

School Name and Number : 3621 - Naranja Elementary School

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# School Performance Excellence Plan

Principal: O'Neal McGrew

Telephone #: (305) 258-3401

High School Feeder Pattern: 7701 - South Dade Senior

ACCESS Center Six

Board District #: 9 - Ms. Betsy H. Kaplan

## Title I Budget and Waivers

This school is receiving Title I funding and its Title I Budget is appended to this document.

This school is currently operating under a waiver of state, school board, and/or labor contract mandate(s). The pertinent waiver(s) is/are appended to this document.



# 2003 - 2004 SCHOOL PERFORMANCE EXCELLENCE PLAN (SCHOOL IMPROVEMENT PLAN)

School Name: 3621 - Naranja Elementary School

School Performance Grades	2003	2002	2001	2000	1999
	<u>D</u>	<u>C</u>	<u>D</u>	<u>D</u>	<u>D</u>

## Vision/Mission/Belief Statement(s):

VISION: Naranja Elementary School enriches the community through: the provision of the best possible educational experiences for our students and the surrounding community; extending the use of the school for community related activities.

MISSION: The mission of Naranja Elementary School is to nurture standard practices in oral and written communication, provide enriching real-life experiences to bridge the gap between school and work, encourage parental involvement in the school, infuse critical/creative thinking in the curriculum, and develop responsible, caring citizens who are able to perform both as individuals and as members of a team.

Title I Schoolwide Program: Yes  
Comprehensive School Reform Program: No  
SACS Accreditation Process: No

## School Profile/ Needs Assessment:

### EXECUTIVE SUMMARY

#### Naranja Elementary School

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Naranja Elementary is a pre-kindergarten through fifth grade school with a student population of 773. The school is located in deep south Miami-Dade County and serves students from low socioeconomic areas. The school has a multi-ethnic population with 93.9 percent of the students on free or reduced priced meals. After reviewing pertinent data, such as the School's Demographic and Academic Profile, the Stanford Achievement Test, and the Florida Comprehensive Assessment Test results, the staff and the Educational Excellence School Advisory Council of Naranja Elementary School have identified the following objectives as schoolwide priorities for the 2003-2004 school year.

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 50 percent of students reaching the state required mastery level, 50 percent making annual learning gains, and 50 percent scoring in the lowest 25 percent making annual gains as documented by scores on the 2004 FCAT Reading Test, while 31 percent of each subgroup identified in the NCLB requirements will score at state mastery level.

Given instruction using the Sunshine State Standards, students in grades four will increase their writing skills as evidenced by 68 percent of students reaching the state required mastery level as documented by score of the FCAT Writing Test, and given instruction using Sunshine State Standards, students in grades four will improve their writing skills as evidenced by improved performance in writing by one percent on the 2004 administration of the FCAT Writing Test.

Given Instruction using the Sunshine State Standards, students in grades three through five will increase their mathematical skills as evidenced by 50 percent reaching the state required mastery level and 65 percent making annual learning gains as documented by scores on the 2004 FCAT Mathematics Test, while 38 percent of each subgroup identified in the NCLB requirements will score at state mastery level.

Given instruction using Sunshine State Standards, students in grades five will increase their science skills as evidenced by scoring a mean score of 253 as documented by scores of the 2004 FCAT Science Test.

Given contact, via the efforts of the Community Involvement Specialist, more than 50 percent of the school parents will participate in at least one school sponsored activity.

In order to achieve these objectives, the following specific programs and strategies will be implemented: the Comprehensive Reading Plan; Direct Instruction (3rd grade); the Accelerated Reader Program; America Reads; PACE/STAR; AEP; TEAM programs will provide students with systematic exposure to higher order thinking skills. Other programs and strategies include: Elementary Alternative Strategies Program; computer word-processing programs for students; "Gateways to Success in Reading" strategies; test-taking skills; reading incentive programs; POW/R strategies; Right Beginnings; Project B.E.A.R.; Project O.W.L; FCAT Explorer; Riverdeep; and inservices for teachers. These strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Student Education (ESE). By achieving these goals, we will succeed in preparing students to be competitively productive members of society.

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

#### 1. ENVIRONMENT

##### 1.1 Pedagogy

*This item explores the teaching process at the school, including programs, services, and delivery systems.*

###### Major Programs:

- Sunshine State Standards
- Competency-Based Curriculum
- Comprehensive Reading Plan
- Comprehensive Mathematics and Science Plan

###### Additional Delivery Models:

Naranja Elementary School provides basic educational services based on the Sunshine State Standards to students in pre-kindergarten through fifth grade using the Comprehension Reading Plan, Competency-Based Curriculum and USP Mathematics and Science. The school also utilizes the Waterford Early Reading Program in kindergarten and first grade, which provides a balanced approach to reading instruction through the effective use of technology. Providing students with permanent resources that may be shared with parents and siblings at home reinforces classroom instruction. We also house a fourth/fifth grade gifted center for the Homestead/South Dade Feeder Pattern. We offer extended day programs funded by Title I. We provide student support services such as: school counselor; the America Reads Program; ICU Tutoring Program. Medical Support is offered through The University of Miami Pediatric Mobile Clinic and eye care through The Dr. Bruce Heiken Memorial Fund. Instruction is provided in traditional classroom settings and is enhanced through computer-based activities such as Accelerated Reader and the Waterford Early Reading Program. School to home connections are fostered through the Parent Outreach Program, School Newsletters, Community Newspapers, and the school's Drive By Broadcaster System.

###### Student Services:

- Counseling,
- Tutoring,
- Social Service Access,
- Mentoring

##### 1.2 Culture

*This item explores the culture of the school, included are the vision, mission, and core values of the school.*

###### Vision:

Naranja Elementary School enriches the community through: the provision of the best possible educational experiences for our students and the surrounding community; extending the use of the school for community related activities.

###### Mission:

The mission of Naranja Elementary School is to nurture standard practices in oral and written communication, provide enriching real-life experiences to bridge the gap between school and work, encourage parental involvement in the school, infuse critical/creative thinking in the curriculum, and develop responsible, caring citizens who are able to perform both as individuals and as members of a team.

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

#### Core Values:

Core Values: At Naranja Elementary School, we are dedicated to quality: quality of service, quality of relationships, and quality of communication. For this reason every endeavor undertaken by our school is motivated by the beliefs that we should be, for all who are involved, a place of realized potential; and we believe that our responsibility is to our students, our employees and the society that we serve.

#### **1.3 Human Resources**

*This item describes the people who carry out the work of the school.*

The school employs a total of 86 staff members with 68 full time and 18 part time employees. There are two administrators, 46 instructional members including a media specialist, 5 exceptional teachers, one FCAT specialist, one computer technician, and one guidance counselor. Included also are 10 paraprofessionals, four clerical employees, eight cafeteria workers, five custodians, and four security monitors. Of the teaching staff less than 6.5 percent are teachers new to this school with the average length of time teaching in Florida at 11 years. Twenty teachers have advanced degrees, one teacher is National Board Certified and four teachers are pursuing advanced degrees.

#### **1.4 Building Resources**

*This item explores budgetary commitments for facilities, technologies, and equipment.*

Naranja Elementary is located on 10 acres in South Miami-Dade County at 13990 SW 264th Street. The configuration of Naranja Elementary consists of a main building with three fingers, three additional buildings and seven relocatable classrooms. This 44 year-old school was retro-wired to provide Internet access to all computers school-wide, including the relocatable classrooms. The relocatable classrooms receive on-line access through the use of laptops and wireless technology. Construction of a new media center, art suite, music suite, physical education shelter, and expanded staff parking was completed at the end of the last school year. The new media center contains 20 additional computers and a school-wide closed circuit television system with broadcast studio. A recently established computer lab contains 18 computers available for students and staff. The classrooms have also received additional electrical outlets. Renovation and expansion of existing administrative offices are scheduled in the near future.

Naranja Elementary's percent of utilization is currently 138 percent. The school has recently updated office system technology to make electronic communication possible school-wide. Naranja's EESAC committee has purchased Ellison dyes, Accelerated Reader books and software, a network server and hub.

#### **1.5 Constraints**

*This item explores standards, laws, and rules that strongly influence the school to take action.*

Please refer to Appendix A and B for legislative issues.

## 2. RELATIONSHIPS

#### **2.1 Student**

*This item explores the unique requirements, expectations, and needs of the key student groups.*

Naranja Elementary School serves 773 diverse students from the surrounding neighborhood, including standard curriculum students (72%), ESE students (15.3%), ESOL students (16%), and economically disadvantaged students (93.9%) qualifying for free or reduced price meals. The ethnic/racial makeup of the student population is 51% African-American, 42% Hispanic, 5% White, 2% Asian/multiracial. The mobility rate of the school is 43%. Naranja has 46 out of area boundary transfers.

Because of the relatively low-income bracket of the area surrounding the school, and the high number of students (149) with greater than 20 days of school absences, the students need support to secure the basic resources that will enable them to fully participate in the life of the community. The PTSA, school counselor, and the Family Outreach Program are instrumental in identifying the neediest families and providing both direct assistance and references to appropriate social service agencies. Low achieving students needing assistance mastering academic skills are serviced through tutoring programs. Naranja Elementary offers an extra curricular chess club (grades 2-5), SECME (grades K-5), and AEP (grade 5) to promote higher order thinking skills.

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

#### **2.2 Stakeholder**

*This item explores the unique requirements, expectations, and needs of the key stakeholder groups, including parents/caregivers and the surrounding community/businesses.*

Naranja Elementary School provides many opportunities to connect with the community. Each year Naranja PTSA sponsors Family Fun Day, Family Reading Night, and a spaghetti dinner. These activities give parents the opportunity to participate in school functions. Naranja's Parent Outreach Program offers service at the school site such as parenting skills, computer literacy, family learning skills, transportation accommodations, FCAT workshops and seminars to increase student achievement throughout the year. These services are possible through government assistance benefiting the lives of our students and parents. The community specialist is instrumental in supporting parents, community and school relationships. The community enjoys the benefits of using the school as a meeting place for the Girl Scouts of America, the FAST program and the FCAA after school services.

#### **2.3 Human Resources**

*This item explores the unique requirements, expectations, and needs of the faculty and staff.*

Please refer to Staff Development (Appendex C).

#### **2.4 Supplier and Partner**

*This item explores the unique requirements, expectations, and needs of the key supplier groups, including providers of goods and services such as social services, food, transportation, and key partners such as other schools, workforce connections, and community connections.*

Naranja Elementary School enjoys a collaborative relationship with students from Florida International University and Ammons Middle School to provide tutoring and mentoring for Naranja's at-risk students. In conjunction, Naranja teachers provide supervision to interns from Barry University, Nova Southeastern University and Florida International University. The students leaving Naranja Elementary after fifth grade will attend Redland Middle School or neighboring magnet schools. The staff from Naranja works closely with Redland Middle School staff on articulation issues to insure that entering sixth graders have the appropriate background to be successful in middle school. The school is proud to be in partnership with the Naranja Neighborhood Community Center, which provides scholarships for students who cannot afford to attend the Family Christian Association of America after school program. Our school is also a member of Florida City/Homestead Chamber Commerce. We have established partnerships with local businesses such as McDonalds, Tropical Fun Center, Bargain Town Flea Market, Domino's Pizza and Longhorn Steakhouse. Naranja is pleased to be part of a close partnership with the Kiwanis Club of South Dade and the Naranja PTSA. Volunteers from the PTSA and Kiwanis Club participate in a variety of events throughout the school year. We also employ a Community Specialist to address stakeholder needs, such as purchasing procedures and social service agency requirements.

## 3. COMPETITION

#### **3.1 Position:**

*This item explores the competitive position and explores the factors which strongly influence students to enroll at this school instead of a competing school.*

Enrollment at Naranja Elementary School has declined by 9.16%. This is the first decline in enrollment in the past nine years. The Florida department of Education grades Naranja as a "D" School. Naranja is proud to be a second place winner for the United Way school campaign.

#### **3.2 Competitors**

*This item explores the alternate schools available to students.*

There are several public magnet programs, faith-based schools and charter schools near Naranja Elementary School. These elementary schools include R. R. Moton, Air Base Elementary, Sacred Heart Catholic, Princeton Christian, Keys Gate Charter and Rosa Park Community Charter. These institutions have been approved to accept vouchers from the Florida Department of Education. Many students leave Naranja Elementary School to attend a school closer to parents/guardians place of work.

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

#### **3.3 Mode**

*This item explores the Critical Success Factors for the areas identified by the school as being essential to the achievement of the vision/mission of the school.*

Naranja Elementary School enjoys a collaborative system of leadership that includes representatives from all stakeholder groups on its primary decision-making group, the Educational Excellence School Advisory Council. Leaders in the school provide the technical support as well as professional and personal growth opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged and new ideas are given every opportunity to succeed. Naranja Elementary partners with Nova Southeastern University, Florida International University and Barry University to provide internships for the professional development of student teachers. Naranja Elementary School provides an eclectic approach to guarantee quality educational experiences for its students. In facilitating this approach, input from all stakeholders is considered an essential part of program improvement. This ongoing communication between the school leadership team and the stakeholders enables us to provide educational programs that are tailored to student's needs. Offering support to the parents of Naranja Elementary School, beyond the three "R's", is crucial to the success of the school. Students need access to a strong system of mentoring to address academic deficits and behavioral issues. Parents are in need of basic literacy skills, computer skills, parenting skills, and access to social services and government resources. In order to provide for these needs, Naranja has instituted an extended school day utilizing, our Title I Tutoring Program, our Academic Excellence Program, SECME, FAST and services provided by our Parent Outreach Program.

#### **3.4 Dynamics**

*This item explores the changing threats and opportunities to which the school must respond.*

Naranja Elementary School's total enrollment has declined 9.16% for the first time in the past nine years. However, the Gifted Program and the Educable Mentally Handicapped Classes have increased enrollments. The decrease in enrollment is attributed in part to competition from neighboring magnet, charter, and private schools. The EESAC has determined that the increase in the number and types of competing school in the neighborhood is a concern to Naranja.

## 4. CHALLENGES

#### **4.1 Learning**

*This item explores the challenges the school faces in providing educational activities that result in student learning.*

Naranja Elementary School has identified several issues concerning challenges in learning. Among these are: a high student mobility rate, parental illiteracy in home language, education for homeless children, and tardiness and absenteeism. Many students appear reluctant to spend the time outside of the classroom that is needed to master new skills and to retain competence in skills already learned. A need exists to establish conflict resolution strategies among students and students groups. Home visits frequently indicate there is a lack of access to electronic communication devices. The majority of families are dependent upon services of government and faith-based organization for assistance in providing for the basic needs of the students.

#### **4.2 Faculty**

*This item explores the challenges the school faces in ensuring the quality of teachers, providing for the satisfaction of the faculty, and the challenges the school faces in the delivery of educational programs.*

Naranja Elementary School has identified several challenges and relationships with faculty.

Results of the School Climate Survey indicate that teachers feel their ability to do the best possible job at Naranja Elementary is hindered due to student deficiencies in basic academic skills, lack of parental support and class size.

#### **4.3 Operational and External Forces**

*This item explores the challenges the school faces in internal daily operations and in interactions with the surrounding community.*

Naranja Elementary School has identified several issues concerning challenges in relationships with internal operations and external forces. Among these are: the turnaround time in our communication with parents and the community; lack of communication between parent and teachers due to language barrier, parental involvement; cooperation from businesses allowing parents to attend conferences during work hours; mobility rate of students; limited availability of technology in the home; loss of students to competing schools; and break-ins at the school site resulting in loss of computers and AV equipment.

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

#### **4.4 Process Improvement**

*This item explores the challenges the school faces in improving educational program design, student support services, operational and strategic planning processes, cycle time, data usage, and organizational learning.*

Naranja Elementary School has identified several issues concerning challenges in process improvement. Among these are: student scores on the FCAT reading test indicates that 61 percent of the fourth grade students are scoring at FCAT achievement level 1; teachers have minimal opportunities for lesson preparations; a 43 percent mobility rate; 93.31 percent attendance rate; and excessive tardiness.

## 5. IMPROVEMENT

#### **5.1 Education Design and Support Processes**

*This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.1 Learning.*

Naranja Elementary School has identified several issues concerning improvement in education design and support process improvement. Naranja students are highly mobile and frequently miss days of school. In order to address this need Naranja has initiated a partnership with Longhorn Steakhouse in which classes with excellent attendance will receive rewards. Many students are unable to spend the time outside of the classroom that is needed to master new skills and to retain competence in skills already instructed due to lack of parental assistance resulting from language barriers. In order to address this need, Naranja will offer ESOL classes for parents.

Student behavior indicates a lack of conflict resolution skills. In order to address this need, Naranja has implemented a schoolwide "Peacemaking Program". The EESAC will provide money for incentives promoting the use of peacemaking skills.

#### **5.2 Education Delivery Process**

*This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.2 Faculty.*

Naranja Elementary School has identified several issues concerning improvement in the Education Delivery Process. The school climate survey which indicated that teachers feel overwhelmed. In order to address their needs Naranja Elementary will survey staff regarding available support/assistance from the Reading Specialist, FCAT Specialist, school administration and ACCESS Center 6. In addition, Title I funds will be used to purchase additional staff members and support personnel to reduce class size and provide more equipment and resource materials. Continuation of the Waterford Early Reading Program in Kindergarten and first grade along with Title I tutoring, AEP, SECME, FAST and Family Literacy Program will help reduce deficiencies in student's basic academic skills.

#### **5.3 Operational and External Forces Processes**

*This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.3 Operational and External Forces.*

Naranja Elementary School identified several issues concerning challenges improving relationships with internal operations and external forces. In order to improve the turnaround time in our communication with parents, the Community Involvement Specialist will increase home visits and school to home communications.

Another issue is the lack of communication between parents and teachers due to language barriers. In order to address this, Naranja Elementary will conduct ESOL classes for parents throughout the year.

Yet another issue is limited availability of technology in the home. To address this, Naranja's Parent Outreach Program facilitates the distribution of materials and equipment for use in the home.

A newly emerging issue is the loss of students to competing schools. To address this, Naranja will increase efforts to disseminate positive news about the school. A committee will be formed to implement this plan.



## School Profile/ Needs Assessment: (continued)

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### SCHOOL FOUNDATION

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#### **5.4 Organizational Processes**

*This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.4 Process Improvement.*

Naranja Elementary School has identified several issues concerning challenges in process improvement. Among these are student scores on the FCAT reading test indicating that 43 percent of students have not demonstrated acceptable levels of learning gains in reading. In order to address these needs teachers will be provided with training in FCAT remedial strategies from the full-time FCAT Specialist. The special area teachers will receive training in cross-curricular pedagogy that supports FCAT strategies in all subject areas. There has been a reduction in Physical Education time to increase the time spent on FCAT strategies. Targeted students will be provided with tutorial opportunities through America Reads, FAST program, ICU Tutoring, and the Title I tutorial program. Naranja has provided the opportunity for the exchange of methods as well as explicit knowledge through the use of common planning time blocks, grade group planning and weekly sharing sessions on topics concerning each grade level. Additionally, professional development workshops will be conducted throughout the year. Naranja Elementary's attendance difficulties are being addressed through school site incentives and business partner rewards.

## School Profile/ Needs Assessment: (continued)

### OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

The following information will explain how the EESAC has assisted in the preparation of the School PEP relative to the following issues:

#### ***Budget:***

The EESAC recommended purchasing printers for 1st grade to be utilized with the Waterford Early Reading Program.

#### ***Training:***

The EESAC recommended additional staff development on improving instruction using the Sunshine State Standards and the Continuous Improvement Model.

#### ***Instructional Materials:***

The EESAC recommended providing FCAT instructional materials to enhance reading, writing and mathematics.

#### ***Technology:***

The EESAC recommended continuing to promote technology through the acquisition of Accelerated Reader software and books, which impact the reading curriculum.

#### ***Staffing:***

The EESAC recommended hiring an additional teacher in Kindergarten to reduce class size and continuing the ICU Tutoring Program.

#### ***Student Support Services:***

The EESAC recommended strategies that will provide students with support services such as Community Health, Inc., parent conferences, Parent Outreach, individual and small group counseling.

#### ***School Safety and Discipline:***

The EESAC recommended that Naranja continue the centralization of early morning arrival procedures, afternoon dismissal procedures, cafeteria behavior incentive program and utilizing Peace Education strategies.

#### ***Other Matters of Resource Allocation:***

The EESAC recommended to the principal for the allocation of funds from Title I and EESAC to supplement the effort of school to support the Performance Excellence Plan.

#### ***Benchmarking:***

The EESAC recommended that the school continue the use of "Best Practices".

## School Profile/ Needs Assessment: (continued)

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### TITLE I ASSESSMENT ISSUES

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#### Parent Involvement

Parent workshops are held monthly to provide parents with techniques and strategies to assist their children at home. Additionally, Parent-Teacher-Students Association (PTSA) meetings are held quarterly to inform and involve parents in the school events. To improve parental involvement we will seek assistance from the ACCESS Center 6 and District Title I offices

#### Family Literacy

Parent workshops are offered to assist parents in learning how to work with their children. These include FCAT strategies, Science Fair Projects and SAT 9 Strategies. Computer and reading materials are also available for parents to check out for use with their children at home.

#### School Climate

The safety of our students is a priority. The Code of Student Conduct is clearly defined and strictly enforced. School leaders and faculty put forth much effort to involve parents in the social, emotional and academic development of their children.

#### Health Services

The district provides vision and hearing screening. Additionally, through the Dr. Bruce Heinken Memorial Fund, free comprehensive eye examinations and eyeglasses are provided to uninsured, and /or financially disadvantaged students. Students in need of medical care are referred to free or low cost clinics for further evaluation.

School Data Summary: (compare the last 5 years, if available)

**ACCOUNTABILITY DATA**

**School Performance Grades**

2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
D	C	D	D	D

2002-2003	Reading	Math	Writing	Grade Points
% Meeting High Standards	33	30	66	129
% Making Learning Gains	48	63		111
Adequate Progress of Lowest 25% in the school?	48			48
<b>Total School Grade Points</b>	<b>129</b>	<b>93</b>	<b>66</b>	<b>288</b>

2001-2002	Reading	Math	Writing	Grade Points
% Meeting High Standards	35	32	63	130
% Making Learning Gains	57	72		129
Adequate Progress of Lowest 25% in the school?	63			63
<b>Total School Grade Points</b>	<b>155</b>	<b>104</b>	<b>63</b>	<b>322</b>

**FCAT Sunshine State Standards (SSS) (all curriculum groups)**

**School Data Summary: (compare the last 5 years, if available)**

**Grade Level: 03**

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2002-2003	119	233	69	11	14	5	1	119	234	60	16	18	5	2
2001-2002	150	242	61	16	17	5	1	151	248	50	30	15	6	0
2000-2001	123	231						126	239					

**Grade Level: 04**

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2002-2003	159	251	61	13	14	9	3	159	256	50	25	13	10	2
2001-2002	153	263	52	14	20	10	4	155	263	45	21	24	6	5
2000-2001	159	258	62	6	13	11	8	159	244					
1999-2000	127	259	58	10	16	11	5							
1998-1999	138	243	64	12	14	9	1							

**School Data Summary: (compare the last 5 years, if available)**

**FCAT Sunshine State Standards (SSS) (all curriculum groups)**

Grade Level: 05

Year	Reading						Mathematics							
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2002-2003	160	254	48	19	20	11	3	160	276	53	21	11	9	6
2001-2002	164	248	57	10	18	11	4	162	277	56	14	10	12	8
2000-2001	139	247						140	276	56	18	8	11	6
1999-2000								142	269	60	22	6	8	4
1998-1999								130	270	64	15	7	12	2

**School Data Summary: (compare the last 5 years, if available)**

**FCAT Writing (all curriculum groups)**

**Grade Level: 04**

**Test Prompt: Combined**

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2002-2003	158	3	3	3	8	7	30	23	15	6	2	0	0
2001-2002	147	3.1	5	1	14	3	32	6	16	5	12	0	0
2000-2001	159	3	4	3	14	9	31	9	16	5	5	1	0
1999-2000	129	2.8	10	5	12	6	41	9	9	3	5	0	0
1998-1999	138	2.5	12	8	11	12	24	10	14	1	1	1	0

**Test Prompt: Expository**

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2002-2003	80	2.9	1	5	11	11	28	20	14	4	1	0	0
2001-2002	75	2.9	5	1	17	3	36	5	13	5	7	0	0
2000-2001	79	3	5	1	13	11	32	16	11	3	6	0	0
1999-2000	68	2.7	12	4	12	1	53	10	4	0	3	0	0
1998-1999	68	2.4	13	9	15	15	21	13	9	0	0	0	0

**School Data Summary: (compare the last 5 years, if available)**

**FCAT Writing (all curriculum groups)**

**Grade Level: 04**

**Test Prompt: Narrative**

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2002-2003	78	3.2	5	1	4	3	32	26	15	8	3	0	0
2001-2002	72	3.3	6	1	10	4	28	7	19	6	17	0	0
2000-2001	80	3	4	4	15	8	30	3	20	8	4	1	0
1999-2000	61	3	8	7	11	11	28	8	13	7	7	0	0
1998-1999	70	2.7	10	7	7	10	27	7	19	3	1	1	0



**School Name:** Naranja Elementary School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**   D  

**School Performance Excellence Goal:** # 1 : Reading

**Aligns with District Goal #**   1 2  

**State Goal #:**   1 3 4  

**National Goal #:**   N/A  

**Other :**   See below  

**Principles of School Performance Excellence**

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
( )	( )	(x)	(x)	( )	(x)	(x)

**Needs Assessment**

Results of the 2003 FCAT Reading Test indicate that 33 percent of students have met the state required mastery level, 48 percent have made annual learning gains, and 48 percent out of the required 50 percent of students scoring in the lowest 25 percent have made annual learning gains.

**Objective**

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 50 percent of students reaching the state required mastery level, 50 percent making annual learning gains, and 50 percent scoring in the lowest 25 percent making annual gains as documented by scores on the 2004 FCAT Reading Test, while 31 percent of each subgroup identified in the NCLB requirements will score at state mastery level.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if 50 percent of students reach the state required mastery level and if 50 percent make annual learning gains, and if 50 percent scoring in the lowest 25 percent make annual gains.

**Evaluation:**

This objective will be evaluated by scores of the 2004 FCAT Reading Test. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

**SAC members involved in the development of this objective:**

Names:

Names:

Names:

Atkins, Marcele		
Blose, Ralph		
Murillo, Marjorie		

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1. *Administer monthly FCAT practice assessments to gather data and refine instruction for all students delineated in AYP subgroups, particularly all ethnic and economically disadvantaged students.	*FCAT Specialist *Reading Leader *Reading coach	*FCAT Practice Assessment *Microsoft Excel Spread sheet Program *Computers	Sep. '03	Jun. '04
2. Train teachers in Riverdeep for expanded use in tutorial sessions.	*Assistant Principal *Riverdeep Personnel	*Computers	Sep. '03	Jun. '04
3. Develop and implement standard based instructional calendar to unify instruction across grade level.	*Assistant Principal *Principal *K-5 Teachers *FCAT Specialist	*Text Books *Supplemental resources	Sep. '03	Jan. '04
4. Train teachers of 3rd grade retained students in use of Direct Instruction as an intervention strategy.	*Assistant Principal, *Reading Leader FCAT Specialist	*D.I. Manual and Materials	Sep. '03	Jun. '04
5. Expand use of FCAT Explorer in grades 3-5	*Assistant Principal *Reading Leader *FCAT Specialist	*Computers	Sep. '03	Jun. '04
6. Administer Dynamic Indicator of Basic Early Literacy Skills (DIBELS) To K-3 students.	*FCAT Specialist *Reading Leader *Reading Coach *Identified school site personnel	*DIBELS Manual and Materials	Sep. '03	Jun. '04

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

**School Name:** Naranja Elementary School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**  D

**School Performance Excellence Goal:** # 2 : Writing

**Aligns with District Goal #**  1 2

**State Goal #:**  4

**National Goal #:**  N/A

**Other :**  See below

**Principles of School Performance Excellence**

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
( )	( )	( )	( x )	( )	( x )	( x )

**Needs Assessment**

Results of the 2003 FCAT Writing Test indicate that 66 percent of students have met the state required mastery.

**Objective**

Given instruction using the Sunshine State Standards, students in grades four will increase their writing skills as evidenced by 68 percent of students reaching the state required mastery level as documented by score of the FCAT Writing Test, and given instruction using Sunshine State Standards, students in grades four will improve their writing skills as evidenced by improved performance in writing by one percent on the 2004 administration of the FCAT Writing Test.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if 68 percent of students reached the state required mastery level.

**Evaluation:**

This objective will be evaluated by scores of the 2004 FCAT Writing Test. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

**SAC members involved in the development of this objective:**

Names:	Names:	Names:
Wooten, Loren C		
Van Kessel, Barbara		
Wilson, Ruth		

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Assess student progress using monthly writing prompts.	*Assistant Principal, Classroom teachers, Reading Leader *FCAT Specialist	Instructional materials, task cards	Sep. '03	Jun. '04
2 . Implement the Student, Parent/Guardian and School Compact/Agreement and continue to provide a Family Resource Center for families to utilize.	*Principal, CIS	Title I Compact/Agreement	Sep. '03	Jun. '04
3 . Provide on-site professional development activities for staff on holistic scoring.	*Assistant Principal *FCAT Specialist	Writing Across the Curriculum materials	Sep. '03	Jun. '04
4 . Implement Write Time For Kids in grades kindergarten through five for all students delineated in AYP subgroups, particularly all ethnic and economically disadvantaged students.	*Assistant Principal, Classroom teachers, Reading Leader	Write Time for Kids	Sep. '03	Jun. '04
5 . Participate in school, ACCESS Center 6 and district writing contests.	*Assistant Principal, Classroom teachers, Reading Leader	Young Authors' writing competitions	Sep. '03	Jun. '04
6 . Provide additional personnel in grade 4 during prompt writing instruction to allow time for teacher conferencing	*FCAT Specialist *Reading Leader *Reading Coach	*Mr. Expository Ms. Narrative Graphic Organizers *Writing checklist	Sep. '03	Jun. '04

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

**School Name:** Naranja Elementary School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**  D

**School Performance Excellence Goal:** # 3 : Mathematics

**Aligns with District Goal #**  1 2

**State Goal #:**  3

**National Goal #:**  N/A

**Other :**  See below

**Principles of School Performance Excellence**

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
( )	( )	( x )	( x )	( )	( x )	( x )

**Needs Assessment**

Results of the 2003 FCAT Mathematics Test indicate that 30 percent of students have met the state required mastery level, 63 percent have made annual learning gains.

**Objective**

Given Instruction using the Sunshine State Standards, students in grades three through five will increase their mathematical skills as evidenced by 50 percent reaching the state required mastery level and 65 percent making annual learning gains as documented by scores on the 2004 FCAT Mathematics Test, while 38 percent of each subgroup identified in the NCLB requirements will score at state mastery level.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if 50 percent of students reach the state required mastery level and if 65 percent make annual learning gains.

**Evaluation:**

This objective will be evaluated by scores of the 2004 FCAT Mathematics Test. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

**SAC members involved in the development of this objective:**

Names:	Names:	Names:
Walker, Latonja		
Rodriguez, Asteria		
Bowe, Rosemary		

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1. Administer monthly FCAT practice assessment to gather data and refine instruction for all students delineated in AYP subgroups, particularly all ethnic and economically disadvantaged students.	*FCAT Specialist *Reading Leader *Reading Coach	*FCAT Practice Assessment	Sep. '03	Jun. '04
2. Train teacher in Riverdeep for expanded use in tutorial sessions.	*Assistant Principal *Riverdeep Personnel	*Computers	Sep. '03	Jun. '04
3. Provide staff development through in-service training in mathematics to include demonstration lessons for teachers and students with an emphasis on Hispanic students.	*Assistant Principal	ACCESS Center 6 Support Plan, Eisenhower Inservices	Sep. '03	Jun. '04
4. Develop and implement standard based instructional calendar to unify instruction across grade levels.	*FCAT Specialist *K-5 Teachers *Assistant Principal *Principal	*Textbooks *Supplement resources	Sep. '03	Jun. '04
5. Implement the Student Parent/Guardian and School Compact/Agreement and continue to provide a Family Resource Center for families to utilize.	*CIS *Principal	Title I Compact/Agreement	Sep. '03	Jun. '04
6. Expand use of FCAT Explorer in grades 3-5.	*Reading Leader *FCAT Specialist *Assistant Principal	*Computers	Sep. '03	Jun. '04

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

**School Name:** Naranja Elementary School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**  D

**School Performance Excellence Goal:** # 4 : Science

**Aligns with District Goal #**  1 2

**State Goal #:**  3

**National Goal #:**  N/A

**Other :**  See below

**Principles of School Performance Excellence**

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
( )	( )	( x )	( x )	( )	( x )	( x )

**Needs Assessment**

Scores of the 2003 FCAT Science Test indicate that the median score for students is 248.

**Objective**

Given instruction using Sunshine State Standards, students in grades five will increase their science skills as evidenced by scoring a mean score of 253 as documented by scores of the 2004 FCAT Science Test.

**Definition of Adequate Progress:**

Given instruction using Sunshine State Standards, students in grade five will increase their Science skills as evidenced by students scoring a mean scale score of 253 as documented by scores of the 2004 FCAT Science Test.

**Evaluation:**

This objective will be evaluated by scores of the 2004 FCAT Science Test. The Florida Educational, Inc FCAT Science Pre and Post Test. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

**SAC members involved in the development of this objective:**

Names:	Names:	Names:
Bowe, Rosemary		
Davis, Jackie		
Blose, Ralph		

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1. Implement the Student, Parent/Guardian and School Compact/Agreement and continue to provide a Family Resource Center for families to utilize.	*CIS, *Principal	Title I Compact/Agreement	Sep. '03	Jun. '04
2. Provide staff development through inservice training in science to include demonstration lessons for teachers and students.	*Assistant Principal	USI Mathematics and Science materials/handouts, ACCESS Center 6 Support Plan	Sep. '03	Jun. '04
3. Instruct students in the use of science process skills, using resources, gathering and analyzing information, increasing thinking and communication skills as they relate to real-life situations.	*Assistant Principal, Classroom teachers	Instructional materials, Media Center, FOSS kits	Sep. '03	Jun. '04
4. Increase student participation in science by providing bi-weekly hands-on activities in the classroom.	* Assistant Principal, Classroom teachers	SECME Instructional materials, FOSS kits	Sep. '03	Jun. '04
5. Increase the number of participants in the Naranja Elementary School Science Fair by five percent as compared to the 2002-2003 school year.	*Science Chairperson, Classroom teachers, Assistant Principal, District Science Department	Community resources, Science logs	Sep. '03	Jun. '04
6. Provide workshops enabling parents to assist their children in science.	*CIS *Principal	Title I Parent Outreach Center handouts	Sep. '03	Jun. '04
7. Administer an FCAT Science Pre and Post Test in grades three through five	Assistant Principal Classroom Teachers	Florida Educational Inc, FCAT Science Test	Sep. '03	Jun. '04

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.



**School Name:** Naranja Elementary School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**  D

**School Performance Excellence Goal:** # 5 : Parental Involvement

**Aligns with District Goal #**  1 2

**State Goal #:**  3

**National Goal #:**  N/A

**Other :**  See below

**Principles of School Performance Excellence**

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
( )	( )	( x )	( x )	( )	( x )	( x )

**Needs Assessment**

Results of the 2002-2003 school year indicate that less than 50 percent of parents are attending at least one school sponsored activity.

**Objective**

Given contact, via the efforts of the Community Involvement Specialist, more than 50 percent of the school parents will participate in at least one school sponsored activity.

**Definition of Adequate Progress:**

Adequate Progress will deemed to have been achieved if parent involvement increases more than 50 percent during the 2003-2004 school year as compared to the 2002-2003 school year.

**Evaluation:**

This objective will be evaluated with sign-in logs, monthly reports will provide assessment which will be used to monitor progress toward objective.

**SAC members involved in the development of this objective:**

Names:	Names:	Names:
Wilson, Ruth		
Mc Kinnon, Charles		
Murillo, Marjorie		

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Provide regularly scheduled monthly parent workshops to help students improve their performance.	*CIS, * Principal	Tutorial handouts	Sep. '03	Jun. '04
2 . Provide periodic notification of school functions and upcoming events.	*Assistant Principal, Principal, CIS	School Newsletter, flyers Message board	Sep. '03	Jun. '04
3 . Conduct a survey to determine convenient times for parents to attend school-sponsored activities.	*CIS	Surveys, sign-in logs	Sep. '03	Jun. '04
4 . Recruit parents to assist with classroom projects and activities.	*CIS, * Principal	School Newsletter, flyers, sign-in logs	Sep. '03	Jun. '04
5 . Encourage parents to participate as readers for Family Read In Night.	*Media Specialist, Reading Leader	School Newsletter, flyers, library books, sign-in logs	Sep. '03	Jun. '04
6 . Initiate a parent PEP Rally to raise parents' awareness of FCAT.	*CIS *Reading Leader Reading Specialist	School Newsletter, flyer, posters	Sep. '03	Jun. '04

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE).  
All staff members will participate in the implementation of this plan.

## **Adequate Progress Statement for the entire School Performance Excellence Plan:**

A Progress Assessment meeting is scheduled for each school at the end of each school year. Present are to be the school principal, the Educational Excellence School Advisory Council (EESAC) chair, the United Teachers of Dade steward, an EESAC parent representative, the EESAC community/business representative, and the EESAC student representative, if there is one. The Progress Assessment meeting is held at the Region office or supervising District office. At this meeting, the EESAC makes a presentation of findings. Included in the presentation are data that identify the Strengths and Opportunities for Improvement (OFIs) of the school. These results provide guidance for the future direction of the school and are included, as appropriate, as objectives and strategies in the subsequent School Performance Excellence Plan. NOTE: This meeting is subject to Florida's Government-in-the-Sunshine Law.

In the event that a school does not make progress on an objective found in the School Board-approved School Performance Excellence Plan, the Region office or supervising District office will collaborate with the EESAC to determine whether, and in what format, that objective will be readdressed.

The school must also meet the Florida Definition of Adequate Progress. Florida's High-Quality Education System states that if a school fails to meet criteria set forth in Florida State Board of Education Rule 6A-1.09981 pertaining to School Performance Grades, the school cannot be said to have made adequate progress.

## **Mid-Year Review of School Performance Excellence Plan:**

A mid-year review of the implementation of the current School Performance Excellence Plan will be conducted. This meeting, conducted by the Region Director or supervising District administrator, is subject to Florida's Government-in-the-Sunshine Law. This review will provide useful information for revising School Performance Excellence Plans for the following year and for assessing where resources need to be targeted for the remainder of the school year. A self-study of the progress made in implementing the current School Performance Excellence Plan at each school site will constitute a major portion of the mid-year review.

The following 10 essential components for Title I Schoolwide Program have been reviewed and addressed as required by Title I, Part A, Section 1114 of No Child Left Behind.  
*(if applicable)*

- Comprehensive Needs Assessment of the Entire Plan
- Schoolwide Reform Strategies
- Instruction by Highly Qualified Teachers
- High-quality and Ongoing Professional Development
- Strategies to Attract High Quality Qualified Teachers to High-need Schools
- Strategies to Increase Parental Involvement
- Plans for Assisting Preschool Children
- Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- Activities to Ensure that Students Who Experience Difficulty Mastering the Proficient or Advanced Levels of Academic Achievement Standards Shall be Provided with Effective, Timely Additional Assistance
- Coordination and Integration of Federal, State and Local Services and Programs.

All of the following 11 essential components for the Comprehensive School Reform Program has been reviewed and addressed as required by Title I, Part F of No Child Left Behind.  
(if applicable)

- Proven Scientifically-Based Strategies and Methods
- Comprehensive Design with Aligned Components
- Continuous Professional Development
- Measurable Goals and Benchmarks for Student Academic Achievement
- Support within School
- Support for School Personnel
- Meaningful Parental and Community Involvement
- High Quality External Technical Support and Assistance
- Annual Evaluation
- Coordination of General Resources
- Coordination of Scientifically-Based Resources

All of the following 7 components of an Effective School Improvement Framework have been reviewed and addressed as required by the Quality School Improvement Process by the SACS Commission on Elementary and Middle Schools.

*(if applicable)*

- A process for stakeholders' participation in school improvement planning
- The identification, development, and analysis of information that is summarized in a profile of the students, school, and community.
- A list of beliefs and a mission statement that represent community expectations and student needs, and provide direction and focus for the work of a school.
- A list of clearly defined goals and performance expectations for student learning, and comprehensive assessment of students' performance on each.
- A comprehensive analysis of the instructional and organizational effectiveness of a school.
- An action plan for school improvement that details strategies for addressing areas identified through the planning process as needing improvement.
- An implementation process that provides for continuous monitoring and annual assessments of the plan and supplies the data for making necessary revisions.

All of the following 7 elements for the school improvement process have been reviewed and addressed as required by the SACS Commission on Secondary and Middle Schools.

*(if applicable)*

- Identification of the students, school, and community the school serves.
- Development of the beliefs and mission of the school; basis for the school's existence.
- Completion of a comprehensive needs assessment that focuses on areas that relate to student performance.
- Identification of specific goals for student learning.
- Adoption of a process that must support and enable the school to conduct a self-evaluation of the effectiveness of the instructional and organizational practices within the school.
- Development and implementation of an action plan for improvement.
- Development of an action plan ensuring the capacity of the school to evaluate its progress and provide for accountability to its intended goals.

## APPENDIX A

The School Advisory Council has reviewed and addressed *all* of the following required components of a School Performance Excellence Plan as pursuant to Section 230.23, Florida Statutes.

### State Education Goals:

- Goal 1: Readiness to Start School
- Goal 2: Graduation Rate for Postsecondary Education and Employment
- Goal 3: Student Performance
- Goal 4: Learning Environment
- Goal 5: School Safety and Environment
- Goal 6: Teachers and Staff
- Goal 7: Adult Literacy
- Goal 8: Parental, Family and Community Involvement

### Based on an analysis of student achievement and school performance data:

- FCAT Reading Sunshine State Standards
- FCAT Math Sunshine State Standards
- FCAT Writing Sunshine State Standards
- FCAT Science Sunshine State Standards

### Issues relative to:

- budget
- training
- instructional materials
- technology
- staffing
- student support services
- specific school safety
- discipline strategies
- other matters of resource allocation



## School District Goals:

## APPENDIX B

### Goal I: School to Career

**Focus:** Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

**Objectives:**

- Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.
- Ib. Monitor and assess the implementation of standards for students in the areas of academic, career, and personal/social development.
- Ic. Expand opportunities for students to participate in cultural and physical fitness experiences.
- Id. Decrease the number of schools receiving "D" and "F" grades and increase the number of schools receiving "A" and "B" grades on the State's School Accountability Report.
- Ie. Integrate technology and its proficient use for all students and faculty into the instructional program to facilitate learning, with the intent of producing technologically skilled graduates.
- If. Enhance vocational/technical programs and adult education programs to meet the demands of business and industry.
- Ig. Broaden the scope of civic, law, and character education programs offered in the district to provide all students with necessary skills.
- Ih. Narrow the achievement gap between minority and non-minority students.
- Ii. Increase the number of students and adults who are bilingual and biliterate.
- Ij. Increase public educational choice options.

### Goal II: Effective Learning Environment

**Focus:** Enhance the safety of students and staff, and increase the quality of the learning environment

**Objectives:**

- Ila. Reduce the percentage of incidents related to violence, weapons, drugs, vandalism, and truancy.
- Ilb. Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers.
- Ilc. Reduce school overcrowding.
- Ild. Increase skills, knowledge, and professionalism of school staff.
- Ile. Increase the number of educationally productive partnerships with the community.
- Ilf. Increase opportunities for parents and guardians to become active partners in achieving educational success for all students.
- Ilg. Promote the community focus of schools as neighborhood learning and cultural centers for both students and other members of the community

### Goal III: Efficient Management Practices

**Focus:** Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency

**Objectives:**

- IIIa. Improve the financial planning and management process to ensure that resources are allocated and expended according to district needs and priorities.
- IIIb. Decrease the average duration of new construction, additions, and renovations and ensure that Capital Outlay programs/projects are completed within budget.
- IIIc. Improve the delivery of services such as maintenance, classroom materials, and transportation.
- IIId. Ensure that personnel maintain professional standards and effectively fulfill their assigned responsibilities.
- IIIe. Improve the perception of the Miami-Dade School District for various stakeholders.

## APPENDIX C

### PROFESSIONAL DEVELOPMENT

#### Provided or in Progress in the Area of Reading Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>ICU Tutoring Program</i>	Teachers: 28 Administrators: 0 Others: 0	Training required for new tutors
<i>Reading RODS</i>	Teachers: 5 Administrators: 0 Others: 0	No further training required
<i>Project "Right Beginnings"</i>	Teachers: 1 Administrators: 0 Others: 0	No further training required
<i>Independent Reading Conference</i>	Teachers: 3 Administrators: 0 Others: 0	No further training required
<i>Project B.E.A.R.</i>	Teachers: 28 Administrators: 0 Others: 0	Training needed for one new teacher
<i>ACCESS Center 6 Support Plan</i>	Teachers: 42 Administrators: 100 Others: 0	Additional training as deemed necessary by ACCESS Center 6
<i>Soar to Success in Reading</i>	Teachers: 1 Administrators: 0 Others: 0	No further training required
<i>Houghton Miffling Reading Series Presentation</i>	Teachers: 82 Administrators: 0 Others: 0	No further training required
<i>BELL Training</i>	Teachers: 3 Administrators: 0 Others: 0	No further training required
<i>ICU Workshop</i>	Teachers: 14 Administrators: 0 Others: 0	Training required for new tutors
<i>Waterford Early Reading Program training</i>	Teachers: 15 Administrators: 50 Others: 0	Training needed for teachers new to grade level

## APPENDIX C

### PROFESSIONAL DEVELOPMENT

#### Provided or in Progress in the Area of Reading Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Scott Foresman Reading Series Presentation</i>	Teachers: 93 Administrators: 100 Others: 0	No further training required
<i>Harcourt Brace Reading Series Presentation</i>	Teachers: 93 Administrators: 10 Others: 0	No further training required
<i>Guided Reading Inservice (K-5)</i>	Teachers: 100 Administrators: 0 Others: 0	Ongoing
<i>Direct Instruction (3rd Grade Teachers)</i>	Teachers: 17 Administrators: 0 Others: 0	Ongoing
<i>FCAT Explorer</i>	Teachers: 60 Administrators: 0 Others: 0	Ongoing
<i>Riverdeep</i>	Teachers: 100 Administrators: 0 Others: 0	Ongoing

#### Provided or in Progress in the Area of Writing Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>CRP</i>	Teachers: 51 Administrators: 0 Others: 0	Training needed for new teachers
<i>Writing Development Training</i>	Teachers: 3 Administrators: 0 Others: 0	No further training needed
<i>FCAT Writers</i>	Teachers: 30 Administrators: 0 Others: 0	Training required for new teachers

## APPENDIX C

### PROFESSIONAL DEVELOPMENT

#### Provided or in Progress in the Area of Writing Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Benchmarks Strategies and Implementation</i>	Teachers: 3 Administrators: 0 Others: 0	Ongoing
<i>ACCESS Center 6 Support Plan</i>	Teachers: 45 Administrators: 100 Others: 0	Training required as deemed necessary by ACCESS Center 6

#### Provided or in Progress in the Area of Mathematics Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Title I Instructional Fair</i>	Teachers: 11 Administrators: 50 Others: 0	Ongoing
<i>MATH RODS</i>	Teachers: 5 Administrators: 0 Others: 0	No further training needed
<i>Math Integrated with Experiences</i>	Teachers: 3 Administrators: 0 Others: 0	FCAT Training
<i>Mathematics in Context</i>	Teachers: 3 Administrators: 0 Others: 0	Training needed for teachers new to grade level
<i>Primary Mathematics</i>	Teachers: 3 Administrators: 0 Others: 0	Training needed for teachers new to grade level
<i>Alcaletics Demonstration</i>	Teachers: 31 Administrators: 100 Others: 0	No further training required
<i>Mathematics Context</i>	Teachers: 3 Administrators: 0 Others: 0	Training needed for teachers new to grade level

## APPENDIX C

### PROFESSIONAL DEVELOPMENT

#### Provided or in Progress in the Area of Mathematics Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Eisenhower Professional Development</i>	Teachers: 5 Administrators: 0 Others: 0	Ongoing
<i>Advance Academic Mathematics</i>	Teachers: 3 Administrators: 0 Others: 0	No further training needed
<i>ACCESS Center 6 Support Plan Mathematics</i>	Teachers: 43 Administrators: 100 Others: 0	Additional training as deemed necessary by ACCESS Center 6
<i>Advancing Academics for all students in Mathematics</i>	Teachers: 3 Administrators: 0 Others: 0	No further training needed

#### Provided or in Progress in the Area of Science Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Elementary New Teacher Science</i>	Teachers: 5 Administrators: 0 Others: 0	Training needed for new teachers
<i>Science Integrated with Experience</i>	Teachers: 3 Administrators: 0 Others: 0	No further training needed
<i>Eisenhower Profesional Development Science</i>	Teachers: 3 Administrators: 0 Others: 0	Ongoing
<i>Primary Science</i>	Teachers: 3 Administrators: 0 Others: 0	Ongoing
<i>SPI</i>	Teachers: 100 Administrators: 0 Others: 0	Ongoing

## APPENDIX C

### PROFESSIONAL DEVELOPMENT

#### Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Sexual Involvement</i>	Teachers: 3 Administrators: 0 Others: 0	Training required as needed
<i>Curriculum Orientation Meeting</i>	Teachers: 5 Administrators: 0 Others: 0	Ongoing
<i>Magic of ESE</i>	Teachers: 80 Administrators: 0 Others: 0	Ongoing
<i>Instructional Technology Conference</i>	Teachers: 28 Administrators: 0 Others: 0	Ongoing
<i>Peace and Non-Violence</i>	Teachers: 5 Administrators: 50 Others: 0	Ongoing
<i>Proudly Infusing Anger Managment</i>	Teachers: 5 Administrators: 0 Others: 0	No further training needed
<i>New Educator Support Team</i>	Teachers: 14 Administrators: 0 Others: 0	Training as needed for new teachers
<i>Professtional Trends and School-Wide Initiatives</i>	Teachers: 3 Administrators: 0 Others: 0	Ongoing
<i>MIC</i>	Teachers: 3 Administrators: 0 Others: 0	Ongoing
<i>Student Services</i>	Teachers: 3 Administrators: 0 Others: 0	Ongoing
<i>International Meeting</i>	Teachers: 3 Administrators: 0 Others: 0	No further training needed

## APPENDIX C

### PROFESSIONAL DEVELOPMENT

#### Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Identification of Talented Students</i>	Teachers: 3 Administrators: 0 Others: 0	Ongoing
<i>Learning for Life Character Training</i>	Teachers: 98 Administrators: 100 Others: 0	Ongoing
<i>TEC</i>	Teachers: 3 Administrators: 0 Others: 0	No further training needed
<i>African American History Workshop</i>	Teachers: 5 Administrators: 0 Others: 0	Ongoing
<i>Peace Education Meeting</i>	Teachers: 8 Administrators: 50 Others: 0	Ongoing
<i>ACCESS Center 6 Elementary Counselors Meeting</i>	Teachers: 3 Administrators: 0 Others: 0	Ongoing
<i>ESE Issues and Regulation</i>	Teachers: 3 Administrators: 0 Others: 0	Ongoing
<i>Orientation meeting Different and the Same</i>	Teachers: 5 Administrators: 0 Others: 0	No further training needed
<i>Training in Safe Crisis Management</i>	Teachers: 5 Administrators: 0 Others: 0	No further training needed
<i>Child Assault Prevention</i>	Teachers: 98 Administrators: 50 Others: 0	Ongoing
<i>No Child Left Behind</i>	Teachers: 100 Administrators: 0 Others: 0	As needed for new teachers

# SCHOOL PERFORMANCE EXCELLENCE PLAN REVIEW AND ACCEPTANCE SIGNATURES

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

**The original signature page; including signatures of EESAC members is on file at the Region/District Supervisor's Office.**

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



DATE 07/14/2003  
TIME 18:32:12

MIAMI - DADE COUNTY PUBLIC SCHOOLS  
TITLE I BUDGET SYSTEM

PAGE 176  
PRODUCT T22808201

LOCATION 3621 - 66 NARANJA ELEMENTARY

LINE	FUNC	PROG	OBJT	JOB CODE	DESCRIPTION	POS	-----SALARY-----		TOTAL
							DIRECT	FRINGE	
2	5100	4363	5144	0000	TEACHER	3	140,361	40,677	181,038
5	5100	4363	5145	4260	PARAPROFESSIONAL GENERAL	3	55,914	25,620	81,534
10	5100	4363	5149		TEMP INSTRUCTOR (1 DAY)	76	8,360	988	9,348
20	5100	4363	5510		SUPPLIES		0	0	654
33	6150	4363	5145	4039	COMM INVOLVEMT SPECIALIST	1	18,638	8,540	27,178
37	6150	4363	5330		TRAVEL REIMBURSEMENT		0	0	500

TOTAL AVAILABLE REVENUE           300,252  
LESS TOTAL SCHOOL BUDGET       300,252  
EQUALS AMOUNT OVER/UNDER       0

3621 – NARANJA ELEMENTARY SCHOOL

**Alternative Supplement Model (Waiver 451)**

K-5 Grade Level Chairs (6 @ \$600	\$3,600	\$3,600
Bilingual Chair \$ 600		\$ 600
<del>Technology Facilitator &amp; Special Area Chair (2 @ \$600)</del>	<del>\$1,200</del>	
Elementary Academic Activities Sponsor <del>\$ 640</del>		<u>\$ 600</u>
Safety Patrol Sponsor <del>\$ 620</del>		<u>\$ 600</u>
<u>Intramural Elementary Activities Sponsor</u> .....		<u>\$ 487</u>
<u>Elementary School Activities Sponsor</u> .....		<u>\$ 620</u>
 TOTAL SUPPLEMENTS: \$6,630		 <u>\$6,507</u>