
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 3621 - Naranja Elementary School

FeederPattern: South Dade Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Dr. René Baly

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Naranja Elementary School

Naranja Elementary is a pre-kindergarten through fifth grade school serving a campus population of 622 students. The school is located in Deep South Miami-Dade County and serves students from low socioeconomic areas. The school has a multi-ethnic population, with 93.4 percent of the students receiving free or reduced lunch. After reviewing pertinent data, such as the School's Demographic and Academic Profile and the Florida Comprehensive Assessment Test results, the staff and Educational Excellence School Advisory Council have identified the following objectives as school-wide priorities for the 2006-2007 school year.

Given instruction using the Sunshine State Standards, 51 percent of students in grades three through five will score Level 3 or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 51 percent of Students with Disabilities (SWD) in grades three through five will score Level 3 or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 51 percent of Limited English Proficiency (LEP) students in grades three through five will score Level 3 or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 51 percent of students in the lowest 25 percent will score Level 3 or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 51 percent of African American students in grades three through five will score Level 3 or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 51 percent of Hispanic students in grades three through five will score Level 3 or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 51 percent of Economically Disadvantaged students in grades three through five will score Level 3 or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 56 percent of students in grade three through five will score Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of Students with Disabilities (SWD) in grades three through five will score Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of Limited English Proficiency (LEP) students in grades three through five will score Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of Economically Disadvantaged students in grades three through five will score Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of African American students in grades three through five will score Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of Hispanic students in grades three through five will score Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of students in the lowest 25 percent will score Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 76 percent of students in grade four will score 3.5 or higher on the 2007 FCAT Writing Test.

Given instruction using the Sunshine State Standards, 72 percent of Hispanic students in grade four will score 3.5 or higher on the 2007 FCAT Writing Test.

Given instruction using the Sunshine State Standards, 76 percent of African American students in grade four will score 3.5 or higher on the 2007 FCAT Writing Test.

Given instruction using the Sunshine State Standards, 73 percent of Economically Disadvantaged students in grade four will score 3.5 or higher on the 2007 FCAT Writing Test.

Given instruction using the Sunshine State Standards, 50 percent of students in grade five will score Level 3 or higher on the 2007 FCAT Science Test

Given increased attention to communication with all stakeholders, 68 percent of parents will participate in at least one parent workshop/meeting as documented by sign-in sheets and attendance logs.

Given increased attention to student attendance with all stakeholders, students will improve their attendance rate as evidenced by an increase from 93.41 on the 2005-2006 Percentage of Attendance Report to 94.20 on the 2006-2007 Percentage of Attendance Report.

Given greater access to high quality educational content and technology support, one hundred percent of the teachers will be utilizing the electronic gradebook as evidenced by reporting grades electronically.

Given instruction using the Sunshine State Standards, 70 percent of students in grades four and five will receive gold or silver awards on the 2007 FITNESSGRAM.

Given instruction using the Sunshine State Standards, 15 percent of students in grades two through five will participate in art and extra curricular activities as documented by attendance logs maintained throughout the 2006-2007 school year.

Naranja Elementary School will increase its ranking on the State of Florida ROI index publication from the 14th percentile in 2004 by at least 1 percent on the next publication of the index.

Based on the Organizational Performance Improvement Snapshot Survey, Naranja Elementary will focus on two areas of priority: Human Resource, and Strategic Planning. In the area of Human Resource, specifically the item relating to our school safety, we are in the process of implementing Positive Behavior Support (PBS) school wide. Strategic Planning will be addressed by seeking input and contributing ideas from the school's faculty at various meetings including Faculty Meetings, Grade Level Meetings and Department Meetings through such facilitators as the Grade Level Chairpersons, Curriculum Leaders, the Literacy Leadership Team, and the Administrative Team.

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.

Naranja Elementary School

VISION

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.

MISSION

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.

CORE VALUES

We are dedicated to quality: quality of relationships and quality of communication. For this reason, every endeavor undertaken by our school is motivated by the beliefs that we should be, for all who are involved, a place of realized potential; and we believe that our responsibility is to our students, our employees and the community that we serve in which students receive the highest quality education.

School Demographics

Naranja Elementary is located at 13990 SW 264th Street in Naranja. The forty-one year old campus is built on ten acres in South Miami Dade County. The school has been updated with Internet and Intranet access in all of the classrooms, with an average of three computers in each classroom.

The school serves 622 students in grades Pre-kindergarten through fifth. Most students come from diverse, bilingual, and economically disadvantaged homes: 13.7 percent are Limited English Proficient(LEP), and 12.9 percent are Exceptional Student Education(ESE); 53 percent are African-American, 40 percent are Hispanic, 5 percent are white non-Hispanic, 2 percent is Asian/Multiracial, and; 93.4 percent participate in free/reduced lunch and there is a 90.2 percent mobility.

Naranja Elementary employs a total of 76 full-time and 27 part-time staff members: two administrators, four full-time and four part-time clerical staff, 35 regular classroom teachers, 2 co-teaching/curriculum leaders, two reading coaches, one media specialist, five ESE teachers, four ESOL/Spanish teachers, one counselor, four special area teachers, and one part time music teacher, one full-time tech support staff, four part-time student 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, three full-time paraprofessionals and seven part-time paraprofessionals, one full-time zone mechanic, four part-time security monitors and two part-time cafeteria monitors. Fourteen teachers have a Masters Degree in Elementary Education, five teachers have an Educational Specialist Degree, three teachers have an Educational Leadership Degree and one teacher is Nationally Board Certified. The ethnic breakdown of the staff is as follows: 21.2 percent White, 24.2 percent Black, 48.5 percent Hispanic, and 6.1 percent Multi-Ethnic.

The Florida Department of Education grades Naranja as a "D" school. A decrease in the number of struggling students achieving learning gains has impacted the overall scores; however, there were many successes according to the data gathered from the Florida Department of Education Accountability Report. Results of the 2006 FCAT administration indicate 54 percent of the students in grades three through five made learning gains in reading, 65 percent made learning gains in mathematics, and 64 percent of the students in grade four met high standards in writing.

School Foundation

Leadership:

Naranja Elementary School utilizes a collaborative system of leadership that includes representatives from all stakeholder groups on its primary decision-making group, the Education Excellence School Advisory Council. Leaders in the school provide the technical support as well as professional and personal growth opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged and new ideas are given every opportunity to succeed. This ongoing communication between the school leadership team and the stakeholders enables us to provide educational programs that are tailored to students' needs. Results from the Organizational Performance Improvement Snapshot Survey indicates an average Leadership score of 4.3.

District Strategic Planning Alignment:

Naranja's goals and objectives are developed by the School Improvement Committee, the faculty, and the EESAC. The School Improvement Plan is approved by the faculty and the EESAC committee. Naranja will ensure compliance with the goals and objectives of the school by ensuring that all faculty and staff are aware of the School Improvement Plan and its goals. Results of the Organizational Performance Improvement Snapshot Survey indicates an average Strategic Planning score of 4.0.

Stakeholder Engagement:

The School Climate Report indicates that the faculty at Naranja Elementary are satisfied with the quality of their work, the school's mission, and leadership support. Results of the Organizational Performance Improvement Snapshot Survey indicates an average Human Resource Focus score of 4.0.

Faculty & Staff:

The existence and impact of a team approach to the overall function of the school is exhibited through the roles of a leadership team, grade level team, administrative team, and a literacy leadership team. Professional development will be provided for the members of the leadership team and faculty. By implementing this team approach to the overall function of our school, faculty and staff work collaboratively to foster student achievement and success. Results of the Organizational Performance Improvement Snapshot Survey indicates an average Customer Market score of 4.2.

Data/Information/Knowledge Management:

Data will be analyzed and disaggregated as soon as it is available. Instructional teams will review the results and address areas of concern. Results of the Organizational Performance Improvement Snapshot Survey indicates an average Measurement, Analysis and Knowledge Management score of 4.4.0

Education Design:

Programs which drive instruction are driven by the Houghton Mifflin reading series, Sunshine State Standards, Comprehensive Research Based Plan, and Best Practices. Results of the Organizational Performance Improvement Snapshot Survey indicates an average Process Management and Business Results score of 4.0.

Performance Results:

Results of the Organizational Performance Improvement Snapshot Survey overall category rankings from high to low are Measurement, Analysis, and Knowledge Management, Leadership, Customer and Market Focus, Business Results, Process Management, Human Resource Focus, and Strategic Planning.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Abell, A. 5th 281101/Elementary Education
 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.-3rd/Team #113897/MA-Elementary Education ESOL Endorsement
 Calhoun,T.-KIND #219752/Elementary Education ESOL Endorsement
 Carmona, R.-5th/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. 1st #261223/Elementary Education
 Collins, P.-5th #148693/Elementary Education MA Elementary Ed. Specialist- Educational Leadership
 Dawson, C.-4th #272605/Elementary Education ESOL Endorsement
 Dhanpaul, R.-3rd #252217/Elementary Education ESOL Endorsement
 Diaz, A.-Counselor #244315/Psychology MA-School Guidance & Counseling
 Diego,C.-5th #275322/Elementary Education
 Dizeo, S. PE #260909/Education
 Flores, L. PE #282372/Education
 Gerry, W.-2nd #272716/Elementary Education
 Gordon, H. –RDG LDR#206248/Education/EDS Leadership/MA Reading
 Hanley, L. 5th #282338/Elementary Education
 Henkel,J.-KIND #114533/Primary Education
 Herdoiza, J.-PRE-K #133535/Elementary Education
 Herrera, M.-3rd #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
 Ivanyi, 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.-4th #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
 Osa, M. 1st. #281580/Elementary Education
 Otto, D. - 5th #242552/Elementary Education ESOL Endorsement
 Perez, G. –KIND #268840/Elementay Education ESOL Endorsement
 Phillips, M.-RDG LDR #102135/Elementary Education
 Reid, P. 5th #282337/Elementary Education
 Rodriguez, R.-ESE #190189/MA-ESE Specialist.-Media
 Schellin, M.-KIND #235678/Pre K-6

Delesdernier, A.-1st #246079/Elementary Education ESOL/MA Reading Endorsement/MA-Reading

VanKessel, B.-ART #112301/MA-Art Education Specialist-Art Education

Vila, O. -4th #224495/Elementary Education ESOL Endorsement/MA Reading

Webster, H.-3rd #242740/Elementary education ESOL Endorsement

Young, M.-ESE #256625/ESOL Endorsement

Zapata, I. Sp #271501/Elementary Education

• Highly Qualified, Certified Administrators:

Dr. René E. Baly is serving in his second year as principal of Naranja Elementary School. Prior to becoming principal last year, Dr. Baly served as assistant principal with Miami-Dade County Public Schools for eighth 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. He 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 received his Doctorate degree in Educational Leadership and School Administration and Supervision from Barry University.

Ms. Rita Puente-Ruiz, Assistant Principal at Naranja Elementary has been an assistant principal for three years. She has a bachelors degree in Political Science with a minor in Education from the Queens College in New York, a masters degree in Bilingual Counseling received from Bank Street College of Education, and received her Leadership course of study from Florida International University. She has worked as a teacher of social studies, a counselor in the school system, and a mental health counselor in the private sector. Ms. Puente-Ruiz is highly qualified for the position of Assistant Principal.

Ms. Puente-Ruiz worked at Miami Heights Elementary and as part of the Administrative team ensured high academic standards throughout the school year from 2002-2005. During this time the school maintained an "A". In October of 2005 Ms. Puente-Ruiz was transferred to West Homestead Elementary. Her diligence, leadership and hard work was demonstrated as the school grade went from a "D" grade to a "B" for the 2005-2006 school year.

• 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.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) assists in examining and analyzing all relevant data in the preparation of the School Improvement Plan. The council developed objectives to meet school-wide priorities, scheduled meetings, notified participants, and created agendas as per state and district guidelines. In addition, the council expended a budget of \$4,250 to support school-wide initiatives. Concerns related to academic progress, safety, discipline and attendance will be addressed by the School Advisory Council.

• 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 Division of Special Education (SPED) students and Limited English Proficiency (LEP) before, during and after 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. An Extended Day Intensive Tutoring Program as well as a Saturday Academy for grades third through fifth will begin six weeks in advance of the FCAT test. Academic Excellence Program (AEP) will offer a Hands-On Science Program as well as a Journalism Program. The school, in collaboration with Supplemental Educational Providers (SES), will offer after school tutorial programs. Participants will include: Naranja Park, which will focus on social skills and recreation activities and the Florida Christian Association of America (FCAA), which will focus on reading improvement.

• School Wide Improvement Model

Naranja Elementary School will incorporate 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.

GOAL 1: READING

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

Florida Education Priorities

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

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

GOAL 1 STATEMENT:

Students at Naranja Elementary will achieve high standards in reading.

Needs Assessment

The results obtained from the School Accountability Report indicate that 54 percent of the students tested made learning gains and 48 percent achieved high standards in reading. This reflected a 4 percent decrease in students achieving learning gains and a 7 percent decrease in students achieving high standards. An analysis of data across grade levels indicates that 92 percent of Students with Disabilities (SWD) and 72 percent of Limited Proficient Students (LEP) scored below the state required mastery level on the FCAT Reading Test. Data across grade levels indicate that third grade students need to show improvement in the area of Words/Phrases. An analysis of grade four and grade five reading achievement indicates that increased instruction in the content cluster reference/research is most important. This year's concentrated instructional effort in these areas should result in an increase in student achievement.

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

Measurable Objective

Given instruction using the Sunshine State Standards, 51 percent of students in grades three through five will score Level 3 or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 51 percent of Students with Disabilities (SWD) in grades three through five will score Level 3 or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 51 percent of Limited English Proficiency (LEP) students in grades three through five will score Level 3 or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 51 percent of students in the lowest 25 percent will score Level 3 or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 51 percent of African American students in grades three through five will score Level 3 or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 51 percent of Hispanic students in grades three through five will score Level 3 or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 51 percent of Economically Disadvantaged students in grades three through five will score Level 3 or higher on the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Continuous Improvement Model (CIM) utilizing the eight-step process	Principal, Assistant Principal, Reading Coach, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide Before School, In School, and After School tutorial interventions for students scoring in the lowest 25 percent.	Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Accelerated Reader/STAR, Reading Plus and FCAT Explorer computer-assisted resources to reinforce and enhance reading skills.	Principal, Assistant Principal, Teachers, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Disaggregate and analyze data from the 2006 FCAT Reading test to identify strengths and weaknesses in student performance, schedule FCAT Chats, and develop an instructional focus calendar for reading.	Principal, Assistant Principal, Reading Coaches, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Voyager with Students with Disabilities, Limited English Proficiency, the lowest 25 percent and African American students on the FCAT 2006 Reading Test.	Assistant Principal, Reading Coach, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

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 general education students, Students with Disabilities, Limited English Proficiency, Economically Disadvantaged, African American, Hispanic, the lowest 25 percentile and students who did not score at or above Level 3 on the FCAT Reading subtest.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Offer a Saturday Academy and extended school day for six weeks prior to the FCAT Reading Test for students in third, fourth and fifth grade.	Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$5000.00

Research-Based Programs

Houghton Mifflin Reading Series

Voyager

Reading Plus

Quick Reads

Buckle Down Reading

CRISS

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.

Evaluation

Weekly and interim assessments to monitor student progress and redirect learning activities will occur. Weekly and interim assessment will be directed and monitored by the 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 51 percent of the students meeting high standard in reading on the 2007 FCAT Reading Test.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

GOAL 2 STATEMENT:

Students at Naranja Elementary School will achieve high standards in mathematics.

Needs Assessment

The data obtained from the 2005-2006 School Performance Accountability Report indicates that 65 percent of the students tested made learning gains and 39 percent achieved high standards in Mathematics. An analysis of the 2006 FCAT scores indicate third graders performed the highest in Measurement and Algebraic Thinking. Third grade scored the lowest in Geometry and Data Analysis. Third grade students' greatest area of improvement was in Algebraic Thinking. Data analysis of fifth grade indicates their lowest area of achievement was in Number Sense. Analysis of the School Performance Accountability Report indicates a need for increased and improved instruction in mathematics at all grade levels. In-depth data analysis indicates improved and increased instruction is particularly needed in Algebraic Thinking and Data Analysis for all grades. Professional development needs will focus on the Scott Foresman Mathematics Program, Riverdeep and FCAT Explorer.

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

Measurable Objective

Given instruction using the Sunshine State Standards, 56 percent of students in grade three through five will score Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of Students with Disabilities (SWD) in grades three through five will score Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of Limited English Proficiency (LEP) students in grades three through five will score Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of Economically Disadvantaged students in grades three through five will score Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of African American students in grades three through five will score Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of Hispanic students in grades three through five will score Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of students in the lowest 25 percent will score Level 3 or higher on the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide students with performance-based activities incorporating the use of manipulatives, problem-solving, critical thinking and communication.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide an uninterrupted daily 60 minute block of mathematics instruction for kindergarten through fifth grade.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Riverdeep and FCAT Explorer computer-assisted resources to reinforce and enhance mathematical skills.	Assistant Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide teachers the opportunity for inservices utilizing the Mathematics Pacing Guide for kindergarten through fifth grade.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide maintenance activities during the school day for third through fifth grade general education students and students from all subgroups.	Principal, Assistant Principal, Teacher	8/14/06	5/30/07	District Strategic Plan	\$0.00

Provide enrichment activities during the school day for third through fifth grade students who scored Level 3 or higher on the 2006 FCAT Mathematics Test.	Principal, Assistant Principal, Teacher	8/14/06	05/30/07	District Strategic Plan	\$0.00
Administer pre, weekly, interim, and post FCAT practice assessment to students and analyze the data to identify strengths and weaknesses, schedule FCAT Chats, and develop an instructional focus calendar for mathematics.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Offer an intensive tutoring program for six-weeks prior to the FCAT Mathematics Tests for students in the 3rd, 4th and 5th grade. Focus on Geometry, Data Analysis with third grade and Number Sense for fifth grade students.	Principal, Assistant Principal, Curriculum Leaders, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$5000.00
Provide an in-house tutorial program in collaboration with resource teachers and the Mathematics teachers that consists of an in-class and pull-out model during the school day for third through fifth grade general education students, Students with Disabilities, Limited English Proficiency, Economically Disadvantaged, African American, Hispanic and students in the lowest 25 percent who did not score at or above Level 3 on the FCAT Mathematics Subtest.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Scott-Foresman-Addison Wesley

Buckle Down

Time for Kids

Exploring Math

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 and analysis assessment 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.

Evaluation

Weekly and interim assessments to monitor student progress and redirect learning activities will occur. 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 2007 FCAT Mathematics Test. The in-school pull-out tutoring program will be assessed by comparing the results of the Achieve Pre and Post Test.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

GOAL 3 STATEMENT:

Students at Naranja Elementary will be proficient writing.

Needs Assessment

The results obtained from the School Performance Accountability Report indicate that 64 percent of students tested met high standards in writing. The scores reflect a 9 percentage decrease when compared to the 2006 FCAT Writing test results. Students will improve their writing skills as evidenced by 76 percent of the students meeting high standards in writing on the 2007 FCAT Writing Test. An analysis of data indicates that 70 percent of Economically Disadvantage(ED) students, 69 percent of Hispanic students, and 73 percent of Black students improved performance in Writing by 1 percent. The needs assessment reveals that students require further development in writing benchmarks. The data revealed that improvement is needed in expository writing. Though data dictates the strength is narrative writing, continuous instruction is required as we seek to raise student achievement levels. Ongoing data analysis between grade level members regarding progress on monthly assessments will drive instruction.

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

Measurable Objective

Given instruction using the Sunshine State Standards, 76 percent of students in grade four will score 3.5 or higher on the 2007 FCAT Writing Test.

Given instruction using the Sunshine State Standards, 72 percent of Hispanic students in grade four will score 3.5 or higher on the 2007 FCAT Writing Test.

Given instruction using the Sunshine State Standards, 76 percent of African American students in grade four will score 3.5 or higher on the 2007 FCAT Writing Test.

Given instruction using the Sunshine State Standards, 73 percent of Economically Disadvantaged students in grade four will score 3.5 or higher on the 2007 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement school- wide "word of the day" program on the morning announcements to assist in vocabulary development.	Assistant Principal, Media Specialist, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer District Writing Pre and Post Tests and determine proficiency level to modify instruction if needed.	Assistant Principal, Reading Coach, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Participate in various local, district, state, and national writing contests.	Assistant Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer a school- wide prompt each month in second through fifth grade, and analyze results for the purpose of improving writing instruction.	Assistant Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide differentiated instruction to students scoring a 1 or 2 on the district writing rubric and all subgroups scoring below 3.5 on the 2006 FCAT Writing Test.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide teachers the opportunity to attend in-service training to improve instruction in writing skills.	Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$5000.00

Research-Based Programs

Houghton Mifflin Reading Series
Buckle Down Writing

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, Project OWL, Project Draw, and holistic scoring of students' writing samples using the state and district rubric.

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 76 percent of students meeting high standards on the 2007 FCAT Writing Test.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

GOAL 4 STATEMENT:

Students at Naranja Elementary will be proficient in Science.

Needs Assessment

The results of the 2006 FCAT Science test indicate that the school received a mean scale score of 243. The score indicates a decrease of 29 mean scale points as compared to the 2005 test score of 272. The score also indicates that students are performing below both the district's and state's average. The needs assessment reveals that students require further instruction in the Earth/Space benchmark.

Measurable Objective

Given instruction using the Sunshine State Standards, 50 percent of students in grade five will score Level 3 or higher on the 2007 FCAT Science Test

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Continuous Improvement Model (CIM) utilizing the eight-step process.	Principal, Assistant Principal Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the research based Concept-Oriented Reading Instruction (CORI) in order to support Fifth Grade Level 1 and Level 2 readers in the Science Content areas.	Assistant Principal, Science Leader, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Compile a list of web based science and technology resources for teachers and students to implement in the classrooms to enhance/supplement classroom instruction.	Science Leader, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer an FCAT Science Pre and Post Test in 3rd through 5th grade and analyze data to identify strengths and weaknesses.	Assistant Principal, Science Leader, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase the number of participants in the Naranja Elementary School Science Fair by fifty percent in grades three through five as compared to the 2005-2006 school year by offering student participation incentives, initiating Science Fair promotion earlier in the school year and providing specific teacher professional development.	Principal, Assistant Principal, Science Leader, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide parent workshops and Family Science nights to increase the scientific literacy of families and students.	Science Leader Teachers, Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Using the Continuous Improvement Model, develop science process and problem-solving skills through ongoing science labs design to promote hands-on exploration and inquiry.	Principal, Assistant Principal, Teachers, Science Leader	8/14/2006	5/30/2007	District Strategic Plan	\$2000.00

Research-Based Programs

McGraw-Hill Science Series

Concept-Oriented Reading Instruction (CORI)

Professional Development

Professional Development training will focus on the 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/Curriculum Leader will provide additional assistance in content delivery and/or strategies.

Evaluation

Weekly and interim assessments will occur to monitor student progress and redirect learning activities and will be directed and monitored by the curriculum leaders. The objective will be achieved as evidenced by 50 percent of students in grade five scoring Level 3 or higher on the 2007 FCAT Science Test.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

GOAL 5 STATEMENT:

Naranja Elementary will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

An assessment of data reveals that there is a need to offer a variety of parental activities to increase parental involvement and assist parents in helping their children at home. The data reflected on the 2005-2006 Annual Survey of Title I Parent Involvement indicates a 65 percent parent participation rate in school sponsored activities. Activities offered to increase parental involvement will be focused and widely advertised in efforts to generate increased participation and support.

Measurable Objective

Given increased attention to communication with all stakeholders, 68 percent of parents will participate in at least one parent workshop/meeting as documented by sign-in sheets and attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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)	Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide and maintain a Family Resource Center with instructional materials for check-out and use at home. (PTA Standard III: Student Learning)	Principal, Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Announce special events on the school marquee to promote communication, awareness, and support of school activities. (PTA Standard I: Communicating)	Principal, Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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)	Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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)	Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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)	Principal, Assistant Principal, Community Involvement Specialist, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Distribute and/or post a bilingual newsletter for families to communicate pertinent school information and establish a home-school connection. (PTA Standard I:	Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Communication)					
Inform and invite parents or guardians to utilize the on-site Family Resource Center. (PTA Standard II: Parenting, and III: Student Learning)	Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Plan and facilitate special school sponsored activities such as Open House, Title I Parent Orientation and Workshops, Dinner Night, Family Read-In Night, Bring Your Dad to School, Family Fun Day, Spring Concert, and Science Fair Night, to encourage additional opportunities for parental involvement. (PTA Standard VI: Collaborating with Community)	Principal, Community Involvement Specialist, Classrooms Teachers, Music Teachers, Science Chairperson, Curriculum Leaders	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00

Research-Based Programs

National Standards for PTA

Professional Development

Parents will be encouraged to actively participate in the following activities: Open House, the Educational Excellence School Advisory Council (EESAC), PTSA, Workshops presented during the school year, and Regional/District parent involvement workshops.

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 2006-2007 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"/>

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

GOAL 6 STATEMENT:

Naranja Elementary will promote programs and practices to improve school-wide student attendance as part of the Positive Behavior Support(PBS)initiative.

Needs Assessment

An assessment of the 2005-2006 Percentage of Attendance Report depicts that Naranja Elementary had a 93.41 average daily percent attendance. The report reflects that we were 0.42 percentage points below the previous year's average daily percent attendance of 93.83. Students with poor attendance habits miss instruction leading them to fall behind.

Measurable Objective

Given increased attention to student attendance with all stakeholders, students will improve their attendance rate as evidenced by an increase from 93.41 on the 2005-2006 Percentage of Attendance Report to 94.20 on the 2006-2007 Percentage of Attendance Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide the parents with the Student/Parent Handbooks describing the school's attendance policy.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor the Attendance Bulletin daily.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Notify parents daily after a student absence.	Principal, Community Involvement Specialist, Counselor, Office Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Contact the counselor and/or visiting teacher for intervention after a student has accumulated five absences.	Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Inform parents that after five unexcused absences the child's school records will be subpoenaed by the Dade County State Attorney's Office and a mandatory meeting will be scheduled.	Counselor, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Schedule a conference with the Assistant Principal and Parent to review the attendance patterns of students with seven or more absences.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Contact local businesses to work in conjunction with the school to raise funds for incentives to promote increased attendance.	Community Involvement Specialist, Assistant Principal, PBS Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Initiate the "Attendance Raffle" school-wide to promote and encourage daily school attendance.	Assistant Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00

Research-Based Programs

N/A

Professional Development

Administrators will attend workshops on increasing attendance provided by the district. Teachers will meet to discuss and develop an attendance plan.

Evaluation

The 2006-2007 Percentage of Attendance Report will depict 94.20 or above on the daily percent attendance for Naranja Elementary.

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

GOAL 7 STATEMENT:

One hundred percent of the teachers at Naranja Elementary will be trained on the use of the electronic gradebook by the end of the school year.

Needs Assessment

Based on the district's initiative to utilize the electronic gradebook, there is a need to train all teachers to post grades electronically by the end of September 2006.

Measurable Objective

Given greater access to high quality educational content and technology support, one hundred percent of the teachers will be utilizing the electronic gradebook as evidenced by reporting grades electronically.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Quarterly Progress reports.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Create and train teacher mentors for Grade Book applications.	Technology Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct parent/teacher conferences.	Classrooms teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct teacher training.	District Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor student progress utilizing the Excelsior Gradebook	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Train teachers on the Excelsior Gradebook	Principal, Assitant Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

The school will conduct training for the implementation of the electronic gradebook for all teachers by the end of September 2006.

Evaluation

Teacher attendance logs will show attendance of 100 percent of teachers trained and implementing the electronic gradebook by the end of September 2006.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

GOAL 8 STATEMENT:

Naranja Elementary will continue aligning its physical fitness with the National Standards for Physical Education.

Needs Assessment

An assessment of student performance on the 2006 FITNESSGRAM Summary reflected 67 percent attained a healthy physical fitness level. According to these results, students need to improve their level of physical well-being, which will encourage daily physical activity throughout their lives.

Measurable Objective

Given instruction using the Sunshine State Standards, 70 percent of students in grades four and five will receive gold or silver awards on the 2007 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer a pre-test to determine baseline measures.	P.E. Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Foster creativity and emphasize safety through teacher-guided activities focusing on helping students develop motor skills as part of the physical education program.	P.E. Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide an appropriate amount of instructional time dedicated to fitness related activities on a daily basis. Activities will focus on awareness of healthy lifestyles, flexibility, and muscular strength and endurance.	Assistant Principal, P.E. Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Survey students to assess their current level of physical fitness and knowledge of good health practices, which will include level of physical activity, the ability to control one weight, and create a positive self image.	P.E. Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement a school-wide field day promoting physical fitness.	P.E. Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$1031.00

Research-Based Programs

American Heart Association
The Rejuvenation Strategy
Personal Fitness and You

Professional Development

Physical Education teachers will attend professional development training during the school year to support and increase their knowledge of physical education topics.

Evaluation

The 2007 FITNESSGRAM.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

GOAL 9 STATEMENT:

Students will develop an appreciation for the arts through extra curricular offerings.

Needs Assessment

A review of special area class activities indicate a need to increase the number of students participating in art and music extra curricular activities.

Measurable Objective

Given instruction using the Sunshine State Standards, 15 percent of students in grades two through five will participate in art and extra curricular activities as documented by attendance logs maintained throughout the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage student participation in the annual Youth Fair Exhibition.	Principal, Assistant Principal, Art Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage student participation in the annual school talent show.	Principal, Assistant Principal Music Teachers Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Perform at community-based organizations throughout the year.	Principal, Assistant Principal, Music Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop an exhibit at school and in the community to display student artwork.	Principal, Assistant Principal, Art Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Participate in an annual Spring Concert.	Principal, Assistant Principal, Music Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

NA

Professional Development

Professional development for special area teachers (art and music) will include training in the Comprehensive Research-Based Reading Plan (CRRP) so that strategies and techniques can be utilized to increase students' vocabulary and comprehension in reading and writing across the curriculum. All special area teachers will participate in all school and district in-services.

Evaluation

Achievement of the objective will be met by 15 percent of students in grade two through five participating in art and extra curricular activities as documented by attendance logs maintained throughout the 2006-2007 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.)

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

GOAL 10 STATEMENT:

Naranja Elementary School will increase its percentile ranking on the Return on Investment index of value and cost effectiveness of its programs by at least 1 percent.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2004, Naranja Elementary School ranked at the 14th percentile on the State of Florida ROI index.

Measurable Objective

Naranja Elementary School will increase its ranking on the State of Florida ROI index publication from the 14th percentile in 2004 by at least 1 percent on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with the district on resource allocation.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal, Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Inform staff about the use of financial resources in relation to school programs.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

School Efficiency Indicator

Professional Development

Administrators will participate in district activities related to improving ranking on the ROI.

Evaluation

On the next State of Florida ROI index publication, Naranja Elementary School will show progress towards reaching or exceeding the 15th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

Budget:

The EESAC recommended purchasing additional Ellison Dies, Accelerated Reader Quizzes, signs for the Marquee, and providing incentives for student achievement.

Training:

The EESAC recommended additional staff development in improving instruction using the Sunshine State Standards, the Continuous Improvement Model, the Positive Behavior Support (PBS), and the Electronic Grade Book.

Instructional Materials:

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

Technology:

The EESAC recommended continuing promoting technology through the acquisition of Accelerated Reader software and Reading Plus to enhance the reading curriculum.

Staffing:

The EESAC recommended hiring additional part-time security monitors and cafeteria monitors.

Student Support Services:

The EESAC recommended strategies to provide students with support services such as Community Health, Inc., Parent Conferences, Parent Outreach, University of Miami Pediatric Mobile Clinic, Wal-Mart Vision Program, Dr. Bruce Heiken Memorial Fund, and Family Counseling Services of Greater Miami.

Other Matters of Resource Allocation:

Other Matters of Resource Allocation:

The EESAC recommended continuing to support the Media Center.

Benchmarking:

The EESAC recommended that the school continue sharing and implementing Best Practices, and Professional Development to increase students reading, writing, mathematics and science skills.

School Safety & Discipline:

The EESAC recommended that Naranja continue the centralization of early morning arrival procedures and afternoon dismissal procedures and supports the Positive Behavior Support(PBS) initiative.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$5,000.00
Goal 2: Mathematics	\$5,000.00
Goal 3: Writing	\$5,000.00
Goal 4: Science	\$2,000.00
Goal 5: Parental Involvement	\$1,000.00
Goal 6: Discipline & Safety	\$1,000.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$1,031.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$20,031.00

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent