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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 3661 - Natural Bridge Elementary School

*FeederPattern:* North Miami Senior

*Region:* Regional Center II

*District:* 13 - Miami-Dade

*Principal:* Janice Hutson

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



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Natural Bridge Elementary School*

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Natural Bridge Elementary is dedicated to the goal of facilitating the highest quality education possible for every student in our school. We service a multicultural community of 880 students in grades Pre-K to 5, with 78 percent Black Non-Hispanic, 2 percent White Non-Hispanic, 18 percent Hispanic, and 1 percent Asian/Indian/ Multiracial. Eight percent of our population includes exceptional education students, and 30 percent are students for whom a language other than English is the primary language. At Natural Bridge Elementary, we believe that all students will meet their academic potential, given effective academic opportunities delivered in a stimulating and challenging learning environment. Therefore, we utilize numerous programs and strategies to address the needs of our multi-cultural/multi-ethnic students as we help them to reach higher.

In collaboration with the Educational Excellence School Advisory Council (EESAC), the administration and staff of Natural Bridge have identified the following school-wide objectives for the 2005 – 2006 school year:

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by 5 percent their reading skills as evidenced by 61 percent scoring at level 3 or higher on the 2006 administration of the FCAT Reading Test, as compared to 56 percent scoring on the 2005 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, fifth grade students will improve their mathematics skills as evidenced by 55 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics Test, as compared to 52 percent on the 2005 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficient students (LEP) will improve their mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics Test, as compared to 42 percent on the 2005 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 77 percent scoring at level 3.5 or higher on the 2006 administration of the FCAT Writing Test, as compared to 76 percent on the 2005 FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grade 5 will improve their science skills as evidenced by a 5 percent rise in the mean scale score to 290 on the 2006 administration of the FCAT Science Test, as compared to 285 on the 2005 FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5 percent increase in parental and community interaction, to 397, as evidenced by a comparison of the evening workshop attendance logs for the 2005-2006 school year, as compared to 378 on the attendance logs for 2004 - 2005.

Given an emphasis on a safe and orderly learning environment, student behavior will improve as evidenced by a 7 percent decrease in the number of outdoor suspensions occurring during the 2005-2006 school year to 77 , as compared to 83 outdoor suspensions occurring in the 2004-2005 school year.

Given an emphasis on the use of technology in education, all teachers will augment their usage of the electronic gradebook program as evidenced by 100 percent increase during the 2005-2006 school year.

Given instruction based on the Sunshine State Standards, students in grades 4 and 5 will improve their fitness ratings by an average of 3 percent as evidenced by 61 percent of students achieving a gold or silver award on the 2006 administration of the FITNESSGRAM TEST, as compared to 58 percent on the 2005 FITNESSGRAM TEST.

Given an emphasis on student pursuit of areas of interest and special talents, opportunities for student participation in musical presentations will increase by 200 percent or more as evidenced by 4 musical events being presented in the 2005 - 2006 school year, as compared to 2 musical presentations in the 2004 - 2005 school year.

Natural Bridge Elementary School will improve its ranking on the State of Florida Return On Investment (ROI) index publication 5 percent as evidenced by a ranking in the 35th percentile on the 2006 publication of the index, as compared to 30 percent on the 2003 index publication.

The administration of Natural Bridge Elementary School will continue to promote and support open and positive relations with all stakeholders, especially striving to provide timely information and measures of organizational performance. When analyzing the results of the 2005 School Improvement Survey, it was noted that staff gave the school higher ratings, 4.2 and 3.9 out of 5.0, respectively, in the areas of measurement, analysis, and knowledge management (category 4), and customer and market focus (category 3). The lowest ratings were given in the areas of strategic planning and business results. When asked if staff felt their ideas were solicited as plans for the future were being formulated, (question 2a), they answered sometimes (3.3 out of 5.0). When asked if they knew how well the organization was doing financially, (question 7c), they again answered sometimes (3.1 out of 5.0). These areas of staff concern will be targeted for increased staff awareness and input. More training and information will be provided during staff and team meetings to enhance staff perceptions of organizational performance and idea inclusion.

# MIAMI-DADE COUNTY PUBLIC SCHOOLS

## VISION

We are committed to provide educational excellence for all.

## MISSION

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

## CORE VALUES

### *Excellence*

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

### *Integrity*

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

### *Equity*

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

### *Citizenship*

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

## Natural Bridge Elementary School

### VISION

The vision of Natural Bridge Elementary is for our students to attain the skills necessary to be problem solvers and life long learners. We want to create a learning climate where students, teachers, parents, community members and administrators feel confident and eager to strive for the best learning environment. We want our students to have educational experiences designed to maximize their academic achievement so that they will be prepared to compete in our ever-changing society.

### MISSION

We, the staff and community of Natural Bridge Elementary School, strive to provide a caring and enriching environment in which every student will realize his / her intellectual, social, emotional, and physical potential. We are committed to providing opportunities through a variety of identified teaching methods and strategies, and researched based programs, while utilizing the latest advances in technology. By meeting these expectations, we will ensure that our students will become literate, productive, and responsible citizens.

### CORE VALUES

Natural Bridge Elementary holds the following beliefs as the foundation for our educational program: We believe that every child has the potential to learn; We believe that success is achieved through parents, students, staff, and community working together towards a common goal; and We believe that it is our responsibility to our students and the surrounding community to help our students achieve their maximum potential.

## *School Demographics*

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Natural Bridge Elementary School proudly welcomes the challenges of the new school year with great enthusiasm. Our school is situated in a multicultural community located in North Miami, with a diverse ethnic student population of approximately 880 students in grades PreK - 5th grade; 78 percent Black Non-Hispanic, 2 percent White Non-Hispanic, 18 percent Hispanic, and 1 percent Asian / Indian / Multiracial. Our exceptional student population constitutes 8 percent of the total enrollment. Limited English Proficiency students constitute 30 percent of the enrollment. We provide many programs designed to meet the needs of our student body.

The number of students qualifying for free or reduced priced lunch averages around 94 percent each year. Consequently, Natural Bridge Elementary receives Title I funds which are utilized to supplement district funded programs and resources that address student and parent needs. Some of those uses include tutorials, intersessions, classroom assistance, purchase of supplemental programs and materials, and activities targeting parental involvement.

Two administrators, a principal and an assistant principal, serve as the instructional leaders of the school. There are 46 certified classroom teachers, 6 Exceptional Student Education teachers, 1 elementary school counselor and 1 Emotionally Handicapped counselor, 1 speech therapist, 1 media specialist, 2 reading coaches, 11 full-time paraprofessionals, 1 Behavior Management Trainer, 1 Community Involvement Specialist, and 12 special area teachers. There are 18 teachers who have a Master's Degree, and 6 teachers with Specialist's and /or Doctoral Degrees. The ethnic make-up of our staff is 40 percent White Non-Hispanic, 37 percent Black Non-Hispanic, 19 percent Hispanic, 2 percent Asian / Native-American. The student-teacher ratios are at state level requirements as evidenced by data reported on the District and School Profile Reports.

The Florida Department of Education grades Natural Bridge Elementary as a "B" level school. Our school's mission is to adequately prepare our students to become responsible adults and productive citizens of our society.

# *School Foundation*

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## ***Leadership:***

Staff satisfaction with the Leadership component of the survey reflects an average score of 3.9 out of a perfect score of 5 points. Staff members knew what the organization's mission was, but felt that they should be consulted more often for ideas and suggestions.

## ***District Strategic Planning Alignment:***

The low score for this component, 3.6 out of a perfect score of 5 points, indicates an area for intensive attention by the administration. Teachers knew what their work group's part of the plan was, but did not feel that they were consulted as far as future plans for the organization were concerned.

## ***Stakeholder Engagement:***

The customers are satisfied with the product, generating an average score of 4.1 out of a perfect score of 5 points. Teachers knew who their most important customers were, but did not feel they are allowed to make decisions to solve problems for their customers.

## ***Faculty & Staff:***

The average score for this component of the survey was 3.8 out of a perfect score of 5 points. Teachers felt that they could make changes that would improve their work, but did not feel they were recognized for their work.

## ***Data/Information/Knowledge Management:***

The highest scoring component of the entire survey with an average score of 4.2 out of a perfect score of 5 points. Teachers knew how to analyze the quality of their work to see if changes were needed, but did not feel they got all the important information they needed to do their job effectively.

## ***Education Design:***

The average score for Process Management was 3.8 out of a perfect score of 5 points. Teachers could collect information about the quality of their work, but felt they did not receive all the resources they needed.

## ***Performance Results:***

This component received an average score of 3.8 out of a perfect score of 5 points. Teachers felt that the customer was satisfied with their work, but they did not know how well the organization was doing financially.

# ***Additional Requirements***

Only for schools under state sanction

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## **• High Quality, Highly Qualified Teachers:**

Natural Bridge Elementary utilizes a multi-faceted approach to attract and maintain high quality teachers. Our school participates in the District sponsored Teacher Fair, where school programs and activities are highlighted to attract high quality prospective teaching candidates. Also, a team of school site staff members interview all candidates for open positions and provides input toward the personnel selected. Additionally, the administrative team provides mentoring teams for the beginning teachers, and will support the Regional Center II initiative to establish professional learning communities in the school.

## **• Highly Qualified, Certified Administrators:**

JANICE T. HUTSON, Principal

A native of Baltimore, Maryland, Janice Hutson has been a teacher and administrator with Miami-Dade County Public Schools since 1989. Her previous teaching experience includes positions in both Chicago and New York. As a teacher at North Miami Elementary School, Mrs. Hutson held numerous leadership positions, including grade level chairperson, 6th grade promotional ceremony coordinator, School Advisory Council Chair, and teacher trainer for curricular initiatives. Her service as an administrator began in 1996. She was appointed Assistant Principal at Feinberg Fisher Elementary School, and then at Natural Bridge Elementary School, where she is now the Principal. Her dedication to students and to facilitating high quality instruction resulted in her selection as Region II Assistant Principal of the Year, 1999-2000. Mrs. Hutson earned a Bachelor of Music Degree from Howard University in Washington, D.C.; a Master of Arts in Teaching from Roosevelt University, Chicago; and has completed all requirements (except dissertation) for a Doctorate in Leadership from Florida International University.

LIDIA LECHTMAN, Assistant Principal

Lidia Lechtman has been an educator with the Miami Dade County Public School System for twenty-four years. Prior to becoming an Assistant Principal, she taught at several Miami Dade County Public Schools. Career highlights for Mrs. Lechtman include her nomination as Assistant Principal of the Year representing the North Miami Feeder Pattern for the 2004-2005 school year as well as "Teacher of the Year" during the 1992-1993 academic year representing Scott Lake Elementary. Mrs. Lechtman has been very instrumental in bringing community involvement into her schools. She will continue to work on increasing parental involvement. Mrs. Lechtman works very closely with the beginning teachers and the members of the Professional Growth Teams. She monitors the Bilingual Program as well as the Exceptional Student Education Program. Mrs. Lechtman has written several grants, including a recent ESE grant. She serves as the test chairperson and monitors the Truancy Intervention Program. Mrs. Lechtman has recently been accepted into the Principal Preparation Program. Mrs. Lechtman holds a Bachelor of Arts Degree from the University of Miami and a Master's Degree in Elementary Education with Educational Leadership Certification from Nova Southeastern University.

## **• Teacher Mentoring:**

All teachers new to the profession and /or the school system were involved in the Beginning Teacher Orientations provided by the District as well as the school. The new teachers attended a school site orientation session which included a welcome breakfast,

tour of the building, sessions on the Sunshine State Standards and Benchmarks, curriculum strategies and viewing of "Harry Wong Tapes." The school provides new teachers with assistance in planning, and effective classroom management strategies in a mentorship program. This will be supported by pairing veteran teachers with new teachers. Professional Growth Teams also participate in training sessions and receive follow-up and one-on-one reinforcement given by the reading coaches.

### **• School Advisory Council:**

The Natural Bridge Elementary School Education Excellence School Advisory Council (EESAC) is a representative committee that includes stakeholders from various areas. The EESAC is made up of teachers, paraprofessionals, administrator, parents, students, and community members. The council meets monthly and follows state and district guidelines. During the meetings, the School Improvement Plan, academic progress updates, data, issues of concern, and suggestions from staff, parents and community members are addressed. The principal and / or staff members provide additional information for clarification purposes. Additionally, the EESAC provides financial support to the school as needed.

### **• Extended Learning Opportunities**

Our students have several options for extended learning opportunities. The before and after school tutoring programs offer assistance in reading and mathematics for students who are not making adequate progress on a variety of assessment measures, including the FCAT test. Three days per week, from 7:30 to 8:15 a.m. and from 3:00 to 4:00 p.m., students in grades 2 through 5 are able to attend tutoring sessions. Kindergarten and first grade students will receive tutorial assistance twice per week from 2:00 to 3:00 p.m. We also have targeted small group assistance during the school day to help struggling students. The computer lab is available for students to access educational websites and tutorial software in core subject areas. Our school also offers a Saturday Academy to help assist students preparing for the FCAT Test components.

### **• School Wide Improvement Model**

Natural Bridge Elementary School will be incorporating the Continuous Improvement Model. The CIM model involves an eight step process that regularly assesses students for enrichment and remediation based on the analysis of specific data. The steps include: test score disaggregation, time line development, instructional focus, assessment, tutorials, enrichment, maintenance, and monitoring of the process.



## GOAL 1: READING

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 1 STATEMENT:***

Natural Bridge Elementary School is committed to making sure all students will be able to read on or above grade level. All students will be literate members of society.

### ***Needs Assessment***

The data attained from the 2005 School Performance Accountability Results indicate that 70 percent of our students tested made learning gains and 56 percent achieved high standards in Reading. The lowest quartile of students achieved 64 percent adequate progress. The scores reflected a 14 percent increase in students achieving learning gains, a 7 percent increase of students achieving high standards, and a 6 percent increase of students in the lowest quartile when compared with the 2004 scores.

### NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by 5 percent their reading skills as evidenced by 61 percent scoring at level 3 or higher on the 2006 administration of the FCAT Reading Test, as compared to 56 percent scoring on the 2005 FCAT Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Follow the scope and sequence of the Houghton-Mifflin Basal Program.	Classroom Teachers	8/8/2005	5/24/2006
Provide professional development opportunities in Best Practices in Reading with Curriculum Alignment and Data Analysis of the CRRP.	District Personnel Reading Coaches	8/8/2005	5/24/2006
Conduct grade level assessments (monthly and/or bi-weekly) to gather data for remediation and intervention strategies.	Reading Coaches Classroom Teachers	8/8/2005	5/24/2006
Provide an uninterrupted two hour reading block for K- 5 students.	Classroom Teachers	8/8/2005	5/24/2006
Provide an additional thirty minutes of reading instruction for Level 1 and 2 students.	Classroom Teachers	9/5/2005	5/24/2006
Utilize the components of the Houghton-Mifflin Reading Program and incorporate research based interventions.	Reading Coaches Classroom Teachers	8/8/2005	5/24/2006
Disaggregate and analyze data from DIBELS and DAR results.	Literacy team	10/5/2005	5/24/2006
Follow guidelines provided by the state for Reading First Grant K-3 teachers.	Reading First Coach	9/5/2005	5/24/2006
Provide after school tutoring for students in second through fifth grade, three days per week, from 7:30 - 8:15 a.m. and from 3:00 - 4:00 p.m.	Reading Coaches Classroom Teachers	9/5/2005	2/28/2006
Provide after school tutoring for students in grades kindergarten through first grade, two days per week, from 2:00 - 3:00 p.m.	Reading Coaches Classroom Teachers	10/10/2005	5/24/2006
Utilize inclusion grant funding to hire hourly personnel to assist ESE students in the general education classroom.	Principal Assistant Principal	11/1/2005	5/24/2006
Utilize the Co-Teaching and Collaboration Models of Inclusion to integrate Specific Learning Disabled (SLD) students in general education classrooms.	Principal Classroom Teachers	11/1/2005	5/24/2006

Enhance student awareness of the interrelationship of life roles and the world of work through trade books, library books, and anthology stories.	Classroom Teachers	10/3/2005	5/24/2006
Monitor fidelity to components of the High Scope Curriculum along with the Building Early Language and Literary program (BELL) for Pre-K students to ensure readiness for kindergarten.	Pre-K Teacher	8/24/2005	5/24/2006

## **Research-Based Programs**

Houghton-Mifflin Basal Program

READ 180 Program

Voyager

Early Success

Soar to Success

SuccessMaker

## **Professional Development**

Best Practice Workshops (a.) use of Houghton-Mifflin Program, (b.) Assessment (DIBELS, DAR), (c.) Learning Centers, (d.) Providing Differentiated Instruction

## **Evaluation**

The objective will be evaluated by the scores of the 2006 FCAT Reading Test. In addition, the objective will be monitored by DIBELS and DAR results, site authorized monthly tests, and the bi-annual assessments given by the District.

## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 2 STATEMENT:**

Natural Bridge Elementary is committed to making sure all students will be able to function on or above grade level in mathematics.

### **Needs Assessment**

The data attained from the 2005 School Performance Accountability Results indicate that 67 percent of the students tested made learning gains and 52 percent achieved high standards in mathematics. The scores reflected an 8 percent decrease in students achieving learning gains and a zero percent change in students achieving high standards when compared with the 2004 test scores. The 2006 school performance in mathematics will need to show increased gains in the percent of students achieving high standards by percentage points in order to meet the state required level of performance and the percent of students making learning gains by 3 percentage points. Currently, 48% of the student population in grades three through five is scoring below the criteria mandated by the state.

### NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, fifth grade students will improve their mathematics skills as evidenced by 55 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics Test, as compared to 52 percent on the 2005 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficient students (LEP) will improve their mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics Test, as compared to 42 percent on the 2005 FCAT Mathematics Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Continuous Improvement Model (CIM) utilizing the eight-step process.	Principal Assistant Principal	8/8/2005	5/24/2006
Disaggregate and analyze data from the 2005 FCAT Mathematics test to identify strengths and weaknesses and develop an instructional focus calendar for mathematics.	Principal Assistant Principal Grade Level Chairpersons	8/8/2005	5/24/2006
Provide an uninterrupted daily 60-minute block in mathematics for grades kindergarten through fifth grade.	Classroom Teachers	8/8/2005	5/24/2006
Provide students with performance-based activities incorporating the use of manipulatives, problem solving, critical thinking and communication.	Math Resource Teacher Classroom Teachers	8/8/2005	5/24/2006
Utilize Riverdeep and other computer-assisted resources to reinforce and enhance mathematic skills.	Classroom Teachers	8/8/2005	5/24/2006
Conduct weekly meetings to assess and evaluate student performance pertaining to the Sunshine State Standards (benchmarks) and develop lessons in mathematics which address these needs.	Principal Assistant Principal Grade Levels	8/8/2005	5/24/2006
Incorporate the use of cooperative learning groups to allow for the opportunity of exploration and discovery.	Classroom Teachers	8/8/2005	5/24/2006
Utilize the LEP components of the Harcourt-Brace Math Series to target strategies that will increase achievement levels.	Classroom Teachers	8/8/2005	5/24/2006
Conduct team meetings to assess and evaluate student performance pertaining to the Sunshine State Standards (benchmarks) and develop lessons	Principal Assistant Principal Grade Levels	8/8/2005	5/24/2006

in mathematics which address these needs.			
Use graphic organizers, visuals aids and audio-visual aids to assist in enhancing students' understanding.	Classroom Teachers	8/8/2005	5/24/2006
Adapt strategies used for standard curriculum students to include methods and materials that match learning styles, strengths and individual modalities of students with Limited English Proficiency.	Classroom Teachers	8/8/2005	5/24/2006
Provide after-school tutoring for students not meeting adequate progress in mathematics, 3 days per week, from 7:30 - 8:15 a.m. , and 3:00 - 4:00 p.m.	Classroom Teachers	9/5/2005	5/24/2006
Utilize the Everyday Math program to reinforce and enhance mathematic skills.	Classroom Teacher	10/10/2005	5/24/2006
Utilize inclusion grant funding to hire hourly personnel to assist ESE students in the general education classroom	Principal Assistant Principal	11/1/2005	5/24/2006
Utilize the Co-Teaching and Collaboration Models of Inclusion to integrate Specific Learning Disabled (SLD) students in general education classrooms.	Principal Classroom Teachers	11/1/2005	5/24/2006

## Research-Based Programs

Harcourt-Brace Mathematics Series  
SuccessMaker

## Professional Development

Professional development training will include inservices on the Florida's Formulas: 5+3+ii+iii=NCLB, the five essential components of mathematics (number sense, measurement, data analysis, algebraic thinking, and geometry), assessment and analysis of assessment data, and differentiated instruction for all students. Inservices will include training on the resources required for the implementation of the School Improvement Plan such as: Innovative Teaching Strategies, Riverdeep, FCAT Explorer, and using manipulatives. Other inservices will be scheduled based on teacher surveys, data driven analysis and/or District/Regional Center initiatives. Delivery of inservices will include model lessons and mentoring of teachers by the mathematics coach and curriculum support personnel.

## **Evaluation**

Each objective will be evaluated by the scores of the 2006 FCAT Math Test. In addition, each objective will be monitored by the bi-annual assessments given by the District.

## GOAL 3: WRITING

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 3 STATEMENT:**

Natural Bridge Elementary School is committed to making sure all students will be able to communicate effectively through writing.

**Needs Assessment**

Scores of the 2005 FCAT Writing Test indicate that 76 percent of students in grade four met state standards by scoring 3.5 or higher. However, the scores indicate a 7 percent drop in the number of students achieving high standards in writing, from 83 percent to 76 percent.

NCLB SUBGROUP TARGET

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



## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 77 percent scoring at level 3.5 or higher on the 2006 administration of the FCAT Writing Test, as compared to 76 percent on the 2005 FCAT Writing Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct grade level writing activities in the cafeteria using state prompts.	Classroom Teachers Reading Coaches	9/5/2005	2/28/2006
Utilize the software program "Criterion Writing" to supplement practice in the writing strands tested on FCAT Writes.	Classroom Teachers Computer Tech Teacher	9/5/2005	2/28/2006
Provide professional development opportunities on Best Practices in Writing with Curriculum Alignment and Data Analysis.	District Personnel Reading Coaches	9/5/2005	5/24/2006
Administer monthly writing assessments for second through fifth grade students.	Classroom Teachers	8/8/2005	2/28/2006
Analyze data on pre / post writing tests given by the District.	Reading Coaches Principal Classroom Teachers	9/5/2005	2/28/2006
Utilize inclusion grant funding to hire hourly personnel to assist ESE students in the general education classroom.	Principal Assistant Principal	11/1/2005	5/24/2006
Utilize the Co-Teaching and Collaboration Models of Inclusion to integrate Specific Learning Disabled (SLD) students in general education classrooms.	Principal Classroom Teachers	11/1/2005	5/24/2006

### Research-Based Programs

Houghton-Mifflin Reading Series

## **Professional Development**

Focus on the rubric for the FCAT Writes and the FCAT Writing Plus, managing and guiding cooperative groups, and strategies to maximize learning opportunities. Administration of these strategies will be developed through on site workshops, provided by District personnel, classroom teachers, and the reading coaches.

## **Evaluation**

The 2006 FCAT Writing will serve as the evaluative tool for this objective. In addition, monthly writing prompts will provide formative assessment that will be used to monitor on-going progress toward this objective.

## GOAL 4: SCIENCE

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 4 STATEMENT:**

Natural Bridge Elementary is committed to increasing the scientific knowledge of all students.

**Needs Assessment**

Scores of the 2005 FCAT Science Test indicate that the students in fifth grade achieved a mean scale score of 285 points in comparison to the District's scale score of 286 points and the State scale score of 296 points. Analysis of the four science content areas indicates that the greatest need for improvement is in the areas of Earth and Space and Life and Environmental.

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 5 will improve their science skills as evidenced by a 5 percent rise in the mean scale score to 290 on the 2006 administration of the FCAT Science Test, as compared to 285 on the 2005 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a science scope and sequence to ensure that all Sunshine State Standards are being taught through content area instruction.	Science Resource Teacher	8/8/2005	5/24/2006
Participate in weekly hands-on / inquiry based activities using the FOSS Kits.	Classroom Teachers	8/8/2005	5/24/2006
Provide professional development opportunities in Best Practices, Curriculum Alignment, and Data Analysis.	District Personnel Principal Science Resource Teacher	9/5/2005	5/24/2006
Utilize the software programs "Test Tools" and "Riverdeep" to supplement the Science strands tested on the 2006 FCAT Science Test.	Classroom Teachers	10/3/2005	5/24/2006
Administer monthly assessments that focus on the benchmarks covered on the 2006 FCAT Science Test.	Classroom Teachers	9/5/2005	5/24/2006
Conduct a Science Fair for 3rd through 4th grade students so they can become proficient in the steps of the Scientific Method.	Classroom Teachers Science Resource Teacher	4/3/2006	4/28/2006
Conduct a Science Fair for 5th grade students so they can become proficient in the steps of the Scientific Method.	Classroom Teachers Science Resource Teacher	1/9/2006	2/28/2006
Utilize inclusion grant funding to hire hourly personnel to assist ESE students in the general education classroom.	Principal Assistant Principal	11/1/2005	5/24/2006
Utilize the Co-Teaching and Collaboration Models of Inclusion to integrate Specific Learning Disabled (SLD) students in general education classrooms.	Principal Classroom Teachers	11/1/2005	5/24/2006

## **Research-Based Programs**

Harcourt – Brace Science Series  
FOSS Kits

## **Professional Development**

Focus on the eight strands of science, inquiry-based, hands-on approaches, managing and guiding cooperative groups, and strategies to maximize learning opportunities. Administration of these strategies will be developed through on site workshops provided by District personnel and the science resource teacher.

## **Evaluation**

The objective will be evaluated by the scores on the 2006 FCAT Science Test. In addition site-authorized monthly tests will monitor student progress.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

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

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

Natural Bridge Elementary School will provide increased opportunities for parents to be involved in their children's education.

### ***Needs Assessment***

Analysis of sign-in sheets from parent workshops during the 2004-2005 school year indicate that 378 parents attended our monthly evening workshops. Further analysis of the data indicates that of the 378 total parents that participated in workshops, 60 percent of that number attended during the first semester, while only 40 percent attended the second semester. The data shows that we must present a more balanced calendar to maintain higher levels of parental involvement throughout the entire school year.

## Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5 percent increase in parental and community interaction, to 397, as evidenced by a comparison of the evening workshop attendance logs for the 2005-2006 school year, as compared to 378 on the attendance logs for 2004 - 2005.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a monthly parent calendar to ensure parental involvement in the child / children's education.	Principal	9/5/2005	5/24/2006
Provide workshops and inservices to empower parents with the skills needed to assist students with home learning and extension activities.	Principal	9/5/2005	4/28/2006
Maintain an on-going line of communication between the school and home through the use of student progress reports, report cards, letters, flyers, newsletters, phone calls, parent / teacher conferences, and home visits.	Classroom Teachers	8/5/2005	5/24/2006
Encourage parental involvement in decision making groups such as Parent Teacher Association (PTA) and Educational Excellence School Advisory Council (EESAC).	Principal Assistant Principal Parent Outreach Department	8/5/2005	5/24/2006
Issue the District's Code of Student Conduct for Elementary Students to all the families of Natural Bridge Elementary School.	Classroom Teachers	8/8/2005	5/24/2006

## Research-Based Programs

The National Parent – Teacher Association Standards for Parent Family Involvement Program

## Professional Development

Professional development on effective communication will be presented to teachers and parents to help foster an on-going open line of communication. Skills addressing parent conferencing, helping parents work with their children to achieve academically, and building self esteem will be presented with the assistance of the Parent Outreach Center.

## **Evaluation**

The sign-in sheets from each of the monthly evening parent meetings will be tabulated and compared with the data from the 2004-2005 school year.



## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

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

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

Natural Bridge Elementary School will provide a safe and disciplined environment for all students.

### ***Needs Assessment***

Results from school data for the 2004-2005 school year indicate that there were 83 outdoor suspensions at Natural Bridge Elementary. Forty-nine of the 83 outdoor suspensions were credited to our Emotionally Handicapped students (EH). Further analysis indicated that suspensions for 28 of the 49 students occurred at other schools prior to placement into the EH program at Natural Bridge Elementary. Therefore, an increased emphasis will be placed on the above mentioned student population.

## Measurable Objective

Given an emphasis on a safe and orderly learning environment, student behavior will improve as evidenced by a 7 percent decrease in the number of outdoor suspensions occurring during the 2005-2006 school year to 77 , as compared to 83 outdoor suspensions occurring in the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create peer tutoring by the school counselor to assist students in their adjustment to school.	Counselor	10/3/2005	5/24/2006
Form a school safety patrol program to assist students and teachers moving safely in and around the school campus.	Safety Patrol Supervisor	10/03/2005	5/24/2006
Meet quarterly with the school safety committee to discuss safety issues.	Safety Committee Chairperson	10/3/2005	5/24/2006
Maintain an on-going line of communication between teachers and parents through the use of student progress reports, telephone calls, letters, parent-teacher conferences, and home visits to ensure that parents are aware of their child / children's behavior in school.	Classroom Teachers	8/8/2005	5/24/2006
Issue the District's Code of Student Conduct to for elementary students to all families of Natural Bridge Elementary School.	Classroom Teachers	8/8/2005	5/24/2006
Implement on-going training for EH staff and students in appropriate behavior modification strategies.	Emotionally Handicapped Counselor Behavior Management Trainer	11/7/2005	5/24/2006
Expand the reward system for EH students who achieve behavior targets.	Behavior Management Trainer Classroom Teachers	10/24/2005	5/24/2006
Meet monthly with the EH department to review behavior targets and suspension data for EH students	Principal Assistant Principal Behavior Management Teacher	8/8/2005	5/24/2006

## Research-Based Programs

NOT APPLICABLE

## **Professional Development**

Provide a school wide training for all staff on how to increase safety and discipline for students on our school campus. Implement a Safety and Discipline committee to address issues that are of concern to our school.

Provide additional training for EH teachers and paraprofessionals in behavior management and redirection strategies.

## **Evaluation**

The total number of outdoor suspensions will be tabulated from official school records and compared to the numbers from the 2004-2005 school year.

## GOAL 7: TECHNOLOGY

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

*Florida Education Priorities*

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

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

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

**GOAL 7 STATEMENT:**

Natural Bridge Elementary School will promote equitable and universal access to technology.

**Needs Assessment**

The electronic gradebook is a new initiative. Baseline data will be established during the 2005-2006 school year.

## Measurable Objective

Given an emphasis on the use of technology in education, all teachers will augment their usage of the electronic gradebook program as evidenced by 100 percent increase during the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Inservice all teachers on the new district wide electronic gradebook (Excelsior).	Grade Level Chairpersons Computer Tech District Personnel	8/8/2005	5/24/2006
Provide teachers with multiple computers in the teacher workroom and media center. Appoint personnel to give assistance with the electronic gradebook program.	Principal Assistant Principal	8/8/05	5/24/05
Provide inservice training on numerous tutorial software and accompanying management systems to enhance teacher skills in technology	Assistant Principal Technology Mentor Computer Specialist	8/8/2005	5/24/2006
Train teachers to create computer generated grade reports for each marking period.	Administrators Technology Mentor Technology Specialist	10/14/05	05/24/06
Train and assist teachers in exploring educational websites.	Principal Assistant Principal Technology Mentor	10/11/05	05/24/06

### Research-Based Programs

Not Applicable

### Professional Development

Teachers will receive electronic gradebook training from District Specialists and Teacher Trainers at the worksite, as well as ongoing support and coaching.

### Evaluation

The objective will be evaluated as documented by 100 percent of teachers generating grade reports from the program at the end of each nine weeks.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

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

### **GOAL 8 STATEMENT:**

Natural Bridge Elementary will align its physical fitness program with the National Standards for Physical Education.

### ***Needs Assessment***

The percentage of fourth through fifth grade students receiving a gold or silver award on the FITNESSGRAM Test for the 2004 -2005 school year was 58 percent. These results indicate a need for students to become more physically active and health conscious.

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 4 and 5 will improve their fitness ratings by an average of 3 percent as evidenced by 61 percent of students achieving a gold or silver award on the 2006 administration of the FITNESSGRAM TEST, as compared to 58 percent on the 2005 FITNESSGRAM TEST.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Require 4th and 5th grade students to participate in the FITNESSGRAM Test.	Physical Education Teacher	1/9/2006	4/28/2006
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Physical Education Teacher	9/5/2005	5/24/2006
Encourage fourth and fifth grade students to participate in Jump Rope for Heart.	Physical Education Teachers	1/9/2005	1/31/2006
Engage students in activities that emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Physical Education Teachers	10/3/2005	5/24/2006
Require second through fifth grade students to participate in a physical education program based on the Sunshine State Standards.	Physical Education Teachers	8/8/2005	5/24/2006
Require students to participate in a 15 – 20 minute recess two to three times per week.	Classroom Teachers	9/5/2005	5/24/2006

## Research-Based Programs

NOT APPLICABLE

## Professional Development

Provide in-service and workshop training for staff, students and parents to disseminate critical information on health maintenance and personal fitness.

## **Evaluation**

Evaluation for this objective will involve a comparison of the percent of gold and silver awards achieved on the 2005-2006 administration of the FITNESSGRAM Test to the 2004-2005 awards.



## GOAL 9: ELECTIVES & SPECIAL AREAS

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

#### *Florida Education Priorities*

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

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

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

### ***GOAL 9 STATEMENT:***

Natural Bridge Elementary School students will be given the opportunity to pursue areas of interest and special talents.

### ***Needs Assessment***

The school chorus had two performances during the 2004-2005 school year. Students in our community need more exposure to the arts and humanities. Research shows that students who are exposed to cultural activities during the school day show greater academic achievement.

## Measurable Objective

Given an emphasis on student pursuit of areas of interest and special talents, opportunities for student participation in musical presentations will increase by 200 percent or more as evidenced by 4 musical events being presented in the 2005 - 2006 school year, as compared to 2 musical presentations in the 2004 - 2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide all third, fourth, and fifth grade students the opportunity to audition for the school chorus.	Music Teacher	9/5/2005	5/24/2006
Require all chorus members to maintain passing grades to remain in the chorus.	Music Teacher Classroom Teachers	9/5/2005	5/24/2006
Provide backdrops, posters, and signs for performances by the chorus.	Art Department	9/5/2005	5/24/2006
Provide additional practice time for chorus members before and / or after school.	Music Department	9/5/2005	5/24/2006
Provide chorus members the opportunity to audition for the Miami-Dade County Public Schools Spring Music Festival.	Music Department	3/1/2006	4/28/2006

## Research-Based Programs

NOT APPLICABLE

## Professional Development

The Music Department will attend District funded workshops that address music in the elementary schools.

## Evaluation

The music teachers will document all musical performances presented during the 2005- 2006 school year.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

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

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

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

***GOAL 10 STATEMENT:***

Natural Bridge Elementary School is committed to maintaining an efficient Return On Investment (ROI) rating of value and cost effectiveness of its programs.

***Needs Assessment***

The most recent data supplied from the FLDOE indicate that in 2003, Natural Bridge Elementary ranked at the 30th percentile on the state of Florida ROI index.

## Measurable Objective

Natural Bridge Elementary School will improve its ranking on the State of Florida Return On Investment (ROI) index publication 5 percent as evidenced by a ranking in the 35th percentile on the 2006 publication of the index, as compared to 30 percent on the 2003 index publication.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principal	8/8/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principal	8/8/2005	5/24/2006
Provide training for staff on the use of financial resources in relation to school programs.	Principal Assistant Principal	8/8/2005	5/24/2006
Collaborate with the District on resource allocation.	Principal Assistant Principal	8/8/2005	5/24/2006

## Research-Based Programs

NOT APPLICABLE

## Professional Development

Administrators will attend workshops offered through the Regional Center and / or District relating to financial resources related to school programs.

## Evaluation

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

## *EESAC Compliance*

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

### ***Budget:***

Our EESAC committee was briefed on the budget. Recommendations are made on how funding should be allocated.

### ***Training:***

Our EESAC committee was informed of professional development activities and trained on how to assist in writing the School Improvement Plan.

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

Our EESAC committee was exposed to how and what instructional materials are selected to increase student achievement.

### ***Technology:***

Our EESAC committee supported recommendations of technological resources and programs secured to increase student achievement.

### ***Staffing:***

Our EESAC committee was informed on how staff are selected to increase student achievement.

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

Our EESAC committee was made aware of how student support services play a vital role in our School Improvement Plan.

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

Our EESAC committee made recommendations of other resources to utilize to increase student achievement.

### ***Benchmarking:***

Our EESAC committee was briefed on the importance of benchmarking and how it is related to our School Improvement Plan.

***School Safety & Discipline:***

Our EESAC committee recommended strategies to implement and ensure that a safe and disciplined environment is in place for our students.

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

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

*Required Signatures:*

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*Principal*

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*EESAC Chair*

---

*UTD Steward*

---

*EESAC Parent Representative*

---

*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

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

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*Region Superintendent*