Florida Department of Education
DIVISION of PUBLIC SCHOOLS
"We're all about Increased Student Achievement!"

BUREAU OF SCHOOL IMPROVEMENT

2007 – 2008

SCHOOL IMPROVEMENT PLAN

School Name:	NARANJA ELEMENTARY SCHOOL
District Name:	Dade
Principal:	Dr. René E. Baly
SAC Chair:	Rose Mary A. Bowe
Superintendent:	Rudolph F. Crew, Ed.D
Date of School Board Approval:	Pending School Board Approval

Jeanine Blomberg, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Cheri Pierson Yecke, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION/MISSION/BELIEF STATEMENTS

We seek to enrich the community by providing positive educational experiences for our students and the surrounding community, while extending the use of the school for community related activities.

We provide our children with a global education by ensuring the very best educational opportunities through a strong home, school, and community relationship, and the use of innovative and research-based instructional strategies.

SCHOOL PROFILE DEMOGRAPHICS

Facility/Community

Naranja Elementary is located at 13990 SW 264th Street, in Naranja, Florida. The forty-nine year old campus is built on ten acres in South Miami-Dade County. The main structure has 30 classrooms, a freestanding media center, an art room, a music room, a kindergarten two pack and a six pack. In addition, the school has seven portable classroom. Ninety-six percent of the students participate in free/reduced lunch and there is a mobility rate of 43 percent.

Student Demographics

The school serves 637 students in grades Pre-Kindergarten through fifth. Most students come from diverse, bilingual, and economically disadvantaged homes: 18.5 percent are Limited English Proficient (LEP), 13.7 percent are Students With Disabilities (SWD), 53 percent are African-American, 42 percent are Hispanic, three percent are white non-Hispanic, and two percent are Asian/Multiracial.

Recruiting and retaining highly qualified teachers at Naranja Elementary School presents a challenge; filling current openings with highly qualified teachers, as well as dealing with out-of-field and/or new teachers presents an additional challenge. The percentage of teachers new to the school is 20.0.

Class Size/Teacher-to- Student Ratio

The district's proposed reductions in class size formulas for 2007-2008 reflect teacher student ratios as 1:18 in grades PK-3 and 1:22 in grades 4-5. The school's class size average is 18.91 in grades PK-3 and 26.43 in grades 4-5

Teacher-to-student ratios by grade levels are as follows:

Kindergarten: 1:18

First: 1:20

Second: 1:18

Third: 1:20

Fourth: 1:22

Fifth: 1:24

SPED: 1:10

Attendance Rate

Student attendance rate averages 94.10 percent as compared to the District's overall attendance rate of 94.96. This average attendance rate includes grades kindergarten through fifth. The attendance rate improved by 0.69 percent during the 2006-2007 school year.

Staff attendance rate averages 95.2 percent.

Promotion/Retention Rates

Final retention by grade levels during 2006-2007 compared to 2005-2006.

10.0% compared to 6.1% in kindergarten

0.1% compared to 8.5% in grade one

0.0% compared to 2.0% in grade two

38.8% compared to 20.2% in grade three

0.0% compared to 2.4% in grade four

Feeder Pattern

Naranja Elementary is in the South Dade Feeder Pattern. The children transition into Redland Middle School (grades 6-8), which is currently a "D" school. After attending Redland Middle, the students transition into South Dade High School, which is currently an "F" school. The other elementary schools in the feeder pattern serving a different student population are Avocado Elementary "A", Redondo Elementary "A", and Redland Elementary "B".

Special Programs

Special programs which enhance regular curricular offerings are Academic

Excellence Program (AEP), Art and Science Programs, Teaching Enriching Activities to Minorities (TEAM), Title 1 Chess, a Gifted program in grades one through four, Media Productions, Safety Patrol, Science, Engineering, Communication, Mathematics Enhancement (SECME) Program, in-house tutoring, and Saturday Academy. The school will also pilot single gender classrooms in grades 3-5 this year.

School Community Partners

Family Christian Association of America (FCAA) provides low cost, quality after-school care, tutoring, and sponsors a after-school security monitor position to maintain safety during extended day activities. The Naranja Community Development Corporation sponsors various school activities throughout the school year. In order to promote attendance, the District 9 Board Member Representative donates two bicycles per grade level, each semester. McDonalds Restaurant sponsors a Naranja Night, where a percent of the proceeds from sales for that night are donated to the school. Kiwanis Club of South Dade sponsors the program "Bringing up Grades" (BUG) in grades 1-5. They also assist in judging the Science Fair. The University of Miami Pediatric Mobile Van provides medical care to the students and their families. Naranja Park utilizes one classroom throughout the school year for after school activities. Family counseling services provides counseling for students with prior parental approval during the school day.

Grants

Through the Office of Inter-governmental Affairs, Naranja Elementary School participates in the Title 1 Grant Program. The grant provides supplemental funding to ensure that all children in most needy schools are afforded a fair, equal, and significant opportunity to obtain a high-quality education. The school also participates in the state funded Reading First Grant. Health Connect In Our Schools (HCIOS), a prevention and intervention model which facilitates the provision of mental and medical health services to all M-DCPS students, will be initiated this school year. Three teaching positions are also funded through the Title II grant.

SCHOOL MATCH
Poinciana Park ES has a 100% Minority Rate for the 06-07 school year and/93%
Economically Disadvantaged/School Grade "A" additionally the school has
progressed from an "F" during the 98-99 school year to maintaining an "A" or "B" in
03-04 to the present.
QUALITY STAFF
Highly Qualified Administrators
QUALITY STAFF

Highly Qualified Administrators
Dr. René E. Baly has served as principal of Naranja Elementary School for the past
two years. Prior to becoming principal, he served as assistant principal with Miami-
Dade County Public Schools for eight years in schools with a high concentration of
economically disadvantaged students. As an administrator, he has collaborated with
staff, students, and parents to improve student achievement by analyzing test scores,
identifying at-risk students, supporting teachers in implementing the instructional
programs, and building a teaching and learning environment that allows for positive
growth, the sharing of ideas, and working cohesively and collaboratively to institute
change as needed. Dr. Baly was also a teacher for ten years with Miami-Dade County
Public Schools at Auburndale Elementary. As a teacher, he was selected as the
district's mainstreaming teacher of the year in 1991. In 1997 he was appointed to
assistant principal at Southside Elementary and had a significant role in moving the
school's grade from a "D" to an "A". He also was instrumental in raising the school's
grade at Shadowlawn to a "C" for the first time in 2003 and Kelsey Pharr to a "B" in
2005. In 2001 he was a nominee and finalist for assistant principal of the year for
Regional Center IV. Dr. Baly holds a Bachelor of Science Degree in Music
Education from Florida International University, a Master of Science Degree in
Educational Leadership from Nova University, and a Doctorate degree in Educational
Leadership and School Administration and Supervision from Barry University.

Mrs. Isabel Valenzano began serving as assistant principal at Naranja Elementary
School in July of 2007. Prior to coming to Naranja Elementary, she served as the
assistant principal at Redondo Elementary School, a Title I school, for nearly four
years where she was part of the administrative team that maintained the high level of
academic standards and helped move the school from a "B" to an "A" in 2007. She
also served as a Curriculum Support Coordinator and FCAT Enhancement Facilitator
for three years at Caribbean Elementary School, also a Title I school, where she was
part of the administrative team that helped move the school from a four time "D" to a
"C" in 2003. Prior to that she served as a Media Specialist at Caribbean Elementary
School for two years and as a classroom teacher at West Homestead Elementary
School for seven years. Mrs. Valenzano has a Bachelor's Degree in Elementary
Education with a minor in religion and a Master's Degree in Educational Media. She
has completed the additional 36 hours of course study for certification in Leadership
at Nova University.

Recruitment/Retention of Highly Qualified Teachers

Teacher Demographics:

Naranja Elementary School Leadership is comprised of one Principal, one Assistant Principal, two Reading Coaches, one Mathematics Facilitator, one Science Facilitator, one Data Analysis Teacher, two Grade Level Chairpersons, one SPED Chairperson, one /Bilingual/LEP Teacher, one EESAC Chairperson, one UTD Steward, one Media Specialist, and one School Counselor.

Naranja Elementary employs a total of 65 full-time and 24 part-time staff members: two administrators, four full-time and four part-time clerical staff, 30 classroom teachers, two reading coaches, one mathematics facilitator, one science facilitator, one media specialist, seven ESE teachers, two ESOL teachers, one Spanish teacher, one World Languages teacher, one CCHL teacher, one counselor, four special area teachers, one part-time tech support staff, four part-time student services staff (speech, social worker, psychologist, placement specialist), five full time custodians and one part-time custodian, one full-time and four part-time cafeteria staff, two full-time paraprofessionals and three part-time paraprofessionals, one part-time zone mechanic, four part-time security monitors, and two part-time cafeteria monitors.

Twelve teachers have a Masters Degree in Elementary Education, six teachers have an Educational Specialist Degree, three teachers have an Educational Leadership Degree and one teacher is Nationally Board Certified. One administrator holds a Doctorate Degree and the other a Masters Degree.

The ethnic breakdown of the staff is as follows: 24 percent White, 37 percent Black, 37 percent Hispanic, and three percent Multi-Ethnic.

Teachers are recruited from the district's pool of teachers and local universities. To retain highly quialified teachers, teachers continue to participate in professionnal growth activities, sharing best practices, mentoring, and receive assistance from coaches and the curriculum support team.

ELEMENT: Quality Staff – (Recruitment and Retention of Highly Qualified Teachers)

CRP #7. Leadership/Mentoring

Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of reading teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS. To ensure the retention of reading teachers, support through professional development that strengthens the knowledge base in reading, access to mentor teachers and collaboration with colleagues will be utilized.

Show attached staff list

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

Naranja Elementary School Leadership Team is comprised of the Principal, Assistant Principal, Reading Coaches, Mathematics Facilitator, Science Facilitator, Data Analysis Teacher, Grade Level Chairpersons, SPED Chairperson, Bilingual/ESOL Teacher, EESAC Chairperson, Media Specialist and the School Counselor. The Leadership Team implements the Continuous Improvement Model (CIM). The CIM Model consists of an 8-step process that will regularly assess students for enrichment and remediation based on data-driven decisions. The steps include: test score disaggregation, time line development, instructional focus, assessment, tutorials, enrichment, maintenance, and monitoring of the process.

Test Score Disaggregation: The Leadership Team will disaggregate the 2007 FCAT data to identify areas of deficiencies and target students to meet their individual needs.

Time Line Development: Establish the priorities of instructional benchmarks by implementing the South Dade Feeder Pattern Instructional Focus Calendar.

Instructional Focus: Everyone teaches or reinforces instructional focus benchmarks in all subject areas.

Assessment: Bi-weekly assessments scores will be analyzed by the teachers, administrators, leadership team, grade level chairpersons, and students to determine needs for re-teaching, remediation, intervention and/or enrichment. The Leadership Team will meet with grades three through five teahers and students to disaggregate test results and identify any areas of concern. The Team will also create mini focus lessons to address the benchmarks where students were having difficulty.

Tutorials: Provide time for intervention and tutorials during the school day and use frequent assessments to evaluate the impact of the tutorials.

Enrichment: Encourage higher-level thinking activities while providing time to expand and enhance students' understanding of content matter.

Maintenance: Utilize this time to expand breath and depth of student knowledge base, using "fun" and "creative" activities.

Monitoring: Instructional leaders assume responsibility for monitoring.
Communication with Parents

School-to-Home connections are promoted through monthly parent newsletters, a calendar of activities, Title I parent meetings, and the outdoor marquee. In addition, the employment of a Community Involvement Specialist and a Family Resource Center ensures clear communication between the school, parents, and community. The school hosts monthly parent meetings to publicize information, and collect feedback to address parental concerns. The Family Resource Center also offer services related to parenting skills, computer literacy, family learning skills, transportation accommodation, FCAT workshops, and seminars to increase student achievement throughout the year. A parent survey is utilized to gain information on parents needs and interest in order to provide the necessary support.

On-going communication with parents (in the student's home language) is ongoing between the home and the school through the use of student progress reports, letters, flyers, school newsletters, parent/teacher conferences, school advisory council meetings, home visits and phone calls. During the 2006-2007 school year an average of 70 percent of calls made through Connect-Ed were successfully delivered.

Since the school did not meet NCLB adequate yearly progress, parents were notified of their opportunity to utilize the Schools of Choice Plan and the Opportunity Scholarships in June and July of 2007. These documents were sent to parents in three languages; English, Spanish, and Haitian Creole. When requested, assistance and support was provided in understanding the process and dates and time for submission.

Show attached Public School Notice to parents
Show attached notification of SINI status

Pre-School Transition

The school houses a Title I funded Pre-K Program implementing the High Scope Curriculum. The staff consists of one teacher and one full-time paraprofessional. The Child Observation Record (COR) and the Deveraux Early Child Assessment (DECA) are utilized to assess students, while the Learning Accomplishment Profile Diagnostic (LAP-D) is administered as the developmental screening tool. Pre-K students participate in the total school program which facilitates the transition to Kindergarten, since these students attend our kindergarten program.

Teacher Mentoring

Teachers new to the District or profession will take part in the Beginning Teacher Orientation Program offered by the district. The school will designate mentors to provide new teachers with assistance in goal setting, and planning and developing effective classroom management strategies. Pairing veteran teachers with new teachers will further help to support the mentoring program. Additionally, Professional Growth Teams will be designated to provide additional developmental activities for all beginning teachers and for other teachers on an individual basis. The Reading Coaches, Curriculum Leaders, and Grade Level Chairpersons will work with teachers and others who may need assistance. All teachers will participate in professional development activities and receive follow-up reinforcement provided by the curriculum support team.

ELEMENT: CRP Related Items – (Teacher Mentoring)

CRP #3. Professional Development

The Reading Coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to school administration, teachers, and Reading Coaches. The Reading Coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students only when modeling strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the entire school year.

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

Mentor Mentee

Rosemary Bowe Cassandra Brock
Luis Flores Worrell Troup
Claudia Hosmer Deborah Lada

Joanne Mulligan Denise Robles

Extended Learning Opportunities

Naranja Elementary School will offer a variety of additional learning opportunities for students. Special tutorial programs are offered to address the needs of all students including Special Education(SPED) students and Limited English Proficiency (LEP) students before and during school. The Before School Program will focus on the Title I Chess Program and provide opportunities for students in kindergarten through fifth grade to develop critical thinking skills. The School Day Tutorial Program will include the following: Voyager Passport, a reading intervention designed for Kindergarten through fifth grade will be utilized for retained 3rd graders and the lowest 25% to focus on reading improvement. Reading Plus,a research based intervention program will also be used to improve reading skills. A Saturday Academy for grades three through five will be offered in advance of the FCAT test. The Academic Excellence Program (AEP) will offer a Hands-On Science Program as well an Art Appreciation Program.

CRP #11. Elementary School

a. Tutoring programs

Tutorial services that address identified area(s) of need will be provided to students during the school day in the form of immediate intensive intervention (iii), as well as opportunities in before/after school programs. The assessment data or IEP will be utilized when selecting the appropriate intervention. Schools will utilize intervention materials that are FCRR reviewed (e.g., Breakthrough to Literacy, Destination Reading, Lightspan Early Reading, to meet the definition of scientifically research-based.

SCHOOLS GRADED C OR BELOW

Professional Development

Describe the professional development that supports enhanced and differentiated instructional strategies.

In order to support all teachers, professional development will be held at the school site to enhance the teacher's strategies to utilize Word Walls, Print Rich Environment, Literacy Centers, Guided Reading and Classroom Management within the classroom. In addition, professional development will be held to improve teaching strategies in phonemic awareness, phonics, vocabulary, fluency and comprehension.

Teachers will also receive in-house as well as district provided professional development to be able to provide students with performance-based activities incorporating the use of manipulatives, problem-solving and critical thinking skills during the uninterrupted daily 60 minute block of mathematics instruction for kindergarten through fifth grade, and the utilization of Riverdeep and FCAT Explorer computer-assisted resources to reinforce and enhance mathematical skills. In addition, teachers will be provided with in-services utilizing the Mathematics Pacing Guide for kindergarten through fifth grade.

As a FAST school, the school will also participate in professional development that provides: a focus on literacy at the core of the instructional program, a structured curriculum utilizing research-based materials, innovative and appropriate instructional strategies, instructional decisions based on student achievement data, academic intervention through extended learning opportunities (tutoring), proven and rigorous professional development strategies, and an alignment of resources to academic goals.

Disaggregated Data

Describe the use of student achievement data to determine the effectiveness of instructional strategies.

Achievement data will be collected after all formal assessments are used to guide instruction and provide information for revision of timetables, instructional focus calendars, formative assessments,

interventions through tutorial programs, and program monitoring to meet the individual needs of the students as necessay. Data meetings will be held bi-weekly to disseminate data to teachers.

Informal and Formal Assesments
Describe the type of ongoing formal and informal assesments to be used during the school year to measure student progress

Formal Assessments in reading include: bi-weekly and Interim Assessments, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Reading STAR Test, theme-based assessments, FCAT sample tests, Diagnostic Assessment Of Reading (DAR), and the FCAT test. Formal assessments in writing include the district pre, progress and post test and monthly writing assessments, and the FCAT Writing+ test. Formal assessments in mathematics include bi-weekly assessments, Interim Assessments, FCAT sample tests, and the FCAT test. Formal assessments in science include bi-weekly assessments, Interim Assessments, FCAT sample tests, and the FCAT test. Informal assessments include teacher made test.

Alternative Instructional Delivery Methods
Describe the alternative instructional delivery methods that allow you to reach all student subgroups and help to improve their academic achievement.

Essential Elements of Reading Vocabulary and Voyager Passport will be utilized to target phonemic awareness, phonics, vocabulary, fluency and comprehension. In addition, small group instruction, hands-on instructional activities and cooperative learning groups will be used to help students within the subgroups to improve their academic achievement. Reading Plus, FCAT Explorer, Riverdeep, and Acaletics will also be utilized in delivering instruction alternatively.

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12
Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the text box below.

In the checkbox below, please indicate which of the ten guiding principles is addressed below.

☐ Different Innovative Approaches to Instruction

☐ Responsibility of Teaching Reading for Every Teacher

☐ Quality Professional Development for Teachers and Leaders

☐ Small Learning Communities (SLC)

☐ Intensive Intervention in Reading and Mathematics

☐ Course Choice Based on Student Goals / Interests / Talent

☐ Master Schedules Based on Student Needs

☐ Parental Access and Support

☐ Applied and Integrated Courses

☐ Academic and Career Planning

Label

GOALS

Goal:	Reading

Needs Assessment Based on the 2007 FCAT Reading Performance Data, 41 percent of all students in grades three through five met high standards, 46 percent made learning gains, and 50 percent of the lowest 25% made adequate progress. After further analysis of the data, it was revealed that an average of 59 percent of all third through fifth grade students scored below the proficiency levels on the 2007 FCAT . Specifically, the data reflected that 71 percent of third grade students, 64 percent of fourth grade students, and 67 percent of fifth grade students scored at Levels 1 and 2.

Third grade students achieved a mean score of 44 percent in the area of Words and Phrases, a mean score of 41 percent in Main Idea, a mean score of 47 percent in Comparisons, and a mean score of 50 percent in Reference and Research.

Fourth Grade students achieved a mean score of 48 percent in Words and Phrases, a mean score of 52 percent in Main Idea, a mean score of 47 percent in Comparison, and a mean score of 50 percent in Reference and Research.

Fifth grade students achieved a mean score of 44 percent in Words and Phrases, a mean score of 43 percent in Main Idea, a mean score of 44 percent in Comparison, and a mean score of 50 percent in Reference and Research.

The following subgroups did not meet Adequate Yearly Progress (AYP): African-American, Hispanic, English Language Learners (ELL) Students With Disabilities (SWD) and Economically Disadvantaged.
In addition, the results revealed students need intensive reading intervention in literacy skills.

Objective Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase to 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in the lowest 25 percentile will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) students will increase their reading skills as evidenced by 58

percent meeting high standards on the 2008 administration of the FCAT Reading Test.

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

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

Strategies 1. Utilize the eight-step Continuous Improvement Model (CIM) 2. Utilize Accelerated Reader/STAR, and FCAT Explorer computer-assisted resources to reinforce and enhance reading skills. 3. Disaggregate and analyze data from the 2007 FCAT Reading test to identify strengths and weaknesses in student performance and schedule FCAT Chats with students to discuss performance. 4. Provide an in-house tutorial program in collaboration with Resource Teachers and the Language Arts/Reading teachers that consists of an in-class and pull-out model during the school day for third through fifth grade students, and all sub-groups who did not score at or above Level 3 on the FCAT Reading subtest. 5. Offer a Saturday Academy from September to March for students in third, fourth, and fifth grade. 6. Utilize Voyager with all FCAT Level 1 and 2 students who also scored high risk on the last DIBELS assessment and all subgroups. 7. Plan vertically and horizontally with kindergarten through fifth grade to monitor student performance data on the Sunshine State Standards. 8. Utilize CRISS strategies to enhance the delivery of instruction and promote student ownership of the educational process. 9. Utilize the Reading Plus computer program, for thirty minute three times a week, targeting third through fifth grade general education students, third grade retainees, all subgroups, and second grade students. 10. Provide all teachers with a Reading Instructional Focus Calendar which is aligned to the District Pacing Calendar. 11. Administer bi-weekly assessments that address the identified benchmarks of needs and utilize the district provided interim reading assessments to develop focus mini-lessons to drive instruction.

Evaluation Bi-weekly and interim assessments to monitor student progress and redirect learning activities will occur. Bi-weekly and interim assessment will be directed and monitored by the principal, assistant principal, curriculum leaders and by Region and District support personnel. Data will be compiled and shared with teachers. Achievement of the objective will be met as evidenced by 58 percent of the students meeting high standards in reading on the 2008 administration of the FCAT Reading Test.

Research-based Programs CRISS
Houghton Mifflin Reading Series
Voyager

Reading Plus
Accelerated Reader School wide
Quick Reads
Elements Of Reading Vocabulary

Professional Development

Professional development for all teachers will include training on the three types of classroom assessment (screening, diagnostic and progress monitoring), initial instruction, immediate intensive intervention, the Comprehensive Research-Based Reading Plan (CRRP), using assessments and analysis of assessment data and differentiated instruction to ensure student achievement. Additionally, in-services will include training in the resources required for the implementation of the School Improvement Plan: Best Practices, FCAT Explorer, Project Right Beginnings, Project BEAR and Project OWL. Other in-services such as CRISS will be scheduled based on teacher surveys, data-driven analysis and/or District Regional Center initiatives. This training will be provided for all teachers including those that are not highly qualified.

Highly Qualified Instructors

Alpizar,A.-Media/199120 /Primary Education K-12 Language Art 6-12
Berki, M.-1st #237771/Elementary Education
Bowe, R.-2nd/Team #145612/MA-Elementary Education ESOL Endorsement
Bowles, H.-4th #113897/MA-Elementary Education ESOL Endorsement
Calhoun,T.-KIND #219752/Elementary Education ESOL Endorsement
Carmona, R.-4th/Team #225402/ Elementary Education/Math MA-Reading Specialist-Montessori ESOL Endorsement
Cash, G.-4th/Team #237182/Elementary Education ESOL Education MA-Reading/ESE
Castro, D. KIND #261223/Elementary Education
Collins, P.-3rd #148693/Elementary Education MA Elementary Ed. Specialist-Educational Leadership
Dawson, C.-2nd #272605/Elementary Education ESOL Endorsement
Dhanpaul, R.-3rd #252217/Elementary Education ESOL Endorsement
Diego,C.-1st #275322/Elementary Education
Flores, L. PE #282372/Education
Gordon, H. –5th #206248/Education/EDS Leadership/MA Reading
Hanley, L. 5th #282338/Elementary Education
Henkel,J.-2nd #114533/Primary Education
Herdoiza, J.-PRE-K #133535/Elementary Education
Herrera, M.-Mathematics Facilitator #249579/Elementary Education ESOL Endorsement
Hooker, L.-GIF #171056/Elementary Education MA-Elementary Ed. Specialist-Science ESOL Endorsement Gifted
Hosmer, C.-KIND #177650/Elementary Education ESOL Endorsement
Lacayo, E..-3rd #265527/ Elementary Education ESOL Endorsement
Kostowic, M. 1st 283173/Elementary Education
Lomax, M. –ESE #201424/ESE MA-EMH ESOL Endorsement

Martinez, M.-ESOL #183375/Elementary Education ESOL Endorsement
Mollineda, M. –SPN #246284/Elementary Education
Mora, M.-SPN #226366/Elementary Education
Mulligan, J.-ESE #225542/K-12 ESE MA-Special Ed. Specialist-Reading N. Board-ESE ESOL Endorsement
Nelson, G.-2nd #147788/Elementary Education MA-Economics ESOL Endorsed
Novoa-Menendez,S.-2nd #265998/Elementary Education ESOL Endorsement
Oliver, I.-ESE #155165/V.E. K-12 MA-V.E. ESOL Endorsement
Otto, D. – 3rd #242552/Elementary Education ESOL Endorsement
Perez, G. –KIND #268840/Elementay Education ESOL Endorsement
Phillips, M.-1st #102135/Elementary Education
Reid, P. 5th #282337/Elementary Education
Schellin, M.-KIND #235678/Pre K-6
Delesdernier, A.-Science Coach #246079/Elementary Education ESOL/MA Reading Endorsement/MA-Reading
VanKessel, B.-ART #112301/MA-Art Education Specialist-Art Education
Webster, H.-3rd #242740/Elementary education ESOL Endorsement
Young, M.-ESE #256625/ESOL Endorsement
Zapata, I. Sp #271501/Elementary Education

Budget			
Categories of Expenditure	**Describe Resources**	**Specific Funding Source by Title**	**Total Amount Available**
Research-based Program(s)/Material (s)	Houghton-Mifflin Voyager Quick Reads STARS	District Funds Title I	8080
Technology	Reading Plus	Title I	2135
Professional Development	Subsitute Release Time	General Misc.	1500
Other			0
		Total:	**$11,715.00**

Goal:	Mathematics

Needs Assessment Based on the 2007 FCAT Mathematics performance data, 33 percent of all students in grades three through five met high standards, 50 percent made learning gains, and 68 percent of the lowest 25 percent made yearly adequate progress. After further analysis of the data, 63 percent of third grade students, 72 percent of fourth grade students, and 88 percent of fifth grade students scored below FCAT achievement Level 3.

Third grade students achieved a mean score of 42 percent in Number Sense, a mean score of 50 percent in Measurement, a mean score of 43 percent in Geometry, a mean score of 33 percent in Algebraic Thinking, and a mean score of 43 percent in Data Analysis and Probability. Third grade students' lowest area of achievement was Algebraic Thinking.

Fourth grade students achieved a mean score of 45 percent in Number Sense, 57 percent in Geometry, 43 percent in Algebraic Thinking, and 29 percent in Data Analysis. Fourth grade students' lowest area of achievement was Data Analysis.

Fifth Grade students achieved a mean score of 23 percent in Number Sense, 27 percent in Measurement, 38 percent in Geometry, 27 percent in Algebraic Thinking, and 33 percent in Data Analysis. Fifth grade student's lowest area of achievement was Number Sense. It is evident that improvement is needed in all five mathematics content strands.

The following subgroups did not meet Adequate Yearly Progress (AYP): African-American, Hispanic, English Language Learners (ELL), Students With Disabilities (SWD) and Economically Disadvantaged

Objective

Given instruction based on the Sunshine Standards, the number of students meeting high standards in grades three through five will increase to 62 percent on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine Standards, Students With Disabilities (SWD) will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine Standards, English Language Learners (ELL) students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine Standards, African-American students will increase their mathematics skills as evidenced by 62 percent

meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine Standards, Hispanic students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Strategies   1. Utilize the eight-step Continuous Improvement Model (CIM). 2. Provide students with performance-based activities incorporating the use of manipulative, problem-solving, and critical thinking skills. 3. Utilize Riverdeep and FCAT Explorer computer-assisted resources to reinforce and enhance mathematical skills. 4. Provide teachers the opportunity for in-services utilizing the Mathematics Pacing Guide for kindergarten through fifth grade. 5. Provide maintenance activities during the school day for third through fifth grade general education students and students in all subgroups. 6. Provide enrichment activities during the school day for third through fifth grade students who scored Level 3 or higher on the 2007 FCAT Mathematics Test. 7. Administer bi-weekly, interim, and FCAT practice assessment to students and analyze the data to identify strengths and weaknesses and schedule FCAT Chats. 8. Provide an in-house tutorial program in collaboration with special area teachers and the Mathematics teachers that consists of an in-class and pull-out model during the school day for third through fifth grade students and all sub-groups who did not score at or above Level 3 on the FCAT Mathematics Subtest. 9. Provide all teachers with a Mathematics Instructional Focus Calendar which is aligned to the District Pacing Calendar. 10. Offer a Saturday Academy from September to March for students in third, fourth, and fifth grade.11. Collaborate weekly during grade level meetings to analyze data and make informed decision concerning the on-going progress of students. 12. Implement the Acalectics mathematics program in grades one through five. 13. Administer bi-weekly assessments that address the identified benchmarks of needs and utilize the district provided interim mathematics assessments to develop focus mini-lessons to drive instruction.

Evaluation   Bi-weekly and interim assessments to monitor student progress and redirect learning activities will occur. Bi-weekly and interim assessments will be directed and monitored by the curriculum leaders and Region and District support personnel. Compiled data will be shared with the classroom teachers. Achievement of the objectives will be considered accomplished if students demonstrate increased proficiency in mathematics, as evidenced by 56 percent of the students achieving high standards on the 2008 FCAT Mathematics Test. The in-school pull-out tutoring program will be assessed by comparing the results of the Achieve Pre and Post Test.

Research-based
                        Scott-Foresman-Addison Wesley

Programs

Professional Development	Professional development training will include in-services on the five essential components of mathematics (number sense, measurement, data analysis, algebraic thinking, and geometry), assessment, analysis of data, and differentiated instruction for all students. In-services will include training on the resources required for the implementation of the School Improvement Plan such as: Riverdeep, FCAT Explorer, and the Scott Foresman Mathematics Program. Other in-services will be scheduled based on teacher surveys, data driven analysis and/or District Region Center initiatives. This training will be provided for all teachers including those that are not highly qualified.

Highly Qualified Instructors

Alpizar,A.-Media/199120 /Primary Education K-12 Language Art 6-12
Berki, M.-1st #237771/Elementary Education
Bowe, R.-2nd/Team #145612/MA-Elementary Education ESOL Endorsement
Bowles, H.-4th #113897/MA-Elementary Education ESOL Endorsement
Calhoun,T.-KIND #219752/Elementary Education ESOL Endorsement
Carmona, R.-4th/Team #225402/ Elementary Education/Math MA-Reading Specialist-Montessori ESOL Endorsement
Cash, G.-4th/Team #237182/Elementary Education ESOL Education MA-Reading/ESE
Castro, D. KIND #261223/Elementary Education
Collins, P.-3rd #148693/Elementary Education MA Elementary Ed. Specialist-Educational Leadership
Dawson, C.-2nd #272605/Elementary Education ESOL Endorsement
Dhanpaul, R.-3rd #252217/Elementary Education ESOL Endorsement
Diego,C.-1st #275322/Elementary Education
Flores, L. PE #282372/Education
Gordon, H. –5th #206248/Education/EDS Leadership/MA Reading
Hanley, L. 5th #282338/Elementary Education
Henkel,J.-2nd #114533/Primary Education
Herdoiza, J.-PRE-K #133535/Elementary Education
Herrera, M.-Mathematics Facilitator #249579/Elementary Education ESOL Endorsement
Hooker, L.-GIF #171056/Elementary Education MA-Elementary Ed. Specialist-Science ESOL Endorsement Gifted
Hosmer, C.-KIND #177650/Elementary Education ESOL Endorsement
Lacayo, E..-3rd #265527/ Elementary Education ESOL Endorsement
Kostowic, M. 1st 283173/Elementary Education
Lomax, M. –ESE #201424/ESE MA-EMH ESOL Endorsement
Martinez, M.-ESOL #183375/Elementary Education ESOL Endorsement
Mollineda, M. –SPN #246284/Elementary Education
Mora, M.-SPN #226366/Elementary Education
Mulligan, J.-ESE #225542/K-12 ESE MA-Special Ed. Specialist-Reading N. Board-ESE ESOL Endorsement
Nelson, G.-2nd #147788/Elementary Education MA-Economics ESOL Endorsed
Novoa-Menendez,S.-2nd #265998/Elementary Education ESOL Endorsement
Oliver, I.-ESE #155165/V.E. K-12 MA-V.E. ESOL Endorsement

Otto, D. – 3rd #242552/Elementary Education ESOL Endorsement
Perez, G. –KIND #268840/Elementay Education ESOL Endorsement
Phillips, M.-1st #102135/Elementary Education
Reid, P. 5th #282337/Elementary Education
Schellin, M.-KIND #235678/Pre K-6
Delesdernier, A.-Science Coach #246079/Elementary Education ESOL/MA
Reading Endorsement/MA-Reading
VanKessel, B.-ART #112301/MA-Art Education Specialist-Art Education
Webster, H.-3rd #242740/Elementary education ESOL Endorsement
Young, M.-ESE #256625/ESOL Endorsement
Zapata, I. Sp #271501/Elementary Education

Budget

Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	Scott Foresman Measure Up	Distrct Finds Title I	3767
Technology	FCAT Eplorer Riverdeep	N/A	0
Professional Development	Subsitute Release Time	General Misc.	1500
Other	Acaletics	Regional Center Fund	0
		Total:	**$5,267.00**

Goal:	Writing

Needs Assessment   The results of the 2007 FCAT Writing Test indicates the 77 percent of the students in grade four achieved high standards in writing by scoring a 3.5 or higher. The score reflects a 23 percent increase when compared to the 2006 FCAT Writing+ Test results. Scores on the 2007 FCAT Expository Writing Prompt indicates that 86 percent of students made a 3.5 or higher and 67 percent of students scored a 3.5 or higher on the Narrative Writing Prompt administration of the 2007 FCAT Writing+. The data reveals that a special emphasis and instruction is needed on narrative writing and continued maintenance on high scoring expository writing.

Objective   Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase of 1 percentage point in the number of students achieving high standards on the 2008 administration of the FCAT Writing + .

Strategies   1. Implement a school-wide "word of the week" program on the morning announcements to assist in vocabulary development. 2. Administer a Narrative and Expository Pre, Progress and Post Writing Assessment to students in first through fifth grade and determine proficiency level to modify instruction as needed. 3. Administer a school wide prompt each month in kindergarten through fifth grade, and analyze results for the purpose of improving writing instruction. 4. Provide teachers the opportunity to attend in-service training to improve instruction in writing skills. 5. Participate in monthly Reading Celebrations to review, score, and discuss students' writings. 6. Implement a school wide Spelling Bee and Writing Guild. 7. Increase conferencing with students in fourth grade in order to provide performance enhancement throughout the year.

Evaluation   Monthly writing prompts will be administered to monitor student progress and modify instruction if needed. The writing objective will be met as evidenced by 78 percent of students meeting high standards on the 2008 FCAT Writing+ Test.

Research-based Programs   Houghton Mifflin Reading Series
Elements Of Reading Vocabulary

Professional Development   Professional development training for teachers will include: techniques to improve the delivery of instruction, how to maximize the opportunities for learning through Best Practices, district workshops, and holistic scoring of students' writing samples using the state rubric.

Budget

Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	Houghton-Mifflin	District Funds	0
Technology			0
Professional Development	Subsitute Release Time	General Misc.	1500
Other			0
		Total:	**$1,500.00**

Goal:	Science

Needs Assessment Based on the 2007 FCAT Science Performance Data, 89 percent of fifth grade students scored below FCAT Achievement Level 3. The lowest scored benchmarks were Scientific Thinking with a score of 36 percent and Earth/Space with a score of 40 percent. Students also demonstrated a deficiency in Physical/Chemical and Life/Environment with a score of 42 percent in both benchmarks. The needs assessment reveals that students require further instruction in all Science benchmarks.

Objective Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by twenty-five percentage points to 36 percent on the 2008 Science Test as compared to the 2007 administration of the FCAT Science Test.

Strategies 1. Utilize the eight-step Continuous Improvement Model (CIM). 2. Compile a list of web based science and technology resources for teachers and students to implement in the classrooms to enhance/supplement classroom instruction. 3. Administer an FCAT Science Pre, Progress and Post Test in grades three through five and analyze data to identify strengths and weaknesses. 4. Increase the number of participants in the Naranja Elementary School Science Fair by ten percent in grades three through five as compared to the 2006-2007 school year by offering student participation incentives, initiating Science Fair promotion earlier in the school year and providing specific teacher professional development. 5. Provide parent workshops and Family Science nights to increase the scientific literacy of families and students. 6. Develop science process and problem-solving skills through ongoing science labs designed to promote hands-on exploration and inquiry. 7. Provide enrichment activities designed to support classroom instruction (AEP, SECME) 8. Provide all teachers with a Science Instructional Focus Calendar which is aligned to the District Pacing Calendar

Evaluation Biweekly benchmark assessments and district interim assessments will be administered to monitor student progress and redirect learning activities. The objective will be achieved as evidenced by 36 percent of students in grade five scoring Level 3 or higher on the 2008 FCAT Science Test.

Research-based Programs Scott-Foresman Science Series

Professional Development Professional Development training will focus on implementing the Science Scope and Sequence, cognitive coaching strategies, inquiry-based learning, the use of hands-on activities, and managing and guiding cooperative groups. Training in research-based science instructional strategies, concept development, and scientific thinking will also be addressed. The Science Coach will provide additional assistance in content delivery and/or strategies. This training will be provided for all teachers including those that are not highly qualified.

Highly Qualified Instructors	Alpizar,A.-Media/199120 /Primary Education K-12 Language Art 6-12
	Berki, M.-1st #237771/Elementary Education
	Bowe, R.-2nd/Team #145612/MA-Elementary Education ESOL Endorsement
	Bowles, H.-4th #113897/MA-Elementary Education ESOL Endorsement
	Calhoun,T.-KIND #219752/Elementary Education ESOL Endorsement
	Carmona, R.-4th/Team #225402/ Elementary Education/Math MA-Reading Specialist-Montessori ESOL Endorsement
	Cash, G.-4th/Team #237182/Elementary Education ESOL Education MA-Reading/ESE
	Castro, D. KIND #261223/Elementary Education
	Collins, P.-3rd #148693/Elementary Education MA Elementary Ed. Specialist-Educational Leadership
	Dawson, C.-2nd #272605/Elementary Education ESOL Endorsement
	Dhanpaul, R.-3rd #252217/Elementary Education ESOL Endorsement
	Diego,C.-1st #275322/Elementary Education
	Flores, L. PE #282372/Education
	Gordon, H. –5th #206248/Education/EDS Leadership/MA Reading
	Hanley, L. 5th #282338/Elementary Education
	Henkel,J.-2nd #114533/Primary Education
	Herdoiza, J.-PRE-K #133535/Elementary Education
	Herrera, M.-Mathematics Facilitator #249579/Elementary Education ESOL Endorsement
	Hooker, L.-GIF #171056/Elementary Education MA-Elementary Ed. Specialist-Science ESOL Endorsement Gifted
	Hosmer, C.-KIND #177650/Elementary Education ESOL Endorsement
	Lacayo, E.-3rd #265527/ Elementary Education ESOL Endorsement
	Kostowic, M. 1st 283173/Elementary Education
	Lomax, M. –ESE #201424/ESE MA-EMH ESOL Endorsement
	Martinez, M.-ESOL #183375/Elementary Education ESOL Endorsement
	Mollineda, M. –SPN #246284/Elementary Education
	Mora, M.-SPN #226366/Elementary Education
	Mulligan, J.-ESE #225542/K-12 ESE MA-Special Ed. Specialist-Reading N. Board-ESE ESOL Endorsement
	Nelson, G.-2nd #147788/Elementary Education MA-Economics ESOL Endorsed
	Novoa-Menendez,S.-2nd #265998/Elementary Education ESOL Endorsement
	Oliver, I.-ESE #155165/V.E. K-12 MA-V.E. ESOL Endorsement
	Otto, D. – 3rd #242552/Elementary Education ESOL Endorsement
	Perez, G. –KIND #268840/Elementay Education ESOL Endorsement
	Phillips, M.-1st #102135/Elementary Education
	Reid, P. 5th #282337/Elementary Education
	Schellin, M.-KIND #235678/Pre K-6
	Delesdernier, A.-Science Coach #246079/Elementary Education ESOL/MA Reading Endorsement/MA-Reading
	Webster, H.-3rd #242740/Elementary education ESOL Endorsement
	Young, M.-ESE #256625/ESOL Endorsement
	Zapata, I. Sp #271501/Elementary Education

Budget			
Categories of Expenditure	**Describe Resources**	**Specific Funding Source by Title**	**Total Amount Available**
Research-based Program(s)/Material(s)	Scott Foresman	District Funds	64467
Technology	Science website	N/A	0
Professional Development	Subsitute Release Time	General Misc	1500
Other			0
		Total:	**$65,967.00**

Goal:	Parental Involvement

Needs Assessment

Analysis of 2006-2007 Parental Involvement meetings and activities indicates that for seventeen meetings/activities, a total of 662 parents were in attendance. Academic activities covered were related to Reading, Writing, Mathematics and Science. Activities offered to increase parental involvement will be focused on student learning and parental support, and will be widely advertised in efforts to generate increased participation and support.

Objective

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

Strategies

1. Provide informational workshops for parents to improve their parenting skills, their understanding of child-related health issues, their own educational growth, and the use of technology. (PTA Standard II: Parenting). 2. Provide and maintain a Family Resource Center with instructional materials for check-out and use at home. (PTA Standard III: Student Learning) 3. Announce special events on the school marquee to promote communication, awareness, and support of school activities. (PTA Standard I: Communicating) 4. Combine the efforts of the administration, faculty, and parent representatives in surveying parents' needs by analyzing the Title 1 Survey, and planning accordingly. (PTA Standard I: Communicating) 5. Monitor the participation of parent volunteers and community-based organizations by maintaining the use of sign-in sheets, attendance logs and delivery of service. (PTA Standard IV: Volunteering) 6. Maintain an on-going line of communication (in student's home language) between the home and the school through the use of student progress reports, report cards, letters, flyers, school newsletters, parent/teacher conferences, and home visits. (PTA Standard I: Communicating) 7. Distribute and/or post a bilingual newsletter for families in order to communicate pertinent school information and establish a home-school connection. (PTA Standard I: Communication) 8. Inform and invite parents or guardians to utilize the on-site Family Resource Center. (PTA Standard II: Parenting, and III: Student Learning) 9. Plan and facilitate special school sponsored activities such as Open House, Title I Parent Orientation Meeting, Workshops, Dinner Night, Family Literacy Night, Family Fun Day, Spring Concert, and Science Fair Night, to encourage additional opportunities for parental involvement. (PTA Standard VI: Collaborating with Community) 10. Utilize Connect Ed to make appropriate phone calls. 11. Inform and invite parents to the Afternoon Parent/Teacher Conferences. 12. Utilize Parent Academy to offer workshops for parents. 13. Encourage parents' participation in decision making groups such as the Parent –Teacher Student Association (PTSA) and Educational Excellence School Advisory Council (EESAC). 14. Encourage immediate contact between parents and teachers as concerns arise. 15. Encourage parents' participation at school's Resource Fair. 16. Disseminate and collect Educational Agreement from parents.

Evaluation	An increase in parental involvement will be evidenced by the attendance rosters and data from the Annual Survey of Title I Parent Involvement for the 2007-2008 school year as compared to the 2006-2007 school year.
Research-based Programs	National Standards for PTA
Professional Development	Parents will be encouraged to actively participate in workshops and activities designed to improve communication between stakeholders in regards to all aspects of the curriculum and school activities. The Community Involvement Specialist will receive Community Involvement Specialist training (CIS) and District Advisory Council (DAC) training at district-scheduled in-services.

Budget			
Categories of Expenditure	**Describe Resources**	**Specific Funding Source by Title**	**Total Amount Available**
Research-based Program(s)/Material(s)			0
Technology			0
Professional Development			0
Other	Supplies	Title I	1000
		Total:	**$1,000.00**

Goal:	Return on Investment

Needs Assessment   Naranja Elementary School's percentile ranking is fourteenth and the percent of the highest ROI value is forty-five percent.

Objective   Naranja Elementary School Return On Investment (ROI) percentile ranking will increase by at least one percentage point.

Strategies   1. Collaborate with the district on resource allocation. 2. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks. 3. Consider shared use of facilities, partnering with community agencies. 4. Inform staff about the use of financial resources in relation to school programs. 5. Utilize district in-service and professional development training. 6. Identify the lowest twenty-five percent in Reading, Mathematics, and Science early and provide extended learning opportunities. 7. Provide high qualified teachers with professional development and monitor its implementation. 8. Use student data analysis results to identify effective education strategies that are tailored to fit the needs of the students being served.

Evaluation   On the next State of Florida ROI index publication, Naranja Elementary School will increase their percentile ranking by at least one percentage point.

SCHOOL ADVISORY COUNCIL

◉ Yes ◯ No   The majority of the SAC members are not employed by the school. The 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.

SAC Involvement

The Educational Excellence School Advisory Council (EESAC) assisted in examining and analyzing all relevant data in the preparation of the School Improvement Plan relative to the following areas:

Budget: The EESAC recommends that EESAC budget monies be divided among various committees providing incentives for student achievement in Reading, Writing, Math and Science. School monies will focus on assisting with before/after school tutoring for targeted students.

Training: The EESAC recommends that training be provided for all new teachers, specifically in Creating Independence through Student-owned Strategies (CRISS), the Continuous Improvement Model (CIM), Best Practices, Classroom Management and the Comprehensive Reading Plan.

Instructional Materials: The EESAC recommends providing FCAT instructional materials to enhance reading, writing, and mathematics.

Technology: The EESAC recommends promoting technology through the acquisition of Accelerated Reader software and books, which impact the reading program.

Staffing: The EESAC recommends that the administration continue to provide tutoring for Level 1 and 2 students.

Student Support Services: The EESAC recommends strategies that will provide students with support services such as Community Health, Inc., Parent Conferences, Family Resource Center, and individual/small group counseling.

Benchmarking: The EESAC recommends that the school continues the use of "Best Practices" and that student progress in reading, writing, math, and science continue to be monitored through biweekly benchmark assessments and district interim assessments.

FINAL BUDGET			
Categories of Expenditure	**Describe Resources**	**Specific Funding Source by Title**	**Total Amount Available**
Research-based Program (s)/Material(s)	Reading: Houghton-Mifflin Voyager Quick Reads STARS Mathematics: Scott Foresman Measure Up Writing: Houghton-Mifflin Science: Scott Foresman Parental Involvement:	Reading: District Funds Title I Available: $8,080.00 Mathematics: Distrct Finds Title I Available: $3,767.00 Writing: District Funds Available: $0.00 Science: District Funds Available: $64,467.00 Parental Involvement: Available: $0.00	$76,314.00
Technology	Reading: Reading Plus Mathematics: FCAT Eplorer Riverdeep Writing: Science: Science website Parental Involvement:	Reading: Title I Available: $2,135.00 Mathematics: N/A Available: $0.00 Writing: Available: $0.00 Science: N/A Available: $0.00 Parental Involvement: Available: $0.00	$2,135.00
Professional Development	Reading: Subsitute Release Time Mathematics: Subsitute Release Time Writing: Subsitute Release Time Science: Subsitute Release Time Parental Involvement:	Reading: General Misc. Available: $1,500.00 Mathematics: General Misc. Available: $1,500.00 Writing: General Misc. Available: $1,500.00 Science: General Misc Available: $1,500.00 Parental Involvement: Available: $0.00	$6,000.00
Other	Reading: Mathematics: Acaletics Writing: Science: Parental Involvement: Supplies	Reading: Available: $0.00 Mathematics: Regional Center Fund Available: $0.00 Writing: Available: $0.00 Science: Available: $0.00 Parental Involvement: Title I Available: $1,000.00	$1,000.00
.		**Total:**	**$85,449.00**

IMPLEMENTATION EVALUATION

Within the Miami Dade County School District there is a system in place to assess adequate progress pertaining to the review of the School Improvement Plan. As a state-sanctioned school, we will make progress towards all objectives. Progress towards achieving our objectives will be analyzed biweekly and quarterly. In addition, state assessments such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS), biweekly assessments, interim assessments, FCAT sample tests, and the 2008 administration of the FCAT will be implemented to determine student achievement. All assessments serve as part of the monitoring process, which is then reviewed at the school, Regional Center, district, and state.

Members	**Signature**
1) Rose Mary Bowe , SAC Chair	_____
2) Barbara Van Kessel , Teacher	_____
3) Jackie Davis , School Support Personnel	_____
4) Marjorie Murillo , School Support Personnel	_____
5) Florine Edwards , School Support Personnel	_____
6) Helen Gordon , Teacher	_____
7) Asteria Rodriguez , Parent	_____
8) Griselle Morales , Parent	_____
9) Charles McKinnon , Business Member	_____
10) Genell Cash , Teacher	_____
11) Dr. René E. Baly , Principal	_____
12) Pat Collins , Union Steward	_____
13) Claudia Hosmer , Teacher	_____
14) Magaly Herrera , Teacher	_____
15) Maria Peralta , Parent	_____
16) Lorreine Davis , Parent	_____
17) Leydi Camacho , Parent	_____
18) Jacqueline Phillips , Parent	_____
19) Saleme Geffrard , Parent	_____
20) Luis Gomes , Parent	_____
21) Gerardo Rodriguez , Student	_____
22) Davaris Howard , Student	_____
23) Adrian Delesdernier , Teacher	_____