
SCHOOL IMPROVEMENT PLAN

2006-2007



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

Natural Bridge Elementary School

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 810 students in grades Pre-K to 5, with 82 percent Black Non-Hispanic, 1 percent White Non-Hispanic, 14 percent Hispanic, and 1 percent Asian/Indian/ Multiracial. Ten percent of our population includes exceptional education students, and 27 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 Elementary have identified the following school-wide objectives for the 2006 – 2007 school year:

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 65 percent scoring a Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Limited English Proficiency (LEP) students in grades three through five will increase their reading skills as evidenced by 51 percent scoring a Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by 63 percent scoring a Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 77 percent scoring a Level 3.5 or higher on the 2007 administration of the FCAT Writing Assessment.

Given instruction based on the Sunshine State Standards, students in grade five will increase their science skills as evidenced by 51 percent scoring a Level 3 or higher on the 2007 administration of the FCAT Science Assessment.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5 percent increase in parental and community interaction to 940 parents, as evidenced by a comparison of the workshop attendance logs for the 2006 - 2007 school year, as compared to 894 parents on the attendance logs for 2005 - 2006.

Given an emphasis on the Code of Student Conduct, student behavior will improve as evidenced by a 10 percent decrease in the number of reported referrals (incidents) occurring during the 2006 - 2007 school year to 42 , as compared to 47 reported referrals (incidents) occurring in the 2005 - 2006 school year.

Given an emphasis on the use of technology in education, second through fifth grade teachers will augment their usage of technology by inputting data and generating reports on student academic achievement during the 2006 - 2007 school year.

Given instruction based on the Sunshine State Standards, students in grades four and five will improve their fitness ratings by an average of 1 percent as evidenced by 75 percent of students achieving a gold or silver award on the 2007 administration of the FITNESSGRAM TEST, as compared to 74 percent on the 2006 FITNESSGRAM TEST.

Given an emphasis on student pursuit of areas of interest and special talents in the performing arts, opportunities for student participation in musical presentations will increase by 50 percent or more as evidenced by 6 musical events being presented in the 2006 - 2007 school year, as compared to 4 musical presentations in the 2005 - 2006 school year.

Natural Bridge Elementary School will improve its ranking on the State of Florida Return On Investment (ROI) Index publication by 5 percent as evidenced by a ranking in the 36th percentile on the 2005 - 2006 publication of the index, as compared to the 31st percentile ranking on the 2004 - 2005 index publication.

The administration and staff 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 (2006 - 2007) Organizational Improvement Assessment the results are strikingly similar to those from the (2005 - 2006) survey. This consistency translates to continual improvement even with the disadvantage of adding 9 new teachers to our staff. The highest rated categories at 4.2 and 4.1 out of a perfect score of 5 were "Measurement, Analysis, and Knowledge Management", and "Customer and Market Focus." The highest rated question with an average score of 4.5 was: "I know who my most important customers are." The lowest rated categories were: 1.) Strategic Planning, 2.) Process Management, and 3.) Business Results. The lowest rated question on the survey, just as it was last year, with an average score of 3.2 out of 5 points was: "I know how well my work location is doing financially." This area of staff concern will be addressed and additional training and information will be provided.

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

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 810 students in grades PreK - 5th grade; 82 percent Black Non-Hispanic, 1 percent White Non-Hispanic, 14 percent Hispanic, and 1 percent Asian / Indian / Multiracial. Our exceptional student population constitutes 10 percent of the total enrollment. Limited English Proficiency students constitute 27 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 59 certified classroom teachers, 5 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 14 teachers who have a Master's Degree, and 5 teachers with Specialist's and /or Doctoral Degrees. The ethnic make-up of our staff is 37 percent White Non-Hispanic, 41 percent Black Non-Hispanic, 20 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

Leadership:

The 4.0 average score is an improvement over last years 3.9. Staff members knew what the work location's mission was, but also felt that the work location did not ask them what they thought.

District Strategic Planning Alignment:

The average score of 3.8 seems low, but shows the largest statistical improvement out of the seven categories of the survey, over last years results. Teachers knew the parts of their work location's plans that affected them and their work, but as the school plans for the future they did not feel that they were being asked for their input.

Stakeholder Engagement:

The staff gave an average rating of 4.1 out of 5 points on this area of the survey. They knew who their most important customers were, but did not get a chance to ask the customers if they were satisfied or dissatisfied with their work.

Faculty & Staff:

The average score for this component of the survey was a 3.9 out of a perfect score of 5 points. The staff felt that they could make changes to improve their work, but did not feel that they were properly recognized for their work.

Data/Information/Knowledge Management:

The 4.2 average score on a 5 point scale was the highest scoring category on the entire survey. Teachers know how to measure the quality of their work, but did not feel like they got the information they needed to know about how their work location was doing.

Education Design:

The average score for the four items in this category was 3.8 on a 5 point maximum scale. Teachers had control over their work processes, but did not receive all the resources they needed to do their job.

Performance Results:

The average score of 3.8 out of a perfect score of 5 points was one of the lowest rated categories on the survey. The staff felt that their work products met all the requirements for high quality and excellence, but they did not know how well their work location was doing financially.

Additional Requirements

Only for schools under state sanction

• 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 completed 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 school tutoring program offers assistance in reading and mathematics for students who are not making adequate progress on a variety of assessment measures, including the FCAT Test. Formative and summative assessments will be utilized to evaluate student progress and mastery. The school provides outside educational companies access to our students for after - school tutoring for those that are not meeting adequate progress in reading and mathematics. 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 such as Voyager, Reading Plus, and Read 180. 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. Data will be collected from school site and district assessments that target specific benchmarks from each grade level. Professional development on test score disaggregation will take place to assist teachers on what to look for when analyzing data. Teachers will meet by grade levels to discuss specific students who are having difficulty with targeted benchmarks to recommend strategies, time lines and in school programs that would benefit the student. The CIM process will be monitored by grade level chairpersons and administration to make sure all eight steps are in place.

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 2006 School Performance Accountability Results indicate that 59 percent of our students tested made learning gains and 64 percent achieved high standards on the FCAT Reading Assessment. The lowest quartile of students achieved 56 percent adequate progress. The scores reflected an 11 percent decrease in students achieving learning gains, an 8 percent increase of students achieving high standards, and an 8 percent decrease of students in the lowest quartile when compared with the 2005 scores. Limited English Proficiency (LEP) students scoring at level three or higher on the 2006 FACT Reading Test was at 43 percent. Students in this subgroup must increase their scores by a minimum of 8 percent on the administration of the 2007 FCAT Reading Test to meet adequate progress for No Child Left Behind (NCLB). Overall, increased student achievement is needed in the areas of Main Idea, Supporting Details, and Vocabulary. These benchmarks will be emphasized when organizing our instructional focus.

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 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, students in grades three through five will increase their reading skills as evidenced by 65 percent scoring a Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Limited English Proficiency (LEP) students in grades three through five will increase their reading skills as evidenced by 51 percent scoring a Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide an uninterrupted two hour reading block for K- 5 students.	Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Follow the scope and sequence of the Houghton-Mifflin Basal Program.	Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$1000.00
Provide professional development opportunities in Best Practices in Reading with Curriculum Alignment and Data Analysis of the CRRP and Reading First.	Reading Coaches	8/14/2006	5/30/2007	Continuous Improvement Model	\$2000.00
Provide an additional thirty minutes of reading instruction for Level 1 and 2 students and 60 minutes for tier 3 students.	Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$1000.00
Utilize the components of the Houghton-Mifflin Reading Program and incorporate research based interventions.	Reading Coaches Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$20000.00
Disaggregate and analyze data from DIBELS and DAR results.	Literacy team	10/6/2006	5/30/2007	Continuous Improvement Model	\$1000.00
Follow guidelines provided by the state for Reading First Grant K-3 teachers.	Reading First Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide before school tutoring for students in fifth grade, five days per week, from 7:30 - 8:15 a.m.	Paraprofessional Tutors	10/6/2006	4/27/2007	District-wide literacy plan	\$10120.00
Provide outside educational companies access to our school for after - school tutoring for eligible students not meeting adequate progress in reading.	Principal Assistant Principal SES Coordinator	10/3/2006	5/30/2007	District Strategic Plan	\$500.00
Enhance student awareness of the interrelationship of life roles and the world of work through trade books, library books, and anthology stories.	Classroom Teachers Media Specialist Counselors	8/14/2006	5/30/2007	Career Development Programs	\$3000.00

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	8/14/2006	5/30/2007	Universal Pre-K	\$500.00
Provide training for classroom teachers using the Reading Plus software.	Reading Coaches Computer Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the Co-Teaching and Collaboration Models of Inclusion to integrate Specific Learning Disabled (SWD) students in general education classrooms.	Principal Classroom Teachers SLD Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00
Provide professional development for teachers of LEP students using best practices in reading.	Reading Coaches	8/14/2006	5/30/2007	Continuous Improvement Model	\$500.00
Conduct grade level assessments (monthly and/or bi-weekly) using the Houghton - Mifflin Theme Tests to gather data for remediation and intervention strategies.	Reading Coaches Classroom Teachers	9/1/2006	5/30/2007	Continuous Improvement Model	\$1000.00
Implement strategies for LEP students utilizing the components of the Houghton - Mifflin Reading Series.	Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

- Houghton-Mifflin Basal Program
- READ 180 Program
- Voyager
- Early Success
- Soar to Success
- SuccessMaker
- Reading Plus

Professional Development

- Best Practice Workshops
- Houghton - Mifflin Program
- DIBELS
- DAR
- Learning Centers
- Differentiated Instruction
- Reading Plus
- Read 180
- SuccessMaker

Evaluation

- 2007 FCAT Reading Assessment
- DIBELS Results
- DAR Results
- Site Authored Monthly and / or Bi-Weekly Assessments
- District Interim Assessments

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 2006 School Performance Accountability Results indicate that 71 percent of the students tested made learning gains and 62 percent achieved high standards on the FCAT Mathematics Assessment. The scores reflected a four percent increase in students achieving learning gains and a 10 percent increase in students achieving high standards when compared with the 2005 administration. The 2007 school performance on the FCAT Mathematics Assessment will need to continue to show increased gains in the percent of students achieving high standards and the percent of students achieving learning gains.

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 grades three through five will increase their mathematics skills as evidenced by 63 percent scoring a Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide an uninterrupted daily 60-minute block in mathematics for grades kindergarten through fifth grade.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Incorporate the use of cooperative learning groups to allow for the opportunity of exploration and discovery.	Classroom Teachers	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Implement the Continuous Improvement Model (CIM) utilizing the eight-step process.	Principal Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$1000.00
Provide students with performance-based activities incorporating the use of manipulatives, problem solving, critical thinking and communication.	Math Resource Teacher Classroom Teachers	8/14/2006	5/30/2007	Small Learning Communities	\$2000.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00
Provide outside educational companies access to our school for after-school tutoring for students not meeting adequate progress in mathematics.	Classroom Teachers	10/3/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the Co-Teaching and Collaboration Models of Inclusion to integrate Specific Learning Disabled (SWD) students in general education classrooms.	Principal Classroom Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00
Utilize computer-assisted resources such as	Classroom Teachers	8/14/2006	5/30/2007	District Strategic	\$0.00

RiverDeep, FCAT Explorer, SuccessMaker, and TestTools to reinforce and enhance mathematic skills.	Special Area Teachers			Plan	
Use graphic organizers, visuals aids and audio-visual aids to assist in enhancing students' understanding of mathematics.	Classroom Teachers	8/14/2006	5/30/2007	Small Learning Communities	\$1000.00
Utilize the Calendar Math program to reinforce and enhance mathematic skills.	Fifth grade Classroom Teachers	10/3/2006	5/30/2007	District Strategic Plan	\$1500.00
Administer the District Interim Mathematics Assessments to evaluate and analyze student progress on tested benchmarks.	Principal Mathematics Resource Teacher Classroom Teachers	10/2/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the LEP components of the Houghton - Mifflin Math Series to target strategies that will increase achievement levels.	Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Disaggregate and analyze data from the 2006 FCAT Mathematics test to identify strengths and weaknesses and develop an instructional focus calendar for mathematics through benchmark assessments.	Principal Assistant Principal Grade Level Chairpersons	8/14/2006	5/30/2007	Continuous Improvement Model	\$500.00
Utilize the District Pacing Guide to assist teachers in the planning process.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

- Houghton - Mifflin Mathematics Series
- SuccessMaker
- RiverDeep
- FCAT Explorer
- Test Tools

Professional Development

Professional development training will include:

- The five Essential Components of Mathematics
- Assessment and Analysis of Data
- Differentiated Instruction
- Item Specifications
- Innovative teaching Strategies
- Computer Based Programs

Evaluation

- 2007 FCAT Mathematics Assessment
- District Interim Assessments
- Site Authored Benchmark Assessments (Monthly and / or Bi-Weekly)
- Houghton - Mifflin Textbook Assessments

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 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 from the 2006 FCAT Writing Assessment indicate that 81 percent of students in grade four met state standards by scoring 3.5 or higher. These scores indicate a five percent increase in the number of students achieving high standards in writing, from 76 percent in the previous year to 81 percent. Students must continue to show improvement in writing to further their education.

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 a Level 3.5 or higher on the 2007 administration of the FCAT Writing Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct grade level writing activities in the cafetorium using state prompts.	Classroom Teachers Reading Coaches	8/28/2006	1/29/2007	Small Learning Communities	\$0.00
Administer monthly writing assessments for second through fifth grade students.	Classroom Teachers	8/28/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize the Co-Teaching and Collaboration Models of Inclusion to integrate Specific Learning Disabled (SLD) students in general education classrooms.	Principal Classroom Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00
Provide professional development opportunities on Best Practices in Writing with Curriculum Alignment and Data Analysis.	District Personnel Reading Coaches	8/24/2006	5/30/2007	Mentoring Opportunities	\$0.00
Analyze data on pre / post writing tests given by the District and use the data to revise instruction.	Reading Coaches Principal Classroom Teachers	9/5/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

- Houghton-Mifflin Reading Series

Professional Development

- Inservice on Rubric Scoring
- FCAT Writing Training
- Writing Plus Training

Evaluation

- 2007 FCAT Writing Assessment

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

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 4 STATEMENT:

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

Needs Assessment

Scores from the 2006 FCAT Science Test indicate that 24 percent of the students in fifth grade achieved a Level 3 or higher in comparison to the District's 29 percent and the State's 35 percent scoring a Level 3 or higher. The 2007 administration of the FCAT Science Test will need to show increased gains of 25 percent in order to meet the state's required standards.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will increase their science skills as evidenced by 51 percent scoring a Level 3 or higher on the 2007 administration of the FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct a Science Fair for 3rd through 5th grade students so they can become proficient in the steps of the Scientific Method.	Classroom Teachers	5/1/2007	5/30/2007	Small Learning Communities	\$500.00
Participate in weekly hands-on / inquiry based activities utilizing FOSS Kits.	Classroom Teachers	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Utilize computer assisted software programs such as TestTools to supplement the Science strands assessed on the 2007 FCAT Science Test.	Classroom Teachers	9/5/2006	5/30/2007	Academic Teams	\$0.00
Administer monthly assessments that focus on the benchmarks assessed on the 2007 FCAT Science Test.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$2000.00
Utilize the Co-Teaching and Collaboration Models of Inclusion to integrate Specific Learning Disabled (SWD) students in general education classrooms.	Principal, Classroom Teachers	10/3/2006	5/30/2007	Inclusion	\$0.00
Provide professional development opportunities in Best Practices, Curriculum Alignment, FCAT Item Specifications, and Data Analysis.	District Personnel, Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the District's Pacing Guide to ensure that all Sunshine State Standards are being taught through content area instruction.	Principal, Assistant Principal, Grade Chairs	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

- Harcourt Science Series
- FOSS Kits
- Test Tools

Professional Development

- Region Personnel will provide professional development on the Item Specifications for Science

Evaluation

- 2007 FCAT Science Assessment
- Site-Authorized Monthly Assessments

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.)

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<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 2005 -2006 school year indicate that 894 parents attended our monthly workshops. Further analysis indicates that there was an imbalance of workshops provided from one month to the next. To alleviate this problem the school will schedule a minimum of three parental workshops every two months. 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 940 parents, as evidenced by a comparison of the workshop attendance logs for the 2006 - 2007 school year, as compared to 894 parents on the attendance logs for 2005 - 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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 Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Issue the District's Code of Student Conduct for Elementary Students to all the families of Natural Bridge Elementary School.	Classroom Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Provide workshops and inservices to empower parents with the skills needed to assist students with home learning and extension activities.	Principal Resource Teachers Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$3000.00
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	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Implement a monthly parent calendar to ensure parental involvement in their child / children's education.	Principal	8/14/2006	5/30/2007	Community Partnerships	\$2000.00

Research-Based Programs

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

Professional Development

- Community Involvement Specialist (CIS) will provide workshops for parents and teachers.

Evaluation

- Sign-In Sheets
- Title 1 Administration Parental Involvement Monthly School Report

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.)

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<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

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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 2005 - 2006 school year indicate that there were 47 reported referrals (incidents) at Natural Bridge Elementary. Thirty of the reported referrals resulted in outdoor suspension and three resulted in indoor suspension. Further analysis indicated that fourteen of the total reported incidents were handled in school on a case by case basis and did not result in any kind of suspension. Therefore, an increased emphasis will be placed on all students to maintain discipline problems at the school.

Measurable Objective

Given an emphasis on the Code of Student Conduct, student behavior will improve as evidenced by a 10 percent decrease in the number of reported referrals (incidents) occurring during the 2006 - 2007 school year to 42 , as compared to 47 reported referrals (incidents) occurring in the 2005 - 2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Create peer tutoring by the school counselor to assist students in their adjustment to school.	Counselor	8/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00
Meet quarterly with the school safety committee to discuss safety issues.	Safety Committee Chairperson	10/4/2006	5/30/2007	Small Learning Communities	\$0.00
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	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Meet bi-monthly with the EH department to review behavior targets and suspension data for EH students	Principal Assistant Principal Behavior Management Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Issue the District's Code of Student Conduct for elementary students to all families of Natural Bridge Elementary School.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement on-going training for EH staff and students in appropriate behavior modification strategies.	Emotionally Handicapped Counselor Behavior Management Trainer	8/14/2006	5/30/2007	District Strategic Plan	\$1500.00

Research-Based Programs

- NOT APPLICABLE

Professional Development

- School Wide Trainning on how to increase safety and discipline for students
- Safety and Discipline Committee
- Behavior Management and Redirection Training for EH teachers and paraprofessionals

Evaluation

- 2007 Student Case Management System

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

GOAL 7 STATEMENT:

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

Needs Assessment

Student data is vital for teachers to analyze and recommend strategies to ensure success. Computer based programs and internet websites provide valuable resources to assess student achievement and report results. Teachers must be accountable to retrieve and input data to evaluate their students.

Measurable Objective

Given an emphasis on the use of technology in education, second through fifth grade teachers will augment their usage of technology by inputting data and generating reports on student academic achievement during the 2006 - 2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide teachers with multiple computers in the teacher workroom and media center. Appoint personnel to give assistance with the entering of data and generating reports.	Principal Assistant Principal Computer Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Train teachers to create computer generated achievement reports for each marking period.	Administrators Technology Mentor Computer Specialist	9/5/2006	05/30/2007	District Strategic Plan	\$0.00
Train and assist teachers in exploring educational websites.	Principal Computer Specialist Technology Mentor	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Inservice all 2nd through 5th grade teachers on entering data through the Edusoft system and Microsoft Excel spreadsheets.	Computer Specialist Teacher Trainer	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide inservice training on numerous tutorial software and accompanying management systems such as Reading Plus and SuccessMaker to enhance teacher skills in technology.	Assistant Principal Technology Mentor Computer Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

- WSPI

Professional Development

- Data Input Training
- Excelsior Gradebook Training
- Edusoft Training

Evaluation

100 percent of second through fifth grade teachers will generate student data achievement reports every nine weeks by utilizing the:

- Edusoft System
- Microsoft Excel Spreadsheets
- Excelsior Gradebook

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 2005 - 2006 school year was 74 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 four and five will improve their fitness ratings by an average of 1 percent as evidenced by 75 percent of students achieving a gold or silver award on the 2007 administration of the FITNESSGRAM TEST, as compared to 74 percent on the 2006 FITNESSGRAM TEST.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Require 4th and 5th grade students to participate in the FITNESSGRAM Test.	Physical Education Teacher	1/9/2007	4/27/20067	District Strategic Plan	\$0.00
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Physical Education Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage fourth and fifth grade students to participate in Jump Rope for Heart.	Physical Education Teachers	1/18/2007	1/18/2007	District Strategic Plan	\$0.00
Engage students in activities that emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Require second through fifth grade students to participate in a physical education program based on the Sunshine State Standards.	Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Require students to participate in a 15 – 20 minute recess two to three times per week.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Expose 2nd and 3rd grade students to the FITNESSGRAM Test and have them practice in preparation for taking the required test in 4th and 5th grade.	Physical Education Teachers	1/9/2007	4/27/2007	District Strategic Plan	\$0.00

Research-Based Programs

- FITNESSGRAM

Professional Development

- In-Service for parents, students, and staff on health maintenance and personal fitness

Evaluation

- 2007 FITNESSGRAM TEST

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 in the performing arts.

Needs Assessment

The school chorus had four performances during the 2005-2006 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 in the performing arts, opportunities for student participation in musical presentations will increase by 50 percent or more as evidenced by 6 musical events being presented in the 2006 - 2007 school year, as compared to 4 musical presentations in the 2005 - 2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide all third, fourth, and fifth grade students the opportunity to audition for the school chorus.	Music Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Require all chorus and recorder ensemble members to maintain passing grades to remain in their ensembles.	Music Teacher Classroom Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Provide additional practice time for chorus and recorder ensemble members before and / or after school.	Music Department	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Provide selected fourth and fifth grade students the opportunity to be engaged in instrumental performances in the recorder ensemble.	Music Department	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Provide backdrops, posters, and signs for performances by the chorus and recorder ensemble.	Art Department	8/14/2006	5/30/2007	Expanding arts opportunities	\$500.00
Provide chorus and recorder ensemble members the opportunity to audition for the Miami-Dade County Public Schools Spring Music Festival.	Music Department	2/5/2007	4/27/2007	Expanding arts opportunities	\$350.00

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 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.)

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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 increase to the 32nd percentile 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 2004 - 2005, Natural Bridge Elementary ranked at the 31st 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 by 5 percent as evidenced by a ranking in the 36th percentile on the 2005 - 2006 publication of the index, as compared to the 31st percentile ranking on the 2004 - 2005 index publication.

Action Steps

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

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

- State of Florida ROI Index Publication.

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.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$40,620.00
Goal 2: Mathematics	\$7,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$2,500.00
Goal 5: Parental Involvement	\$5,000.00
Goal 6: Discipline & Safety	\$1,500.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$850.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$57,470.00

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