
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 4741 - Royal Green Elementary School

FeederPattern: G. Holmes Braddock Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Alba Misas

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Royal Green Elementary School

Royal Green Elementary, located in southwest Miami-Dade County, has a student population of about 88% Hispanic; 7% White, non-Hispanic; and 3% Black/Indian/Asian/Multi-racial. About 67% of the 792 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 2006-2007 action plan for school improvement.

Given instruction based on the Sunshine State Standards, students in grades 3-5 will increase their reading skills as evidenced by 67% scoring Level 3 or above on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades 3-5 will increase their reading skills as evidenced by 51% scoring Level 3 or above on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students in grades 3-5 will increase their mathematical skills as evidenced by 63% scoring Level 3 or above on the 2007 FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades 3-5 will increase their mathematical skills as evidenced by 56% scoring Level 3 or above on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, all students in grade 4 will increase their writing to 84% scoring 3.5 or above on the 2007 administration of the FCAT Writing + Assessment.

Given instruction using the Sunshine State Standards, students in grade 5 will increase their scientific skills as evidenced by 65% scoring Level 3 or above on the 2007 administration of the FCAT Science Assessment.

Given the importance of parental involvement, the amount of parental involvement will increase by 30 parents as evidenced by sign in logs during the 2006-2007 school year.

Given the Code of Student Conduct and an emphasis on a safe learning environment, an average of 20 detentions per nine week period will decrease by 5%.

Given the integration of technology into the curriculum, students will continue to increase their technological usage by 10% as evidenced by comparing the Reading Plus Summary Reports from

September 2006 to May 2007.

Given instruction based on the Sunshine State Standards, students in grades 3-5 will increase their physical fitness as evidenced by 66.2% of the students tested receiving silver and gold awards on the 2007 FITNESSGRAM test.

Given instruction in the arts, students in grades 3-5 will increase their arts appreciation skills by a minimum of 100 students as evidenced by participation in exhibits and chorus, comparing September 2006 and May 2007 results.

Royal Green Elementary School will improve its ranking on the State of Florida ROI Index publication from the 59th percentile in 2004-2005 to the 61st percentile on the next publication of the index.

Based on the results of the Organizational Performance Improvement Improvement Snapshot(OPIS) survey, the school has identified Process Management and Strategic Planning as 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 2006-2007 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 for 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

Royal Green Elementary School, located in southwest Miami-Dade County, has a pre-kindergarten through fifth grade student population of about 88% Hispanic, 7% White, non-Hispanic, and 3% Black/Indian/Asian/Multi-racial. About 67% of 792 students participate in the free/reduced lunch program. The average attendance for the previous school year was 95.12%.

Our school staff has diverse ethnicities, consisting of 85.5% Hispanic, 12.5% White, non-Hispanic, and 2% Black/Indian/Asian/Multi-racial.

Royal Green employs 88 full-time staff members and 32 part time staff members. Of this group, two are administrators, forty-eight are general education teachers, thirteen are special education teachers, one is a Program Specialist, one is a Reading Coach, one is a guidance counselor, one is a media specialist, six are full time classroom paraprofessionals, two are one-on-one full time paraprofessionals, five are full-time clerical employees, two are part-time clerical employees, five are food service personnel, five are custodial service workers, two are part-time security monitors, one is a Microsystems Technician, and six are part-time classroom assistants.

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

Schoolwide emphasis will be focused on continuing 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: 192 (24%) of the students and the teachers and paraprofessionals are dedicated to their education; the diverse ESOL population: 162 (20%) of the students and the teachers are dedicated to their education; the partnerships with parents through the PTA and community resources.

School Foundation

Leadership:

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

District Strategic Planning Alignment:

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

Stakeholder Engagement:

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

Faculty & Staff:

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

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 4.1 on the OPIS. Teachers are provided the opportunity to create and implement a scope and sequence and professional development plans which are implemented while using the Continuous Improvement Model.

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 category indicates an average score of 4.3 on the OPIS.

Performance Results:

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

GOAL 1: READING

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

Florida Education Priorities

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

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

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

Needs Assessment

According to the 2006 FCAT results for all curriculum groups, Sixty-six percent of students in grades 3-5 are reading at Level 3 or above. Third grade students increased their performance by 12%, fourth grade students decreased by 1%, and fifth grade students decreased their performance by 8%. An analysis of grades 3-5 reading achievement indicates a need for increased instruction in the following content clusters: Main Idea/Purpose and Comparisons.

Students with Disabilities made provisional AYP in Reading. However, there was a 1% increase from 29% in 2005 to 30% in 2006 Level 3 or above for this subgroup.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 3-5 will increase their reading skills as evidenced by 67% scoring Level 3 or above on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades 3-5 will increase their reading skills as evidenced by 51% scoring Level 3 or above on the 2007 administration of the FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Host a Special Education (SPED) breakfast during SPED week to articulate with parents and provide strategies in reading.	SPED Chairperson	10/6/2006	10/6/2006	Communities of Practice	\$350.00
Utilize common planning time to review and develop appropriate instructional strategies to address the needs of students not making adequate progress on District Reading Interim assessments, while implementing the Continuous Improvement Model (CIM).	Principal Assistant Principal Grade Level Chairpersons	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the Reading Plus Program for all SPED, gifted and afterschool tutoring students.	SPED Chairpersons	9/28/2006	5/30/2007	District-wide literacy plan	\$20000.00
Implement the Reading Plus program for Level 3 or above students in grades 3-5 to maintain and strengthen skills in Reading content clusters: Main Idea and Author's Purpose.	Assistant Principal SPED Chairpersons Classroom Teachers	9/28/2006	5/30/2007	Continuous Improvement Model	\$0.00
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, emphasizing author's purpose and main idea.	Principal Assistant Principal	9/25/2006	2/22/2007	Continuous Improvement Model	\$10500.00
Utilize the Voyager Program with all Tier 2 students and rising grade 3 students who scored below the 25th percentile on the Stanford Achievement Test.	Reading Coach FCAT Enhancement Teacher	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

- *Houghton Mifflin Reading Series
- *Reading Plus

Professional Development

- *Regional Center V teacher trainers to provide "best practices" with Main Idea and Author's Purpose
- *SPED curriculum support specialist to provide "best practices" with Main Idea and Author's Purpose
- *Houghton Mifflin "refresher" Training
- *Voyager Passport "refresher" Training
- *Reading Plus half day trainings
- *Utilization of common planning time

Evaluation

- *District Interim Reading Assessment Program
- *Reading Plus bi-weekly Summary Reports
- *Weekly performance based assessments
- *2007 FCAT Reading Assessment
- *Tutorial evaluation in Reading

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 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 through 5 in grades 3-5 will increase.

Needs Assessment

Sixty-two percent of students are at or above grade level in mathematics. An analysis of grades 3-5 mathematics achievement indicates a need for increased instruction in the Number Sense content cluster. According to 2006 FCAT results for all curriculum groups, third grade students increased their performance by 11%, fourth grade students decreased their performance by 7%, and fifth grade students decreased their performance by 17%.

Students with Disabilities made provisional AYP in mathematics and 39% of SWD scored Level 3 or above on the 2006 FCAT Assessment.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 3-5 will increase their mathematical skills as evidenced by 63% scoring Level 3 or above on the 2007 FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades 3-5 will increase their mathematical skills as evidenced by 56% scoring Level 3 or above on the 2007 administration of the FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Organize grade level Math Jeopardy competitions to motivate students to be more independent in Math.	Mathematics Chairperson	1/8/2007	2/5/2007	Academic Teams	\$0.00
Adapt strategies for all students in the various NCLB subgroups to include materials that match their learning styles and strengths.	Principal Assistant Principal	8/14/2006	5/30/2007	Inclusion	\$0.00
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.	Principal Assistant Principal Team Leaders	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Create an FCAT Mathematics Day that will provide students with strategies to assist them prior to FCAT testing.	Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Hire hourly tutors after school to provide small group assistance with math skills to the lowest performing students in grades 3-5 utilizing supplementary materials, emphasizing Number Sense.	Principal Assistant Principal	9/25/2006	2/22/2007	Continuous Improvement Model	\$10500.00
Implement FCAT Explorer for Level 3 or above students in grades 3-5 to maintain and strengthen skills in the Mathematics content cluster: Number Sense.	Principal Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide weekly timed tests to strengthen mathematical skills and math facts, emphasizing Number Sense.	Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

*Harcourt Mathematics Florida Edition

Professional Development

*Regional Center V teacher trainers to provide "best practices" training for EDUSOFT data analysis

*SPED curriculum support specialist to provide "best practices" training for Number Sense

*In-service trainings based on teachers' needs, data driven analysis, and District/Regional Center V initiatives

Evaluation

*District Interim Mathematics Assessments

*Formative assessments on weekly and monthly objectives

*2007 FCAT Mathematics Assessment Program

*Tutorial evaluation in Mathematics

GOAL 3: WRITING

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 3 STATEMENT:

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

Needs Assessment

Scores on the 2006 FCAT Writing + Assessment indicate that 83% of the students in grade 4 scored 3.5 or higher. FCAT Writing Expository results reflect a score of 70% at or above state mastery level. FCAT Writing Narrative results reflect a score of 62% at or above state mastery level.

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 based on the Sunshine State Standards, all students in grade 4 will increase their writing to 84% scoring 3.5 or above on the 2007 administration of the FCAT Writing + Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement a schoolwide Poetry Fair to increase parental awareness of different genres of writing.	Writing Chairperson	3/14/2007	3/14/2007	Communities of Practice	\$500.00
Create Classroom Publications to motivate students to write.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$500.00
Utilize district assessments to analyze students' writing skills and use the data to drive instruction.	Principal Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Administer monthly writing practice tests that monitor both timed writing and grammar skills with conventions.	Reading Coach Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Administer bi-weekly writing prompts incorporating holistic scoring and implementing the CIM to monitor progress.	Reading Coach Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide professional development for teachers in grades 1 through 5 on rubric scoring.	Principal Assistant Principal Reading Coach	10/4/2006	11/8/2006	District-wide literacy plan	\$0.00
Implement an Intensive Writing Workshop for high level students to increase the writing scores of 5.0 and above after school.	Writing Chairperson	1/9/2007	2/6/2007	District-wide literacy plan	\$1000.00

Research-Based Programs

*Houghton Mifflin Reading Series

Professional Development

- *Common planning time to share “best practices” in writing
- *In-service training on the teaching and assessment of Narrative Writing prompts
- *In-service training on the teaching and assessment of Expository Writing prompts

Evaluation

- *Narrative and Expository District Pre and Post Assessments
- *Monthly Writing prompts
- *Monthly Writing practice tests
- *2007 FCAT Writing + Assessment
- *Tutorial evaluation in Writing

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

GOAL 4 STATEMENT:

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

Needs Assessment

According to the 2006 FCAT Science Test results, 40% of fifth grade students scored Level 3 or above. Detailed cluster analysis indicates that the students scored highest in the Physical/Chemical strand (59%) and Life/Environmental strands (54%) and lowest in the Earth/Space and Scientific Thinking strands with 50% in each strand. The data indicates that increased instruction is needed in the Earth/Space and Scientific Thinking strands to ensure mastery of concepts.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 5 will increase their scientific skills as evidenced by 65% scoring Level 3 or above on the 2007 administration of the FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Articulate with 5th grade teachers to develop strategies that identify the weakest strands in Science while analyzing the Science Interim assessments and implementing the CIM.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Schedule Science related field trips that focus on science topics and real world experiences.	Classroom teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Plan and implement a Galaxy Night to increase parental awareness of the scientific process.	AEP Teacher Classroom Teachers	12/5/2006	5/30/2007	District Strategic Plan	\$600.00
Compile a science experiment log of science-centered enrichment activities.	Classroom Teachers	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Provide teachers with appropriate materials and curriculum support to incorporate hands-on experiments in their classrooms which will enhance scientific thinking.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$500.00
Plan and develop an Academic Excellence Environmental Fair to increase students awareness of science with emphasis on Earth/Space science activities.	AEP Teachers	8/14/2006	4/20/2007	Communities of Practice	\$0.00

Research-Based Programs

*Harcourt Science Series

Professional Development

*In-service training with Regional Center teacher trainers

*Elementary Earth Science Classroom: Hands-On Activities

*Hands-On Science K-5

*Effective Implementation of Inquiry-based Science Strategies in the Classroom

Evaluation

- *EDUSOFT Interim Science Assessments
- *2007 FCAT Science Assessment
- *Progress monitoring (i.e. Chapter and unit tests)

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input 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 type="checkbox"/>	<input checked="" 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, 225 parents attended events such as SPED Breakfast, Parent Academy Registration Drives, Bilingual/SPED Parent workshops and "Adopt-a-Child" Dinner with the Administration. This represents 28% of the total school parent population.

Measurable Objective

Given the importance of parental involvement, the amount of parental involvement will increase by 30 parents as evidenced by sign in logs during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Plan a breakfast for special education students and parents to discuss strategies for reading and promote family comaraderie. (National PTA Standard VI.)	SPED Chairpersons	10/6/2006	10/6/2006	Community Partnerships	\$350.00
Promote Parent Academy Registration Drives and FCAT Reading Materials Book give-aways to provide families with research-based materials at parent workshops. (National PTA Standards II., VI.)	Assistant Principal Team Leaders	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Encourage parents to participate in "Career Day" as monitored by an attendance log. (National PTA Standard IV.)	Counselor	4/2/2007	4/27/2007	Career Development Programs	\$250.00
Invite parents of FCAT Level 1 (or lowest 25%) students to "FCAT CHATS" for 3-5 grade students to discuss reading and math "best practices" to use at home. (National PTA Standard III.)	Principal Assistant Principal Grade Level Chairpersons	11/3/2006	2/28/2007	Community Partnerships	\$0.00
Utilize the monthly calendar, school's website and marquee to communicate school happenings and information to parents and the community. (National PTA Standard I.)	Principal Assistant Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

Reading tips and publications available at: [*http://www.ed.gov/offices/OIIA/pfie/reading](http://www.ed.gov/offices/OIIA/pfie/reading)

Educational publications available at: [*http://ed.gov/pubs.edpubs.htm](http://ed.gov/pubs.edpubs.htm), No Child Left Behind

Just Read Florida resources available at:

[*http://www.justreadflorida.com/docs/fbbr-blueprint.pdf](http://www.justreadflorida.com/docs/fbbr-blueprint.pdf)

National PTA Standards for Parent/Family Involvement Programs at: [*http://www.theparentacademy.net](http://www.theparentacademy.net)

[*http://www.myportal.dadeschools.net](http://www.myportal.dadeschools.net)

Professional Development

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

Evaluation

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

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

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 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 detention logs. There have been approximately 20 detentions per grading period, indicating a need for a more disciplined environment for students.

Measurable Objective

Given the Code of Student Conduct and an emphasis on a safe learning environment, an average of 20 detentions per nine week period will decrease by 5%.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Instruct M-DCPS "Character Education Program" to identify students of the month who exhibit positive behaviors.	Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00
Implement a schoolwide "Discipline Protocol Plan and Cafeteria Behavior Management Plan" to assist students in establishing positive behaviors.	Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	Transition and Articulation Programs	\$300.00
Conduct mini-workshops on Staff Seminar days and have teacher leaders present "best practices" in classroom management.	Principal Assistant Principal Behavioral Management Teacher (BMT)	10/25/2006	5/30/2007	Small Learning Communities	\$0.00
Create a monthly "Read and Feed Day" to promote good behavior and increase interest in reading in the cafeteria.	Principal Assistant Principal Team Leaders	10/11/2006	5/30/2007	Transition and Articulation Programs	\$200.00
Conduct grade level "Good Behavior Assemblies" quarterly to reinforce schoolwide rules.	Principal Assistant Principal Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

*M-DCPS Character Education curriculum

Professional Development

*Assertive Discipline training

*Discipline committee to review data and solutions

*Staff seminar on Best Practices in Discipline

Evaluation

*Detention logs for 2006-2007

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.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 7 STATEMENT:

The school will increase student technology usage.

Needs Assessment

According to an informal survey conducted at the end of the school year in 2006, 32%, or 250 students needed more time on computers as well as programs that assisted with children's learning and literacy.

Measurable Objective

Given the integration of technology into the curriculum, students will continue to increase their technological usage by 10% as evidenced by comparing the Reading Plus Summary Reports from September 2006 to May 2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize LeapPad, CPS, and Riverdeep in Kindergarten and First grade students to increase their technological literacy.	Kindergarten and First Grade Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize Riverdeep and Leap Track for second grade students to increase their technological literacy.	Second Grade Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize Compass Learning, Leap Track, FCAT Explorer and Riverdeep for third grade students to increase their technological literacy.	Third Grade Teachers	8/14/06	5/30/2007	District-wide literacy plan	\$0.00
Utilize Reading Plus for SPED, Gifted and afterschool tutoring students to increase their technological literacy.	SPED Teachers	9/27/2006	5/30/2007	District-wide literacy plan	\$20000.00
Utilize EasyTech and Riverdeep for fifth grade students to increase their technological literacy.	Fifth Grade Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize Dana AlphaSmart, EasyTech and Riverdeep for fourth grade students to increase their technological literacy.	Fourth Grade Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

*Reading Plus

Professional Development

*All teachers will be provided with training on Reading Plus

*Refresher trainings provided by "teacher trainers" on FCAT Explorer and Riverdeep.

Evaluation

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

*Reading Plus bi-weekly summary 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.)

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

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<input checked="" 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 2005-2006 school year revealed that 61.2% of the 557 students tested passed the FITNESSGRAM assessment. Results of the student scores for the 2005-2006 Physical FITNESSGRAM indicate that students in grades 3-5 need to improve levels of fitness training and proper nutritional awareness.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 3-5 will increase their physical fitness as evidenced by 66.2% of the students tested receiving silver and gold awards on the 2007 FITNESSGRAM test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement a schoolwide Field Day to promote physical fitness and team building skills.	PE Teachers	3/5/2007	3/9/2007	District Strategic Plan	\$250.00
Maintain a "Daily Meal" journal to promote and focus on healthy eating habits to support physical fitness.	PE Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage student participation in the free breakfast program in order to provide energy to meet success.	Principal Assistant Principal Cafeteria Manager	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure instructional time is dedicated to exercising daily.	Principal Assistant Principal PE teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide programs such as "Walk Safe", "Jump for Heart" and "AIDS Awareness" to promote physical fitness.	Principal Assistant Principal PE Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$50.00

Research-Based Programs

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

Professional Development

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

Evaluation

*Pre and post progress test on course objectives

*2006-2007 FITNESSGRAM 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.)

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

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

GOAL 9 STATEMENT:

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

Needs Assessment

According to the 2005-2006 art interest survey conducted with students in grades 3-5, the arts provide motivation for students to come to school. Activities and events must be scheduled to enhance the arts curriculum and participation. Therefore, students enrolled in the arts need to participate in a minimum of three activities.

Measurable Objective

Given instruction in the arts, students in grades 3-5 will increase their arts appreciation skills by a minimum of 100 students as evidenced by participation in exhibits and chorus, comparing September 2006 and May 2007 results.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop art education exhibits created by students in grades 2-5 to promote community awareness.	Art Teacher	10/9/2006	5/14/2007	Expanding arts opportunities	\$0.00
Establish a chorus for musically inclined students to offer various music experiences.	Music Teacher	9/18/2006	5/18/2007	Expanding arts opportunities	\$150.00
Research music history and students in grades 3-5 will share information through CCTV.	Music Teacher Media Specialist	10/16/2006	5/30/2007	Expanding arts opportunities	\$0.00
Develop art education exhibits for students in grades 3-5 to expose students to multimedia.	Art Teacher	10/9/2006	5/30/2007	Expanding arts opportunities	\$0.00
Create a monthly choral/instrumental ensemble for students in grades 3-5 to present via CCTV.	Music Teacher	10/9/2006	5/30/2007	Expanding arts opportunities	\$0.00

Research-Based Programs

*Sunshine State Standards

Professional Development

*Infusing opera education with FCAT Strategies

*Music Technology 1 and 2

*Watercolor Professional Development

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

Evaluation

*Comparison of 2006 and 2007 arts interest survey

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.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 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 2005, Royal Green Elementary ranked at the 59th percentile on the State of Florida ROI index. A review of student performance, budget expenditures and resource utilization indicates that a more stringent monitoring procedure must be implemented.

Measurable Objective

Royal Green Elementary School will improve its ranking on the State of Florida ROI Index publication from the 59th percentile in 2004-2005 to the 61st percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal EESAC	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies, such as America Reads volunteers.	Principal EESAC Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources, such as hourly teachers and tutors expenditures with student performance results.	Principal Assistant Principal Grade Level Chairpersons	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the District on resource allocation.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with local businesses to recruit additional Dade Partners	Principal Assistant Principal Community Involvement Specialist (CIS)	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

*State of Florida ROI Index

Professional Development

*Preparation for Budget Training Meeting for principal

*In-service training for stakeholders on efficiency and effectiveness of Reading Plus program.

Evaluation

*State of Florida ROI Index

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

Training:

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

Instructional Materials:

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

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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

School Safety & Discipline:

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

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$30,850.00
Goal 2: Mathematics	\$10,500.00
Goal 3: Writing	\$2,000.00
Goal 4: Science	\$1,100.00
Goal 5: Parental Involvement	\$600.00
Goal 6: Discipline & Safety	\$500.00
Goal 7: Technology	\$20,000.00
Goal 8: Health & Physical Fitness	\$300.00
Goal 9: Electives & Special Areas	\$150.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$66,000.00

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent