

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Natural Bridge Elementary School (3661)

Feeder Pattern - North Miami Senior

Regional Center II

District 13 - Miami-Dade

Principal - Janice Hutson

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Natural Bridge Elementary School is located on approximately four (4) acres in Miami Dade County at 1650 NE 141 Street. The main campus has thirty-five (35) classrooms, a media center, two (2) computer labs, and fourteen (14) portables. The fifty (50) year old school, built in 1957 has been wired to provide internet access to all classrooms and portables. Natural Bridge elementary School belongs to the North Miami feeder pattern. The majority of our students transition to North Miami Middle School which has been labeled a "D" school by the state.

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 approximately 670 students in grades Pre-K to 5, with 82 percent Black Non-Hispanic, 2 percent White Non-Hispanic, 14 percent Hispanic, and 2 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 2007 – 2008 school year:

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 58 percent scoring a Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) in grades three through five will improve their reading skills as evidenced by 58 percent scoring a Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Black students in grades three through five will improve their reading skills as evidenced by 58 percent scoring a Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their reading skills as evidenced by 58 percent scoring a Level 3 or higher on the 2008 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 62 percent scoring a Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, English Language Learners in grades three through five will increase their mathematics skills as evidenced by 62 percent scoring a Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Black students in grades three through five will increase their mathematics skills as evidenced by 62 percent scoring a Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades three through five will increase their mathematics skills as evidenced by 62 percent scoring a Level 3 or higher on the 2008 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 84 percent scoring 3.5 or higher on the 2008 administration of the FCAT Writing+ Assessment.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 48 percent scoring a Level 3 or higher on the 2008 administration of the FCAT Science Assessment.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5 percentage point increase in parental and community interaction to 1,911 parents, as evidenced by a comparison of the parental attendance logs for the 2007 - 2008 school year, as compared to 1,820 parents on the attendance logs for 2006 - 2007.

Given an emphasis on the Code of Student Conduct, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions occurring during the 2007 - 2008 school year to 44 , as compared to 49 outdoor suspensions occurring during the 2006 - 2007 school year.

Given instruction using the Sunshine State Standards, and an emphasis on the use of technology in education, students will utilize technology in the classrooms and the computer lab as evidenced by third through fifth grade students completing one computer generated project per grading period during the 2007-2008 school year as compared to zero projects created 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 percentage point as evidenced by 80 percent of students achieving a gold or silver award on the 2008 administration of the FITNESSGRAM TEST, as compared to 79 percent on the 2007 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 20 percent or more as evidenced by 8 musical events being presented in the 2007 - 2008 school year, as compared to 6 musical presentations in the 2006 - 2007 school year.

Natural Bridge Elementary School will improve its ranking on the State of Florida Return On Investment (ROI) Index publication by 5 percentage points as evidenced by a ranking in the 36th percentile on the 2007 - 2008 publication of the index, as compared to the 31st percentile ranking on the 2004 - 2005 index publication.

The staff and administration of Natural Bridge Elementary School have a commitment to provide the best possible education to all of the students. This includes keeping all stakeholders informed about information on measures of organizational performance. 89% of the staff completed the Spring (2006-2007) Organizational Performance Improvement Snapshot, with 73% of the responses in agreement (4.0 and above). The highest rated categories at 4.2. and 4.1 out of a perfect score of 5 points were "Measurement, Analysis, and Knowledge Management," and "Customer and market Focus." These 2 categories have received the top score in the survey for the past three years. The two lowest rated categories were "Strategic Planning," and "Business Results," with an average score of 3.7. The lowest rated individual items with an average score of 3.2 and 3.3 were: "I know how well my work location is doing financially," and "My work location removes things that get in the way of progress." These areas of concern will be addressed by the administration, EESAC, and faculty meetings. Natural Bridge Elementary School is committed to improving these items of concern through workshops, surveys, and discussion groups.



# School Improvement Plan 2007-2008



## 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.

## 3661 - 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 research 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.

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## ***School Demographics***

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Natural Bridge Elementary School is located on approximately four (4) acres in Miami Dade County at 1650 NE 141 Street. The main campus has thirty-five (35) classrooms, a media center, two (2) computer labs, and fourteen (14) portables. The fifty (50) year old school, built in 1957 has been wired to provide internet access to all classrooms and portables.

Natural Bridge Elementary School proudly welcomes the challenges of the new school year with great enthusiasm. It is situated in a multicultural community, with a diverse ethnic student population of approximately 670 students in grades PreK - 5th grade; 82 percent Black Non-Hispanic, 2 percent White Non-Hispanic, 14 percent Hispanic, and 2 percent Asian / Indian / Multiracial. Our exceptional student population constitutes 10 percent of the total enrollment. English Language Learners 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. The Leadership Team consists of Janice Hutson (Principal), Lidia Lechtman (Assistant Principal), Marc Schwam (Mathematics and Science Resource Teacher), Margaret Sampson (Reading Coach), and Carol Cavero-Santana (Reading First Coach). There are 59 certified classroom teachers, 5 Exceptional 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 Teacher, 1 Community Involvement Specialist, and 12 special area teachers. There are 16 teachers who have a Master's Degree, and 8 teachers with Specialist 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.

Natural Bridge Elementary School has been awarded grant monies to provide our students opportunities to assist in the areas of education and general health. The reading First Grant provides our school with an extra Reading Coach, Curriculum Specialist, and professional development for our staff and administrators. The Learning Today Grant provides us Smart Tutor software to assist our ELL learners. The Health Connect Grant allows our school to have a health clinic which houses a nurse, nurse assistant, and a social worker. The Dell Tech Know Grant provides us with refurbished computers for selected students to learn how to assemble, breakdown, and configure computer hardware. Those selected students are allowed to take a refurbished computer home when the program is complete. The Response to Intervention grant provides our school with a school psychologist, interventionist, and a professional development specialist. These professionals assist us in evaluating and remediating student success.

Natural Bridge Elementary School provides educational services in correlation with the Sunshine State Standards, the Competency Based Curriculum, and the Comprehensive reading, Mathematics, and Science Plans to students in grades kindergarten through five.

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

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## ***School Foundation***

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### **Leadership:**

Results from the Spring 2007 Organizational Performance Improvement Snapshot (OPIS) assessment, completed by the faculty of Natural Bridge Elementary School, indicated that the 3.9 average score out of a perfect score of 5 points was expected. The staff knew their work location's mission, but felt their work location did not ask them for their input. An open door policy exists between staff members and the leadership team as we look for solutions to this challenge.

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

Results from the Spring 2007 OPIS assessment, completed by the faculty of Natural Bridge Elementary School, indicated that the 3.7 average score tied for the lowest-rated category. Staff knew the parts of the work location's plans that affected them and their work and how their work group was progressing, but were not included in planning for the future. The leadership team is committed to increasing opportunities for aligning our school along with the District's goals in faculty and grade level planning meetings.

### **Stakeholder Engagement:**

Results from the Spring 2007 OPIS assessment, completed by the faculty of Natural Bridge Elementary School, indicated that Stakeholder Engagement was the second highest-rated category with an average score of 4.1. The staff knew who their most important customers were, but they were not allowed to make decisions to solve problems for their customers. The school's solution to the problem is to conduct meaningful parent involvement activities.

### **Faculty & Staff:**

Results from the Spring 2007 OPIS assessment, completed by the faculty of Natural Bridge Elementary School, indicated that the 3.8 average score dropped from a 4.2 on the previous year's survey. Teachers felt they could make changes to improve their work, but didn't feel recognized by their supervisor or work location. The administrative team will make every effort to promote good communication skills and acknowledge the work of the faculty.

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

Results from the Spring 2007 OPIS assessment, completed by the faculty of Natural Bridge Elementary School, indicated that this was the highest-rated category for the third year in a row with an average score of 4.2. The staff knew how to measure and analyze their own work, but felt they were not getting enough information on how the work location was doing. The administrative team will make every effort to promote good communication skills and acknowledge the work of the faculty.

### **Education Design:**

Results from the Spring 2007 OPIS assessment, completed by the faculty of Natural Bridge Elementary School, indicated that the 3.8 average score out of a perfect 5 points was identical to last year's placement. The staff collected information (data) about the quality of their work, but didn't have good processes, control, or resources to do their jobs. Team work will continue to be promoted between grade levels and across grade level curriculum meetings.

### **Performance Results:**

Results from the Spring 2007 OPIS assessment, completed by the faculty of Natural Bridge Elementary School, indicated that the 3.7 average score tied for the lowest average score on the 2006 -2007 Spring survey. Customers were satisfied with the staff's work, but the staff felt they did not have enough knowledge on how well the work location was doing financially. The school's solution to this problem is to have budget training at a faculty and EESAC meeting.



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## ***Schools Graded 'C' or Below***

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### **Professional Development:**

Teachers will be offered a variety of professional development opportunities which will provide multiple instructional strategies in order to provide differentiated instruction.

The Reading Coaches will facilitate and offer assistance in order to implement and maintain the school's Comprehensive Core Reading Program (CCRP), supplemental reading programs and scientifically based reading research in reading instruction. These will include modeling effective strategies for teachers, delivering professional development, monitoring progress and analyzing student data. Mentor teachers will be assigned to different areas and will model teaching strategies and techniques for staff as needed.

### **Disaggregated Data :**

During the opening of school days, the school faculty will participate in a school-wide data disaggregation session where they will review and analyze the 2007 Florida Comprehensive Assessment Test (FCAT) data results. During the year, as part of our school improvement model, the Florida Continuous Improvement Model (CIM) process will be implemented. Teachers will meet by grade levels to discuss data results from benchmark assessments to determine student needs and instructional strategies.

Grade level teams will meet to discuss data results from the District FCAT Practice Assessment to adjust instruction in order to meet individual student needs.

### **Informal and Formal Assessments:**

Weekly, monthly and quarterly assessments to monitor student progress and redirect learning activities will occur throughout the year. District Interim Assessments will be administered and results will be analyzed in order to monitor student progress and redirect learning activities. Monthly and quarterly assessments will be directed by the Reading Coaches and Mathematics/Science support personnel. Compiled data will be shared and appropriate planning will take place.

Examples of Informal and Formal Assessments: Reading Plus Student Progress Reports, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Houghton Mifflin weekly skills test, District Interim Assessments, FCAT monthly benchmarks and Florida Comprehensive Assessment Test.

### **Alternative Instructional Delivery Methods :**

The alternative instructional delivery methods used to support remediation, acceleration and enrichment strategies will be: Small group interventions, one-on-one individual teacher instruction, cooperative learning groups, hands-on instructional activities, before and after school tutoring, and Saturday Academy.



School Improvement Plan  
2007-2008



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***Schools Offering Primarily Grades 6 through 12***

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**Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :**



### Reading Goal

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

##### **Florida Education Priorities**

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

##### **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"/>

#### **Reading 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 2007 School Performance Accountability Results indicate that 67 percent of our students tested made learning gains and 59 percent achieved high standards on the FCAT Reading Assessment. The lowest quartile of students achieved 63 percent adequate progress. The scores reflected an 8 percent increase in students achieving learning gains, a 5 percent decrease of students achieving high standards, and a 7 percentage point increase of students in the lowest quartile when compared with the 2006 scores. English Language Learners (ELL) scoring at Level 3 or higher on the 2007 FCAT Reading Assessment was at 34 percent. Black students scoring at Level 3 or higher on the 2007 FCAT Reading Assessment was at 48 percent. Economically Disadvantaged students scoring at Level 3 or higher on the 2007 FCAT Reading Test was at 50 percent. 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
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 58 percent scoring a Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) in grades three through five will improve their reading skills as evidenced by 58 percent scoring a Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Black students in grades three through five will improve their reading skills as evidenced by 58 percent scoring a Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their reading skills as evidenced by 58 percent scoring a Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide Supplemental Educational Services access to our school for after - school tutoring for eligible students not meeting adequate progress in reading.	Principal, Assistant Principal, SES Coordinator	8/27/2007	6/05/2008	Parental Choice Options	0
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	8/20/2007	6/05/2008	Inclusion of SWD	0
Receive assistance from the Reading Coaches in providing remediation and intervention strategies.	Administration, Reading Coaches	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Implement and monitor the Comprehensive Research Reading Plan where students are given reading instruction for ninety minutes daily using the Houghton Mifflin Comprehensive Reading Research Program.	Administration, Classroom Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide additional support in reading through tutoring for all English Language Learners (ELL) Level 1-4 and monitor Level 5 students through the post program review.	Administration, ESOL Teachers, Tutors, Reading Coaches	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide professional development opportunities in Best Practices in Reading with Curriculum Alignment and Data Analysis of the CRRP and Reading First.	Administration, Reading Coaches	8/20/2007	6/05/2008	Continuous Improvement Model	2000
Provide an additional thirty minutes of reading instruction for Tier 1 and 2 students and 60 minutes for Tier 3 students utilizing the Voyager Passport program.	Administration, Classroom Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	1000
Disaggregate and analyze data from DIBELS and DAR results.	Administration, Literacy Team	9/10/2007	6/05/2008	Exchange Meaningful Information	0
Follow guidelines provided by the state for Reading First Grant K-3 teachers.	Administration, Reading First Coach	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide before school tutoring for students in fifth grade, five days per week, from 7:30 - 8:15 a.m.	Administration, Paraprofessional Tutors	9/10/2007	4/26/2008	District-wide Literacy Plan	10120
Enhance student awareness of the interrelationship of life roles and the world of work through trade books, library books, and anthology stories.	Administration, Classroom Teachers, Media Specialist, Counselors	8/20/2007	6/05/2008	Academic Enrichment Opportunities	3000
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.	Administration, Pre-K Teachers	8/20/2007	6/05/2008	Universal Pre-K	500
Provide training for classroom teachers using the Reading Plus software.	Administration, Reading Coaches, Computer Specialist	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide professional development for teachers of ELL students using best practices in reading.	Administration, Reading Coaches	8/20/2007	6/05/2008	Continuous Improvement Model	500

Conduct grade level assessments (monthly and/or bi-weekly) using the Houghton - Mifflin Theme Tests to gather data for remediation and intervention strategies.	Administration, Reading Coaches, Classroom Teachers	8/27/2007	6/05/2008	Continuous Improvement Model	0
Implement strategies for ELL students utilizing the components of the Houghton - Mifflin Reading Series.	Administration, Classroom Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Analyze data from the 2007 FCAT in order to identify areas of weakness and plan effective reading instruction for Black students.	Administration, Literacy Team, Classroom Teachers	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Provide differentiated instruction in a small group setting.	Administration, Classroom Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide extra assistance after school as well as Saturday Academy.	Administration, Classroom Teachers, Tutors	8/27/2007	6/05/2008	Academic Enrichment Opportunities	10000
Identify Economically Disadvantaged students' strengths and weaknesses by analyzing data from the 2007 FCAT.	Administration, Literacy Team, Classroom Teachers	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Administer DIBELS three times a year to all students in grades K-3 and FCAT Reading Levels 1 and 2 students in grades 4 and 5 to monitor progress in order to target classroom instruction.	Administration, Reading Coaches, Literacy Team	9/10/2007	6/05/2008	District-wide Literacy Plan	0

### Research-Based Programs

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

### Professional Development

- Differentiated Instruction
- Continuous Improvement Model (CIM)
- Best Practice Workshops
- In-class demonstration
- Reading First
- DIBELS
- DAR
- Learning Centers
- Classroom Libraries
- Small Group Instruction
- Reading Plus
- Read 180
- SuccessMaker
- Classroom Management
- Creating Independence through Student-Owned Strategies (CRISS)
- Effective Use of the FCAT Reading Item Specifications

### Evaluation

- 2008 FCAT Reading Assessment
- DIBELS Results
- DAR Results
- Site Authored Monthly and / or Bi-Weekly Assessments
- District Interim Assessments

## Mathematics Goal

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

#### **Florida Education Priorities**

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

#### **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"/>

### **Mathematics 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 2007 School Performance Accountability Results indicate that 56 percent of the students tested made learning gains and 60 percent achieved high standards on the FCAT Mathematics Assessment. The lowest quartile of students achieved 70 percent adequate progress. The scores reflected a 15 percentage point decrease in students achieving learning gains and a 2 percentage point decrease in students achieving high standards when compared with the 2006 administration. English Language Learners scoring at Level 3 or higher on the 2007 FCAT Mathematics Test was at 43 percent. Black students scoring at Level 3 or higher on the 2007 FCAT Mathematics Test was at 49 percent. Economically Disadvantaged students scoring at Level 3 or higher on the 2007 FCAT Mathematics Test was at 52 percent. The 2008 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
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 62 percent scoring a Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, English Language Learners in grades three through five will increase their mathematics skills as evidenced by 62 percent scoring a Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Black students in grades three through five will increase their mathematics skills as evidenced by 62 percent scoring a Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades three through five will increase their mathematics skills as evidenced by 62 percent scoring a Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

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STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide an uninterrupted daily 60-minute block in mathematics for students in kindergarten through fifth grade.	Administration, Classroom Teachers	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
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	8/20/2007	6/05/2008	Continuous Improvement Model	0
Incorporate the use of cooperative learning groups to allow for the opportunity of exploration and discovery.	Administration, Classroom Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Implement the Continuous Improvement Model (CIM) utilizing the eight-step process.	Principal, Assistant Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide students with performance-based activities incorporating the use of manipulatives, problem solving, critical thinking and communication.	Math Resource Teacher, Classroom Teachers	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Adapt strategies used for standard curriculum students to include methods and materials that match learning styles, strengths and individual modalities of English language Learners (ELL).	Administration, Classroom Teachers	8/20/2007	6/05/2008	Dual Language	0
Provide Supplemental Educational Services access to our school for after-school tutoring for students not meeting adequate progress in mathematics.	Principal, SES Coordinator, SES Companies, Professional Teachers	8/27/2007	6/05/2008	Parental Choice Options	0
Utilize the Co-Teaching and Collaboration Models of Inclusion to integrate Students With Disabilities (SWD) in general education classrooms.	Principal, Classroom Teachers	8/20/2007	6/05/2008	Inclusion of SWD	0
Utilize computer-assisted resources such as RiverDeep, FCAT Explorer, SuccessMaker, and TestTools to reinforce and enhance mathematic skills.	Administration, Classroom Teachers, Special Area Teachers	8/20/2007	6/05/2008	Education Innovation	0
Use graphic organizers, visuals aids and audio-visual aids to assist in enhancing students' understanding of mathematics.	Administration, Classroom Teachers	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Utilize the Calendar Math program to reinforce and enhance mathematic skills.	Administration, Classroom Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	1500
Administer the District Interim Mathematics Assessments to evaluate and analyze student progress on tested benchmarks.	Principal, Mathematics Resource Teacher, Classroom Teachers	9/10/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Disaggregate and analyze data from the 2007 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	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Utilize the District Pacing Guide to assist teachers in the planning process.	Administration, Classroom Teachers	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Provide small group tutoring before and / or after school.	Administration, Tutors, Classroom Teachers	8/27/2007	6/05/2008	Academic Enrichment Opportunities	10000
Provide Level 1 and 2 English Language Learners (ELL) instruction in their home language as required through Bilingual Curriculum Content (BCC).	Administration, ESOL Teachers	8/20/2007	6/05/2008	Dual Language	0
Analyze data to identify students' strengths and weaknesses from school site assessments to plan effective math instruction.	Administration, Math Resource Teacher, Classroom Teachers	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Teachers will collaborate weekly during grade level meetings to analyze data and make informed decisions concerning the ongoing progress of their students.	Administration, Math Resource Teacher, Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Identify the students in all subgroups scoring at Achievement Levels 1 or 2 of the FCAT Mathematics Test, to provide differentiated instruction in grades 3 - 5.	Assistant Principal, Math Resource Teacher, Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0

### Research-Based Programs



# School Improvement Plan 2007-2008



- Houghton - Mifflin Mathematics Series
- Success Maker
- River Deep
- FCAT Explorer
- Test Tools

## **Professional Development**

Professional development training will include:

- Mentoring
- Effective Use of Manipulatives
- Assessment and Analysis of Data
- Differentiated Instruction
- Effective Use of the FCAT Mathematics Test Item Specifications
- Innovative teaching Strategies
- Computer Based Programs
- Mathematics Centers
- Attend District Staff Development
- Beginning teachers will receive continuous mentoring

## **Evaluation**

- 2008 FCAT Mathematics Test results for grades 3 thru 5 students
- District Interim Assessments
- Site Authored Benchmark Assessments (Monthly and / or Bi-Weekly)
- Houghton - Mifflin Textbook Assessments



### Writing Goal

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

**Florida Education Priorities**

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"/>

**Writing 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 2007 FCAT Writing+ indicate that 83 percent of students in grade four met state standards by scoring 3.5 or higher. These scores indicate a two percentage point increase in the number of students achieving high standards in writing, from 81 percent in the previous year to 83 percent. 2007 FCAT Writing+ scores also indicated that fourth grade students had an average score of 3.3 on the narrative prompt and a 3.7 average score on the expository prompt. Writing instruction for the 2007 - 2008 school year requires more focus on the narrative writing through the use of bi-monthly prompts in conjunction with teacher / student conferencing. 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
<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"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 84 percent scoring 3.5 or higher on the 2008 administration of the FCAT Writing+ Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct grade level writing activities in the cafetorium using state prompts.	Administration, Classroom Teachers, Reading Coaches	8/27/2007	2/29/2008	Continuous Improvement Model	0
Administer monthly writing assessments for second through fifth grade students.	Administration, Classroom Teachers	8/27/2007	6/05/2008	District-wide Literacy Plan	0
Utilize the Co-Teaching and Collaboration Models of Inclusion to integrate Students With Disabilities (SWD) in general education classrooms.	Principal, Classroom Teachers	8/20/2007	6/05/2008	Inclusion of SWD	0
Provide professional development opportunities on Best Practices in Writing with Curriculum Alignment and Data Analysis.	Administration, District Personnel, Reading Coaches	8/27/2007	6/05/2008	Continuous Improvement Model	0
Analyze data on pre / post writing tests given by the District and use the data to revise instruction.	Reading Coaches, Principal, Classroom Teachers	8/27/2007	6/05/2008	Continuous Improvement Model	0
Conference with students by analyzing their writing responses to ensure that students learn effective narrative and expository writing techniques.	Administration, Literacy Team, Classroom Teachers	8/27/2007	6/05/2008	Academic Enrichment Opportunities	0
Utilize the fourth grade department chair and reading coaches to provide coaching, modeling, and in-services on the writing process.	Administration, Fourth Grade Chairperson, Reading Coaches	8/27/2007	6/05/2008	Exchange Meaningful Information	0

### Research-Based Programs

- Houghton-Mifflin Reading Series

### Professional Development

- Inservice on Rubric Scoring
- FCAT Writing Training
- Writing Plus Training
- Reading Coaches and Fourth Grade Level Chair will provide professional growth activities focused on effective writing strategies and monitor implementation of new strategies learned from workshops.
- In-house training and in-services will be provided to all teachers and staff.
- All beginning teachers will receive continuous mentoring.

### Evaluation

- 2008 FCAT Writing+ Assessment

### Science Goal

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

**Florida Education Priorities**

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"/>

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

**Science Statement**

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

**Needs Assessment**

Scores from the 2007 FCAT Science Test indicate that 23 percent of the students in fifth grade achieved a Level 3 or higher in comparison to the District's 34 percent and the State's 42 percent scoring a Level 3 or higher. 2007 FCAT Science scores indicated that the Earth and Space cluster was our lowest scoring category. Teachers will need to provide a more intensive instructional focus, as well as classroom hands on activities in order to increase student achievement in this area. The 2008 administration of the FCAT Science Test will need to show increased gains of 25 percentage points in order to meet the state's required standards.

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 48 percent scoring a Level 3 or higher on the 2008 administration of the FCAT Science Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct a Science Fair for 3rd through 5th grade students so they can become proficient in the steps of the Scientific Method.	Administration, Classroom Teachers, Science Resource Teacher	4/28/2008	5/29/2008	Academic Enrichment Opportunities	500
Participate in weekly hands-on / inquiry based activities utilizing the Scott Foresman Science Series, District Pacing Guide, and FOSS Kits.	Administration, Classroom Teachers	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Utilize computer assisted software programs such as TestTools to supplement the Science strands assessed on the 2008 FCAT Science Test.	Administration, Classroom Teachers	8/27/2007	6/05/2008	Academic Enrichment Opportunities	0
Administer monthly assessments that focus on the benchmarks assessed on the 2008 FCAT Science Test.	Administration, Classroom Teachers	8/27/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Utilize the Co-Teaching and Collaboration Models of Inclusion to integrate Students With Disabilities (SWD) students in general education classrooms.	Principal, Classroom Teachers	8/27/2007	6/05/2008	Inclusion of SWD	0
Provide professional development sessions and opportunities in Best Practices, Curriculum Alignment, FCAT Item Specifications, and Data Analysis.	District Personnel, Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Monitor the utilization of the District's Pacing Guide to ensure that all Sunshine State Standards are being taught through content area instruction.	Principal, Assistant Principal, Grade Chairs	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Utilize the new Science Textbooks correctly, monitor the teacher's implementation of classroom hands-on activities.	Administration, Classroom Teachers	8/27/2007	6/05/2008	Seamless PreK-12 Curriculum	0

### Research-Based Programs

- Scott Foresman Science Series
- FOSS Kits
- Test Tools

### Professional Development

- Beginning teachers will receive continuous mentorin.
- In-house training and in-services will be provided by our Science Resource Teacher.
- Training in the Scientific Method Process

### Evaluation

- 2008 FCAT Science Assessment
- Site-Authorized Monthly Assessments
- Weely benchmark Science Objectives
- Pre/Post Science Test

## Parental Involvement Goal

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

#### **Florida Education Priorities**

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 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"/>

### **Parental Involvement Statement**

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

### **Needs Assessment**

Natural Bridge Elementary has made great progress with parental involvement. Results from the 2006-2007 Parental Involvement Attendance Roster indicated that 1,820 parents attended activities such as: Open House, PTA Meetings, Parent Workshops, EESAC Meetings "Cup of Coffee", as compared to 894 during the 2005-2006 school year. However, there needs to be more emphasis placed on involving parents in academic programs in an effort to increase student achievement among all students and subgroups.

### Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5 percentage point increase in parental and community interaction to 1,911 parents, as evidenced by a comparison of the parental attendance logs for the 2007 - 2008 school year, as compared to 1,820 parents on the attendance logs for 2006 - 2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Maintain an on-going line of communication between the school and home through the use of student progress reports, report cards, letters, flyers, newsletters, Connect-Ed, phone calls, parent / teacher conferences, and home visits.	Administration, Classroom Teachers, Community Involvement Specialist	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Issue the District's Code of Student Conduct for Elementary Students to all the families of Natural Bridge Elementary School.	Administration, Classroom Teachers	8/20/2007	6/05/2008	Exchange Meaningful Information	0
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	8/20/2007	6/05/2008	Continuous Improvement Model	3000
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	8/20/2007	6/05/2008	Improve Public Perception	0
Implement a monthly parent calendar to ensure parental involvement in their child / children's education.	Principal	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Utilize the Title 1 Community Involvement Specialist to coordinate and implement a parent outreach program.	Administration, Community Involvement Specialist	8/20/2007	6/05/2008	Business Process Redesign	0
Provide incentives to increase attendance at parent meetings.	Administration	8/20/2007	6/05/2008	Exchange Meaningful Information	1000

### Research-Based Programs

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

### Professional Development

- Title I Community Involvement Specialist (CIS) will provide workshops for parents and teachers.
- The CIS will attend District workshops relating to parental involvement.
- Staff will participate in professional development activities to facilitate positive parent-teacher interactions.

### Evaluation

- Sign-In Sheets
- Title 1 Administration Parental Involvement Monthly School Report
- Parent surveys that evaluate resources provided by the school.

## Discipline & Safety Goal

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

#### *Florida Education Priorities*

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*

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

### **Discipline & Safety Statement**

Natural Bridge Elementary School students will adhere to the policies stated in The Code of Student Conduct and be assured of a safe learning environment.

### **Needs Assessment**

Results from school data for the 2006-2007 school year indicate that there were 49 reported referrals at Natural Bridge Elementary School that resulted in outdoor suspensions as compared to the 30 outdoor suspensions we had in 2005-2006. A stronger emphasis will be placed on the peer counseling program by training students and teachers to remediate negative behaviors. Increased communication with parents by workshops, phone conferences, and face to face conferencing will also help decrease negative student behavior. Strategies that were in place for the previous school year are concrete, but better follow through is required to decrease discipline problems at our 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 outdoor suspensions occurring during the 2007 - 2008 school year to 44 , as compared to 49 outdoor suspensions occurring during the 2006 - 2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create peer tutoring by the school counselor to assist students in their adjustment to school.	Administration, Counselor	8/20/2007	6/05/2008	Student Wellness	0
Meet quarterly with the school safety committee to discuss safety issues.	Administration, Safety Committee Chairperson	10/1/2007	6/05/2008	Safe and High-quality Facilities	0
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.	Administration, Classroom Teachers	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Meet monthly with the Emotionally Handicapped (EH) department to review behavior targets and suspension data for EH students.	Principal, Assistant Principal, Behavior Management Teacher	8/20/2007	6/05/2008	Student Wellness	0
Issue the District's Code of Student Conduct for elementary students to all families of Natural Bridge Elementary School.	Administration, Classroom Teachers	9/04/2007	6/05/2008	Safe and High-quality Facilities	0
Implement on-going training for EH staff and students in appropriate behavior modification strategies.	Administration, Emotionally Handicapped Counselor, Behavior Management Trainer	8/20/2007	6/05/2008	Inclusion of SWD	1500

### 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

- 2008 Student Case Management System

## Technology Goal

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

#### *Florida Education Priorities*

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 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"/>

### **Technology Statement**

Students at Natural Bridge Elementary School will increase their computer proficiency skills by evidence of a computer generated document per grading period.

### **Needs Assessment**

Students need to become computer proficient in order to compete in the global world. The percentage of third through fifth grade students creating a computer based document during the 2006-2007 school year was zero percent. These results indicate a need for students to become more computer savvy. Student technology instruction will continue in both new and existing applications.

### Measurable Objective

Given instruction using the Sunshine State Standards, and an emphasis on the use of technology in education, students will utilize technology in the classrooms and the computer lab as evidenced by third through fifth grade students completing one computer generated project per grading period during the 2007-2008 school year as compared to zero projects created during the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students in grades three through five with structured bi-weekly computer lab time to utilize educational software programs.	Principal, Assistant Principal, Computer Specialist, Teachers	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Incorporate technology based instruction during students' independent learning activities.	Administrators, Technology Mentor, Computer Specialist, Teachers	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Implement strategies to introduce students to computer based programs.	Principal, Computer Specialist, Technology Mentor, Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Provide teachers with professional development in the area of technology.	Administration, Computer Specialist, Teacher Trainer	8/20/2007	6/05/2008	Continuous Improvement Model	0
Require third through fifth grade students to present their computer generated documents through a variety of media.	Assistant Principal, Technology Mentor, Computer Specialist, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0

### Research-Based Programs

- Reading Plus
- Success Maker
- READ 180 Program
- Houghton-Mifflin State Adopted Reading Series
- Scott Foresman State Adopted Science Series
- Houghton Mifflin State Adopted Mathematics Series
- Harcourt State Adopted Social Studies Series

### Professional Development

- Reading Plus
- FCAT Item Specifications Training
- Educational Software Programs
- Inservices provided in areas such as:
  - Microsoft Office
  - Power Point

### Evaluation

- Documented lessons in teachers' lesson plans
- Documented by graded work in students' work folders

## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

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 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 checked="" type="checkbox"/>

### **Health & Physical Fitness Statement**

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

### ***Needs Assessment***

The percentage of fourth and fifth grade students receiving a gold or silver award on the FITNESSGRAM Test for the 2006 - 2007 school year was 79 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 percentage point as evidenced by 80 percent of students achieving a gold or silver award on the 2008 administration of the FITNESSGRAM TEST, as compared to 79 percent on the 2007 FITNESSGRAM TEST.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Require all 4th and 5th grade students to participate in the FITNESSGRAM Test.	Administration, Physical Education Teacher	1/07/2008	4/15/2008	Student Wellness	0
Require all students to have 30 minutes of physical activity 5 days per week.	Administration, Physical Education Teacher, Classroom Teachers	8/20/2007	6/05/2008	Student Wellness	0
Engage students in activities that emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Administration, Physical Education Teachers	8/20/2007	6/05/2008	Student Wellness	0
Require second through fifth grade students to participate in a physical education program based on the Sunshine State Standards.	Administration, Physical Education Teachers	8/20/2007	6/05/2008	Student Wellness	0
Require students to participate in a 15 – 20 minute recess two to three times per week.	Administration, Classroom Teachers	8/20/2007	6/05/2008	Student Wellness	0
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.	Administration, Physical Education Teachers	1/07/2008	4/15/2008	Student Wellness	0

### Research-Based Programs

- FITNESSGRAM

### Professional Development

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

### Evaluation

- 2008 FITNESSGRAM TEST

## Electives & Special Areas Goal

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

#### *Florida Education Priorities*

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"/>

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

### **Electives & Special Areas 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**

Research shows that students who are exposed to cultural activities during the school day show greater academic achievement. The school chorus had 6 performances during the 2006 -2007 school year. Students in our community need more exposure to the arts and humanities. Specifically, they also need help to develop skills for music technology in order to have equal opportunity and accessibility.

### 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 20 percent or more as evidenced by 8 musical events being presented in the 2007 - 2008 school year, as compared to 6 musical presentations in the 2006 - 2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide all third, fourth, and fifth grade students the opportunity to audition for the school chorus.	Administration, Music Teacher	8/20/2007	6/05/2008	Academic Enrichment Opportunities	500
Provide selected third, fourth, and fifth grade students the opportunity to be engaged in instrumental performances in a recorder ensemble.	Administration, Music Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Provide additional practice time for members of music ensembles before and/or after school.	Administration, Music Department	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Provide selected third, fourth, and fifth grade students the opportunity to be engaged in instrumental performances in a steel drum band.	Administration, Music Department	8/20/2007	6/05/2008	Academic Enrichment Opportunities	500
Require all chorus, recorder, bell and steel drum members to maintain passing grades to remain in their ensembles.	Administration, Music Department, Classroom teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Provide advanced music students the opportunity to notate and compose music using music software and a MIDI keyboard.	Administration, Music Department	8/20/2007	6/05/2008	Academic Enrichment Opportunities	350
Provide chorus, recorder, and bell ensemble members the opportunity to audition for the Miami-Dade County Superintendent's Honor Music Festival.	Administration, Music Department	2/04/2008	4/25/2008	Academic Enrichment Opportunities	0
Provide backdrops, posters, and signs for performances by the school music ensembles.	Administration, Art Department	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0

### 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 2007 - 2008 school year, through maintenance of performance programs and posters.



## Return On Investment Goal

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

#### *Florida Education Priorities*

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 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 checked="" type="checkbox"/>

### **Return On Investment Statement**

Natural Bridge Elementary School is committed to increase the efficient uses of resources as measured by the 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 percentage points as evidenced by a ranking in the 36th percentile on the 2007 - 2008 publication of the index, as compared to the 31st percentile ranking on the 2004 - 2005 index publication.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Research existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principal	8/20/2007	6/05/2008	Business Process Redesign	0
Share the use of facilities, partnering with community agencies.	Principal, Assistant Principal	8/20/2007	6/05/2008	Business Process Redesign	0
Provide training for staff on the use of financial resources in relation to school programs.	Principal, Assistant Principal	8/20/2007	6/05/2008	Business Process Redesign	0
Collaborate with the District on resource allocation.	Principal, Assistant Principal	8/20/2007	6/05/2008	Business Process Redesign	0

### 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"/>	<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:**

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.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	27120
Mathematics	11500
Writing	0
Science	500
Parental Involvement	4000
Discipline & Safety	1500
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	1350
Return On Investment	0
<b>Total</b>	<b>45970</b>



# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

\_\_\_\_\_  
\_\_\_\_\_

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*