SES, 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.

School Foundation

Leadership:

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

District Strategic Planning Alignment:

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

Stakeholder Engagement:

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

Faculty & Staff:

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

Data/Information/Knowledge Management:

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

Education Design:

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

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

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

Performance Results:

Royal Palm Elementary is a high achieving school that met Adequate Yearly Progress criteria for the 2004-2005 school year. Performance results are an integral part of the planning process. Student results are analyzed and disaggregated to in order to determine student needs. Academic Improvement Plans, Individual Education Plans, and gifted Education Plans and targeted instruction for low achieving students are all developed using performance results.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

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

Needs Assessment

The data obtained from the 2005 School Performance Accountability Report indicates that 76 percent of the students met high standards in reading, which is an improvement of 6 percent when compared with the 2004 test scores. However, the percent of students in the lowest quartile making learning gains in reading was only 50 percent compared to 54 percent on the 2004 test scores, which is a decrease of 4 percent. Analysis of the reading strands indicate areas of future instructional concentration for third and fourth grades should be in Words/Phrases. Grade 3 needs further instruction in Main Idea/Purpose and Reference/Research. Grade 4 needs further instruction in Comparisons.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by 78 percent of students scoring at FCAT Level 3 or higher on the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide an uninterrupted daily 120-minute block of reading instruction for students in kindergarten through fifth grade.	Classroom teachers	8/8/2005	5/24/2006
Continue to infuse technology to improve reading abilities utilizing programs such as FCAT Explorer, Destination Success, and Accelerated Reader.	Classroom teachers	08/08/2005	05/24/2006
Pair up classrooms from different grade levels for buddy reading program in grades K-5.	Classroom teachers	08/08/2005	05/24/2006
Provide paraprofessional as an additional resource to ESE/general education teachers in the inclusion classrooms.	Administrators	08/08/2005	05/24/2006
Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of their level one and two (or lower performing students) while accessing their departmental action plans.	Administrators	8/8/2005	5/24/2006
Disaggregate and analyze data from the 2005 FCAT Reading Test to identify strengths and weaknesses in student performance according to the Continuous Improvement Model.	Administors and classroom teachers	08/08/2005	09/24/2005
Develop an after-school and Saturday school reading tutorial program for all Level 1 students monitoring daily and using Quick Reads and Time for Kids materials.	Classroom teachers	08/08/2005	05/24/2006
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 Specialist	08/08/2005	05/24/2006

Research-Based Programs

Houghton Mifflin Reading Program
AlphaKids Plus Guided Reading Program
Voyager Passport

Professional Development

General education teachers, ESE and ESOL teachers will participate in The Reading Institute and other professional development sponsored by the Language Arts Department and by our school reading leader.

Evaluation

Mid-year assessment will be utilized to monitor student progress and target reading instructional needs. The objective will be evaluated using the scores of 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.)

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<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

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

GOAL 2 STATEMENT:

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

Needs Assessment

The results from the School Accountability Report for 2004-2005 indicate that 77 percent of the students tested met high standards compared to 73 percent in 2004, which is an increase of 4 percentage points. The report shows that 60 percent made learning gains in Mathematics which is a decrease of 19 percent when compared with the 2004 test scores. An analysis of the strands shows a need for improvement on all strands in grade 4. Grade 5 students need focused instruction in the areas of Number Sense, Measurement and Geometry. Grade 3 showed significant improvement on all strands.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by 79 percent of the students scoring at FCAT Level 3 or higher on the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Destination Success and FCAT Explorer computer-assisted resources to reinforce and enhance mathematic skills.	Classroom teachers	08/08/2005	05/24/2006
Provide an uninterrupted daily 60 minute block in mathematics for grades kindergarten through fifth grade.	Classroom teachers	08/08/2005	05/24/2006
Utilize suggested Mathematics long-range plans for kindergarten through fifth grade in order to properly address all strands.	Classroom teachers	08/08/2005	05/24/2006
Disaggregate and analyze data from the 2005 FCAT Mathematics Test to identify strengths and weaknesses in student performance according to the Continuous Improvement Model.	Administrators and classroom teachers	08/08/2005	05/24/2006
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	08/08/2005	05/24/2005
Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of their level one and two (or lower performing students) while assessing their departmental action plans.	Administrators	8/8/2005	5/24/2006
Monitor progress of all subgroups.	Administrators and classroom teachers	08/08/2005	05/24/2006
Provide an after-school and Saturday mathematics tutorial program using Scott Foresman Sprial Review and Test Prep and monitor progress daily.	Classroom teachers	08/08/2005	05/24/2006

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.

Evaluation

Mid-year assessment will be utilized to monitor student progress and to redirect instruction if necessary. The objective will be evaluated by utilizing the scores of 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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

GOAL 3 STATEMENT:

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

Needs Assessment

The data obtained from the 2005 FCAT Writing assessment for students in Grade 4 revealed that our mean narrative score was a 4.0 and the mean expository score was a 4.3. Although 87 percent of the students scored a 3.5 or above in the expository, a decrease from 90 percent in 2004, 83 percent scored 3.5 or above in narrative which is an increase of 6 percent. An analysis of the scores indicates a need for continued focus on narrative writing skills.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by a maintenance or increase of the percentage of students (95%) scoring 4.0 or above as documented by scores on the 2006 FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Improve the quality of writing through the use of strategies such as vivid verbs, magnified moments and sentence variety.	Classroom teachers	08/08/2005	05/24/2006
Provide after school and Saturday "writing workshops" for students.	Classroom teachers	08/08/2005	05/24/2006
Continue to share best practices in writing among teachers in grade level meetings.	Classroom teachers	08/08/2005	05/24/2006
Utilize writing prompts for grades 1-5 to ensure that students learn effective narrative and expository writing techniques.	Classroom teachers	08/08/2005	05/24/2006
Utilize technological resources for word processing and keyboarding skills in order to publish student authored writing samples.	Classroom teachers	08/08/2005	05/24/2006
Incorporate classroom journal writing and monitor daily to provide additional writing opportunities.	Classroom teachers	08/08/2005	05/24/2006
Continue with our looping model for students in grades three and four.	Administrators and Classroom teachers	08/08/2005	05/24/2006
Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of their level one and two (or lower performing students) while assessing their departmental action plans.	Administrators	8/8/2005	5/24/2006

Research-Based Programs

Houghton-Mifflin Reading Program

Professional Development

Third and fourth grade teachers will attend the Writing Institute to improve the delivery of instruction in writing.

Evaluation

The writing objective will be evaluated by utilizing the scores of the 2006 FCAT Writing Plus Test.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Students in grade five will meet or exceed the District's and the State's mean scale score on the 2006 FCAT Science Test.

Needs Assessment

The 2005 fifth grade FCAT Science Test revealed that 62 percent of our students met the Physical and Chemical component, 54 percent met the Earth and Space component, 62 percent met the Life and Environmental component, and 58 percent met the Scientific Thinking component. As evidenced by the 2005 scores, students showed an increase in the area of Scientific Thinking and maintained scores in the area of Physical and Chemical science. Increased instruction needs to supply our students with more opportunities to improve in the area of Life/Environmental Science.

Measurable Objective

Given instruction using the Sunshine State Standards, fifth grade students will meet or exceed the District mean scale score on the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Reinforce grade appropriate science content with the language arts curriculum through the use of non-fiction text during shared or guided reading.	Classroom teachers	08/08/2005	05/24/2006
Continue to provide instruction in the use of the Scientific Method in grades 1-5.	Classroom teachers	08/08/2005	05/24/2006
Increase the number of demonstrations/science experiments conducted during the school year.	Classroom teachers	08/08/2005	05/24/2006
Increase the number of field trips related to the science theme unit.	Classroom teachers	08/08/2005	05/24/2006
Integrate technology and manipulatives in science instruction and monitor monthly.	Classroom teachers	08/08/2005	05/24/2006
Encourage the participation in a school-wide Science Fair/Family Night that will showcase student science projects.	Administrators and Classroom teachers	08/08/2005	05/24/2006
Disaggregate and analyze data from the 2004 FCAT Science Test to identify strengths and weaknesses.	Administrators and classroom teachers	08/08/2005	05/24/2006

Research-Based Programs

Harcourt Brace Science Program

Professional Development

Fourth and fifth grade teachers will attend workshops sponsored by the Division of Mathematics and Science.

Evaluation

Progress will be monitored by teacher generated assessment. This objective will be evaluated by utilizing 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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GOAL 5 STATEMENT:

The percentage of parental and community involvement will increase as compared to the 2004-2005 school year.

Needs Assessment

During the 2004-2005 school year Royal Palm Elementary offered opportunities for parents to be involved with their children's learning. These included Open House, Scholastic Book Fairs, the Science Fair, Planting Day, Career Day, Field Day, PTA and EESAC meetings. In addition to the above activities, we remain in need for further parental involvement.

Measurable Objective

Given an emphasis on parental involvement, volunteer participation will improve as evidenced by a 5 percent increase in the number of volunteer hours documented on volunteer logs during the 2005-2006 school year as compared to the logs during the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide and maintain our Bilingual Book Club grant in order to make literature accessible to parents in their home language.	Reading Specialist	08/08/2005	05/24/2006
Host "Breakfast with Books" to encourage parents to get involved with their children's education.	Reading Specialist	11/01/2005	05/24/2006
Host a volunteer breakfast to encourage parental and community involvement.	Administrators and Guidance Counselor	08/08/2005	05/24/2006
Disseminate bulletins, monthly calendars and written notification in both languages to keep parents abreast of school events.	Administrators	08/08/2005	05/24/2006
Continue to sponsor our annual "Planting Day" in November to promote student, parent and community involvement.	Administrators and teachers	08/08/2005	05/24/2006
Utilize strategies in "100 Ways for Parents to be Involved in their Child's Education".	Administrators and teachers	08/08/2005	05/24/2006
Use Hispanic Heritage Night to recruit additional volunteers.	Administrators and teachers	08/08/2005	05/24/2006

Research-Based Programs

National Standards for Parent Involvement

Professional Development

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

Evaluation

This objective will be evaluated by the 2006 volunteer logs.

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.)

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

GOAL 6 STATEMENT:

Raise teacher and student awareness of bullying prevention strategies and practices.

Needs Assessment

A notable percentage of referrals were made for behaviors categorized as bullying. We have identified a need to educate the students and staff about bullying and to decrease the number of incidences.

Measurable Objective

Given instruction using The Peace Education program the number of referrals for bullying in grades K-5 will decrease as evidenced by a monthly trend analysis of the Student Case Management Form logs during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide in-service on bullying prevention by the Safe Schools Facilitator.	Administrators and Guidance Counselor	08/08/2005	05/24/2006
Establish a peer mediation program with fourth and fifth grade students.	Guidance Counselor	08/08/2005	05/24/2006
Dedicate a peace garden during our annual planting day.	Classroom teachers and guidance counselor.	08/08/2005	05/24/2006
Establish a bullying task force/committee to organize activities related to bullying prevention and to act as liaisons for their grade levels.	Classroom teachers and guidance counselor.	08/08/2005	05/24/2006
Conduct and monitor classroom guidance activities related to bullying prevention monthly.	Guidance Counselor	08/08/2005	05/24/2006
Develop a referral form designed specifically monitor bullying behaviors.	Guidance Counselor	08/08/2005	05/24/2006

Research-Based Programs

Peace Education Foundation Program

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 2005-2006 Student Case Management Forms.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

Royal Palm Elementary School will increase the average number of student log-ins to the Destination Success program in order to remediate, review, and provide enrichment of academic skills.

Needs Assessment

The 2004-2005 data provided by Destination Success indicates that our students logged in to the software an average of 637 times throughout the school year. The number of log-ins increased from 102 in September 2004 to 2,368 in April 2005. There is a need for the continued frequency of log-ins to the Destination Success program in 2005-2006.

Measurable Objective

Given opportunities to access Destination Success, student usage will increase by 15 percent in May 2006 as compared to totals in September 2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Correlate Destination Success tasks to classroom instruction and State standards.	Teachers	08/08/2005	05/24/2006
Instruct students in the use of Destination Success.	Teachers	08/08/2005	05/24/2006
Monitor student activity weekly and communicate progress to parents.	Teachers	08/08/2005	05/24/2006
Provide computer access to ESOL students through Title III Grant.	ESOL Teacher	08/08/2005	05/24/2006
Provide professional development to train teachers in the use of Destination Success.	Administrators	08/08/2005	05/24/2006
Send parent letters home instructing parents how to use Destination Success on home computers.	Administrators and Teachers	08/08/2005	05/24/2006
Develop incentives and motivational strategies in order to encourage student participation.	Administrators and Teachers	08/08/2005	05/24/2006

Research-Based Programs

Destination Success

Professional Development

Teachers will attend workshops provided by Instructional Technology Services.

Evaluation

This objective will be evaluated by Destination Success activity reports.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

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

GOAL 8 STATEMENT:

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

Needs Assessment

FITNESSGRAM scores from the 2004-2005 school year showed that students in grades 4 and 5 need to improve scores in subtests that measure cardiovascular endurance.

Measurable Objective

Given instruction using the National Standards for Physical Education the percent of FITNESSGRAM award recipients in fourth and fifth grades will increase by 3 percent when compared to the 2004-2005 percent of award winners.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Sponsor Jump Rope for heart event in order to increase awareness of the importance of cardiovascular health.	Physical Education Teachers	10/01/2005	05/24/2006
Implement games that target cardiovascular health.	Physical Education Teachers	10/01/2005	05/24/2006
Align health education sunshine state standards to reading/language arts and science instruction.	Classroom Teachers	08/08/2005	05/24/2006
Host Junior Dolphins Training Camp Program for grades 2-5.	Physical Education Teachers	10/01/2005	05/24/2006
Have students run ¼ mile at least 3 times a week gradually increasing the distance to one mile.	Physical Education Teachers	10/1/2005	05/24/2006
Continue to host annual Field Day event.	Physical Education Teachers and classroom teachers	10/01/2005	05/24/2006

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 2005-2006 FITNESSGRAM Report as compared to the 2004-2005 scores.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

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

Needs Assessment

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

Measurable Objective

Students in the school chorus will participate in 2 performances as documented by show programs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Establish and maintain parent/student communication and involvement in the school chorus.	Music Teacher	10/01/2005	05/24/2006
Disseminate bulletins, monthly calendars and written notification in both languages to keep parents abreast of chorale activities.	Music Teacher	10/01/2005	05/24/2006
Align chorale strategies to reading/language arts goals and objectives.	Music Teacher	10/01/2005	05/24/2006
Hold fall and spring auditions for school chorus.	Music Teacher	10/01/2005	05/24/2006
Invite choruses from neighboring schools to perform for our school in order to motivate student participation in the school chorus.	Music Teacher	10/01/2005	05/24/2006
Design chorale t-shirts for motivational purposes.	Music Teacher	10/01/2005	05/24/2006

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 2005-2006.

Evaluation

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

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Royal Palm Elementary School will rank 69th 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 2003, Royal Palm Elementary School ranked at 69th percentile on the State of Florida ROI Index.

Measurable Objective

Royal Palm Elementary School will improve it's ranking on the State of Florida ROI index publication from the 69th percentile in 2003 to the 70th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Administrators	08/01/2005	05/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base e.g. private foundations, volunteer networks.	Administrators	08/01/2005	05/24/2006
Collaborate with the district on resource allocation.	Administrators	08/01/2005	05/24/2006
Research grant opportunities listed in the Tuesday Grants Newsletter.	Administrators and teachers	08/01/2005	05/24/2006
Collaborate with regional offices on resource allocation.	Administrators	08/01/2005	05/24/2006
Attend grant writing workshops.	Teachers	08/01/2005	05/24/2006

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 70th percentile.

EESAC Compliance

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

Budget:

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

Training:

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

Instructional Materials:

The EESAC recommends the purchase of instructional textbooks and materials.

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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

School Safety & Discipline:

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

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent