
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 3621 - Naranja Elementary School

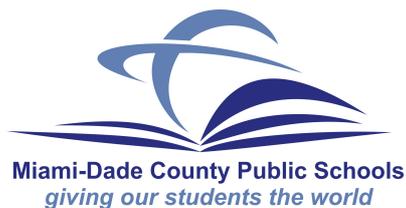
FeederPattern: South Dade Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: René Baly

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Naranja Elementary School

Naranja Elementary is a pre-kindergarten through fifth grade school serving a campus population of 702 students. The school is located in deep south Miami-Dade County and serves students from low socioeconomic areas. The school has a multi-ethnic population, with 93.4 percent of the students receiving free or reduced lunch. After reviewing pertinent data, such as the School's Demographic and Academic Profile and the Florida Comprehensive Assessment Test results, the staff and Educational Excellence School Advisory Council have identified the following objectives as schoolwide priorities for the 2005-2006 school year.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 58 percent scoring at Level 3 or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five will improve their reading skills as evidenced by 44 percent scoring Level 3 or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students in grades three through five will improve their reading skills as evidenced by 44 percent scoring Level 3 or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in the lowest 25 percent will improve their reading skills as evidenced by 50 percent scoring Level 3 or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grade three through five will improve their mathematics skills as evidenced by 50 percent scoring Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five will improve their mathematics skills as evidenced by 50 percent scoring Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students in grades three through five will improve their mathematics skills as evidenced by 50 percent scoring Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their mathematics skills as evidenced by 50 percent scoring Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students in grades three through five will improve their mathematics skills as evidenced by 50 percent scoring Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades three through five will improve their mathematics skills as evidenced by 50 percent scoring Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction in the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase in the percentage of students meeting high standards from 73 to 76 percent on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, Hispanic students will improve their writing skills as evidenced by an increase in the percentage of students meeting high standards from 79 to 82 percent on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, African American students will improve their writing skills as evidenced by an increase in the percentage of students meeting high standards from 73 to 76 percent on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grade four will improve their writing skills as evidenced by an increase in the percentage of students meeting high standards from 72 to 75 percent on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet or exceed the district mean scale score of 286 on the 2006 FCAT Science Test.

Given increased attention to communication with all stakeholders, 68 percent of parents will participate in at least one parent workshop/meeting as documented by sign-in sheets and attendance logs, as evidenced by comparing the 2005 sign-in sheets and attendance logs with the 2006 sign-in sheets and attendance logs.

Given increased attention to student attendance with all stakeholders, students will improve their attendance rate as evidenced by an increase from 93.96 to 95.53 on the 2005-2006 Percentage of Attendance Report.

Given greater access to high quality educational content and technology support, one hundred percent of the teachers will be trained and will implement the electronic grade book by the end of the 2006 school year.

Given instruction using the Sunshine State Standards, students in grades four and five will increase their fitness score from 67 to 70 percent as evidenced by the Fitness Gram.

Given instruction using the Sunshine State Standards, students in grades two through five will increase their participation in art and extra curricular activities from 7 to 15 percent as documented by attendance logs maintained throughout the 2005-2006 school year.

Naranja Elementary School will improve its ranking on the State of Florida ROI index publication from the 31st percentile in 2003 to at least the 34th percentile on the next publication of the index.

Based on the Organizational Performance Improvement Snapshot Survey, Naranja Elementary will focus on two areas of priority: Business Results and Strategic Planning. In the area of Business Results, specifically the item relating to our school helping its community, we will inform the school's staff of upcoming community activities and events. Strategic Planning will address seeking input from the school's faculty. Meetings will be conducted with grade level chairpersons, the Leadership Team, the Literacy Leadership Team, and the Administrative Team. Bi-weekly faculty meetings will also be conducted to offer a forum for exchanging and contributing ideas.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Naranja Elementary School

VISION

The vision of Naranja Elementary School is to enrich the community by providing positive educational experiences for our students and the surrounding community, while extending the use of the school for community related activities.

MISSION

The mission of Naranja Elementary School is to provide our children with a global education by ensuring the very best educational opportunities through a strong home, school, and community relationship, and the use of innovative and research-based instructional strategies.

CORE VALUES

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

School Demographics

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

The school serves 702 students in grades Pre-kindergarten through fifth. Most students come from diverse, bilingual, and economically disadvantaged homes: 13.7 percent are Limited English Proficient(LEP), and 12.9 percent are Exceptional Student Education(ESE); 53 percent is African-American, 40 percent is Hispanic, 5 percent is white non-Hispanic, 2 percent is Asian/Multiracial, and; 93.4 percent participate in free/reduced lunch and there is a 90.2 percent mobility.

Naranja Elementary School employs a total of 67 full-time and 11 part-time staff members: two administrators, four full-time and two part-time clerical staff, twenty-regular classroom teachers, two academic resource teachers, two reading coaches, one media specialist, five ESE teachers, four ESOL/Spanish teachers, one counselor, four special area teachers and one part-time music teacher, two part-time tech support staff, four part-time student staff(speech, social worker, psychologist, placement specialist), five full-time custodians and one part-time custodian, two full-time and nine part-time cafeteria staff, three full-time paraprofessionals and eleven part-time paraprofessionals, one full-time zone mechanic, four part-time security monitors and two part-time cafeteria monitors. The ethnic breakdown of the staff is as follows: 21.2 percent White, 24.2 percent Black, 48.5 percent Hispanic, and 6.1 percent Multi-Ethnic.

The Florida Department of Education grades Naranja as a "C" school. An increase in the number of struggling students achieving learning gains has impacted the overall scores; however, there were many successes according to the data gathered from the Florida Department of Education Accountability Report. Results of the 2005 FCAT administration indicate 58 percent of the students in grades three through five made learning gains in reading, 51 percent made learning gains in mathematics, and 73 percent of the students in grade four met high standards in writing.

School Foundation

Leadership:

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

District Strategic Planning Alignment:

Naranja's goals and objectives are developed by the School Improvement Committee, the faculty, and the EESAC. The School Improvement Plan is approved by the faculty and the EESAC committee. Naranja will ensure compliance with the goals and objectives of the school by ensuring that all faculty and staff are aware of the School Improvement Plan and its goals. Results of the Organizational Performance Improvement Snapshot Survey indicates an average Strategic Planning score of 3.8.

Stakeholder Engagement:

The School Climate Report indicates that the faculty at Naranja Elementary are satisfied with the quality of their work, the school's mission, and leadership support. Results of the Organizational Performance Improvement Snapshot Survey indicates an average Human Resource Focus score of 4.1.

Faculty & Staff:

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

Data/Information/Knowledge Management:

Data will be analyzed and disaggregated as soon as it is available. Instructional teams will review the results and address areas of concern. Results of the Organizational Performance Improvement Snapshot Survey indicates an average Measurement, Analysis and Knowledge Management score of 4.4.

Education Design:

Programs which drive instruction are driven by the Houghton Mifflin reading series, Sunshine State Standards, Comprehensive Research Based Plan, and Best Practices. Results of the Organizational Performance Improvement Snapshot Survey indicates an average Process Management and Business Results score of 4.1 in each area.

Performance Results:

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

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Alpizar,A.-Media/199120 /Primary Education K-12 Language Art 6-12
 Berki, M.-1st #237771/Elementary Education
 Bowe, R.-2nd/Team #145612/
 Bowles, H.-3rd/Team #113897/MA-Elementary Education ESOL Endorsement
 Calhoun,T.-KIND #219752/Elementary Education ESOL Endorsement
 Carmona, L.-1st #251342/Elementary Education ESOL Endorsements
 Carmona, R.-5th/Team #225402/ Elementary Education/Math MA-Reading Specialist-Montessori ESOL Endorsement
 Cash, G.-4th/Team #237182/Elementary Education ESOL Education MA- Reading/ESE
 Collins, P.-5th #148693/Elementary Education MA Elementary Ed. Specialist- Educational Leadership
 Davalos, S.-MSC. #179202/K-12 Music MA-Media
 Dawson, C.-4th #272605/Elementary Education ESOL Endorsement
 Dhanpaul, R.-3rd #252217/Elementary Education ESOL Endorsement
 Diaz, A.-Counselor #244315/Psychology MA-School Guidance & Counseling
 Diego,C.-5th #275322/Elementary Education
 Gerry, W.-2nd #272716/
 Givens, M.-2nd #068483/Elementary Education ESOL Endorsement
 Gordon, H. -RDG LDR#206248/
 Griffin, T.-5th #212162/MA-Elementary Education ESOL Endorsement
 Hagins, M.-3rd #040412/MA-Elementary Education ESOL Endorsement
 Henkel,J.-KIND #114533/Primary Education
 Herdoiza, J.-PRE-K #133535/
 Herrera, M.-3rd #249579/Elementary Education ESOL Endorsement
 Hooker, L.-GIF #171056/Elementary Education MA-Elementary Ed. Specialist-Science ESOL Endorsement Gifted
 Hosmer, C.-KIND #177650/Elementary Education ESOL Endorsement
 Ivanyi, E.-3rd #265527/ Elementary Education ESOL Endorsement
 Lomax, M. -ESE #201424/ESE MA-EMH ESOL Endorsement
 Marcial, I.-1st #249200/Elementary Education MA-Educational Leadership ESOL Endorsement
 Martinez, M.-ESOL #183375/Elementary Education ESOL Endorsement
 Mathis, M.-2nd #229853/Elementary Education ESOL Endorsement
 Mobley, I.-PE 042437/Health & Physical Education MA-Admin. & Supervision Specialist-Education
 Mollineda, M. -SPN #246284/
 Mora, M.-SPN #226366/
 Mulligan, J.-ESE #225542/K-12 ESE MA-Special Ed. Specialist-Reading N. Board-ESE ESOL Endorsement
 Nelson, G.-4th #147788/Elementary Education MA-Economics ESOL Endorsed
 Novoa, S.-2nd #265998/Elementary Education ESOL Endorsement
 Oliva-Schmitz, A.-1st/Team #247275/Elementary Education ESOL Endorsement
 Oliver, I.-ESE #155165/V.E. K-12 MA-V.E. ESOL Endorsement
 Otto, D. - 5th #242552/Elementary Education ESOL Endorsement
 Perez, G. -KIND #268840/Elementary Education ESOL Endorsement
 Phillips, M.-RDG LDR #102135/
 Rodriguez, R.-ESE #190189/MA-ESE Specialist.-Media

Rome, M. -RES #133547/MA-Elementary Education ESOL Endorsement

Schellin, M.-KIND #235678/Pre K-6

Sosa, O.-SPN #227970/Elementary Education MA-Psychology & Sociology ESOL Endorsement

Stevenson, A.-1st #246079/Elementary Education ESOL Endorsement

Valencia, P.-PE #060390/Elementary Education

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

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

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

Young, M.-ESE #256625/ESOL Endorsement

• Highly Qualified, Certified Administrators:

Dr. René Baly is serving as principal of Naranja Elementary School and is in his first year of the principalship. Prior to becoming principal, Dr. Baly served as assistant principal with Miami-Dade County Public Schools for eight years in schools with a high concentration of economically disadvantaged students. As an administrator, he has collaborated with staff, students, and parents to improve student achievement by analyzing test scores, identifying at-risk students, supporting teachers in implementing the instructional programs, and building a teaching and learning environment that allows for positive growth, the sharing of ideas, and working cohesively and collaboratively to institute change as needed. Dr. Baly was also a teacher for ten years with Miami-Dade County Public Schools. He holds a Bachelor of Science Degree in Music Education from Florida International University, a Master of Science Degree in Educational Leadership From Nova University, and just recently received his Doctorate degree in Educational Leadership and School Administration and Supervision from Barry University.

Ms. Yubeda Miah is Assistant Principal at Naranja Elementary School. She has been at the school since the 2004-2005 school year. Prior to her assignment at Naranja, she served as assistant principal at three other elementary schools in the district.

Ms. Miah has completed the first year of the Executive Training Program (ETP). She is a graduate of Leadership Miami, a Miami-Dade County Public Schools' sponsored initiative with the Greater Miami Chamber of Commerce. She was nominated as Assistant Principal of the Year for the South Dade Feeder Pattern for the 2004-2005 school year.

Ms. Miah was Reading Leader while employed as a teacher, as well as grade level chair and writing resource teacher. Her strong background in curriculum helped Miami Heights Elementary, a Title 1 school, improved its school grade from a "C" to an "A". Her expertise is evident in implementing and monitoring student assessments in order to maximize student achievement. She will provide teachers with appropriate professional development and attend schedule grade level meetings. Ms. Miah will meet with the Leadership Teams to implement and monitor strategies in reading, mathematics, and writing.

• Teacher Mentoring:

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

• School Advisory Council:

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

• Extended Learning Opportunities

Naranja Elementary School will offer a variety of additional learning opportunities for the students. Special tutorial programs are offered to address the needs of all students including ESE students and LEP before, during and after school. The Before School Program will focus on the Title I Chess Program and provide opportunities for students in Kindergarten through fifth grade to develop critical thinking skills.

The School Day Tutorial program will include the following: Early Success and Soaring High intervention components of the Houghton Mifflin reading program, which will be utilized with students in grades K through 5 after the second administration of the DIBELS Test. The Voyager Passport, a reading program for ESE students and students retained in third grade, along with tutorial services from Florida International University School of Education, are interventions provided to focus on reading improvement. The After School programs include tutoring for third, fourth and fifth graders three times a week for one hour and the Academic Excellence Program(AEP) . The school, in collaboration with several community-based groups, will offer after school tutorial programs. Participants will include: Naranja Park, which will focus on social skills and recreation activities, Florida Christian Association of America(FCAA), which will focus on reading improvement, and the Neighborhood Empowerment Program, which will focus on mental health and social skills.

• School Wide Improvement Model

Naranja Elementary School will incorporate the Continuous Improvement Model(CIM). The CIM Model consist of an 8-step process that will regularly assess students for enrichment and remediation based on data-driven decisions. The steps include: test score disaggregation, time line development, instructional focus, assessment, tutorials, enrichment, maintenance, and monitoring of the process.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Students at Naranja Elementary will achieve high standards in reading.

Needs Assessment

The results obtained from the School Accountability Report indicate that 58 percent of the students tested made learning gains and 55 percent achieved high standards in reading. This reflected a 6 percent decrease in students achieving learning gains and a 7 percent increase in students achieving high standards. An analysis of data across grade levels indicates that 91 percent of Students with Disabilities (SWD) and 69 percent of Limited Proficient Students (LEP) scored below the state required mastery level on the FCAT Reading Test. Data across grade levels indicate that third grade students need to show improvement in the areas of Words/Phrases Content Cluster as well as Comparisons. An analysis of grade four reading achievement indicates that increased instruction in the content clusters of comparisons and reference/research is most important. The words/phrases content cluster is indicated as the area of greatest need in fifth grade. This year's concentrated instructional effort in these areas should result in an increase in student achievement.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 58 percent scoring at Level 3 or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five will improve their reading skills as evidenced by 44 percent scoring Level 3 or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students in grades three through five will improve their reading skills as evidenced by 44 percent scoring Level 3 or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in the lowest 25 percent will improve their reading skills as evidenced by 50 percent scoring Level 3 or higher on the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Continuous Improvement Model (CIM) utilizing the eight-step process.	Principal, Assistant Principal, Reading Coach, Teachers	8/8/2005	5/24/2006
Disaggregate and analyze data from the 2005 FCAT Reading test to identify strengths and weaknesses in student performance, and develop an instructional focus calendar for reading.	Principal, Assistant Principal, Reading Coaches, Teachers	8/8/2005	5/24/2006
Implement the Comprehensive Research-Based Reading Plan (CRRP) with intensive focus on guided reading and vocabulary development.	Principal, Assistant Principal, Reading Coaches, Teachers	8/8/2005	5/24/2006
Provide an uninterrupted daily 120 minute block of reading instruction for students in kindergarten through fifth grade.	Principal, Assistant Principal, Teachers	8/8/2005	5/24/2006
Utilize Accelerated Reader/STAR and FCAT Explorer computer-assisted resources to reinforce and enhance reading skills.	Assistant Principal, Media Specialist	8/8/2005	5/24/2006
Offer an after-school tutoring program for LEP students who scored at Achievement Level 1 or 2 on the FCAT Reading subtest.	Principal, Teachers	8/8/2005	5/24/2006
Utilize Voyager with students scoring Level 1 on the FCAT 2005 Reading Test.	Assistant Principal, Reading Coach, Teachers	8/8/2005	5/24/2006
Provide an in-house tutorial program in collaboration with Resource Teachers and the Language Arts/Reading teachers that consists of an in-class and pull-out model during the school day for third through fifth grade general education students and students with learning disabilities who	Principal, Assistant Principal, Teachers	8/8/2005	5/24/2006

did not score at or above Achievement Level 3 on the FCAT Reading subtest.			
Provide Before School, In School, and After School tutorial interventions for students scoring in the lowest 25 percent.	Principal, Teachers	8/8/2005	5/24/2006

Research-Based Programs

Comprehensive Research-Based Reading Plan

Houghton Mifflin Reading Series

Voyager

Professional Development

Professional development for all teachers will include training on the three types of classroom assessment (screening, diagnostic and progress monitoring), initial instruction, immediate intensive intervention, the Comprehensive Research-Based Reading Plan (CRRP), using assessments and analysis of assessment data and differentiated instruction to ensure student achievement. Additionally, in-services will include training in the resources required for the implementation of the School Improvement Plan: Best Practices, FCAT Explorer, Project Right Beginnings, Project BEAR and Project OWL. Other in-services such as CRISS will be scheduled based on teacher surveys, data-driven analysis and/or District ACCESS Center initiatives.

Evaluation

Weekly, monthly, and interim assessments to monitor student progress and redirect learning activities will occur on an on-going basis. Monthly and interim assessments will be directed by the reading coaches. Achievement of the objective will be met as evidenced by 58 percent of the students meeting high standards in reading on the 2006 FCAT Reading Test. The after-school tutoring program will be assessed by comparing the results of the Pre and Post Test.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

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

Needs Assessment

The data obtained from the 2004-2005 School Performance Accountability Report indicates that 51 percent of the students tested made learning gains and 41 percent achieved high standards in Mathematics. An analysis of the 2005 FCAT scores indicate third grade performed the highest in data analysis. Third grade scored the lowest in four out of five mathematical strands. Third and fourth grade students' greatest area of improvement was in measurement. Data analysis of fifth grade indicates their lowest area of achievement was in number sense. Analysis of the School Performance Accountability Report indicates a need for increased and improved instruction in mathematics at all grade levels. In-depth data analysis indicates improved and increased instruction is particularly needed in number sense and geometry for all grades. Professional development needs will focus on the Scott Foresman Mathematics Program, Riverdeep and FCAT Explorer.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade three through five will improve their mathematics skills as evidenced by 50 percent scoring Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five will improve their mathematics skills as evidenced by 50 percent scoring Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students in grades three through five will improve their mathematics skills as evidenced by 50 percent scoring Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their mathematics skills as evidenced by 50 percent scoring Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students in grades three through five will improve their mathematics skills as evidenced by 50 percent scoring Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades three through five will improve their mathematics skills as evidenced by 50 percent scoring Level 3 or higher on the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide students with performance-based activities incorporating the use of manipulatives, problem-solving, critical thinking and communication.	Principal, Assistant Principal, Teachers	8/8/2005	5/24/2006
Administer pre, progress and post FCAT practice assessment to students and analyze the data to identify strengths and weaknesses and develop an instructional focus calendar for mathematics.	Principal, Assistant Principal, Teachers	8/8/2005	5/24/2006
Provide an uninterrupted daily 60 minute block of mathematics instruction for kindergarten through fifth grade.	Principal, Assistant Principal, Teachers	8/8/2005	5/24/2006
Provide differentiated instruction and after-school tutoring for students performing in the lowest 25 percentile.	Principal, Assistant Principal, Teachers	8/8/2005	5/24/2006
Utilize suggested Mathematics Long-Range Plans for kindergarten through fifth grade.	Principal, Assistant Principal, Teachers	8/8/2005	5/24/2006
Utilize Riverdeep and FCAT Explorer computer-assisted resources to reinforce and enhance	Assistant Principal, Teachers	8/8/2005	5/24/2006

mathematical skills.	
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Research-Based Programs

Scott-Foresman-Addison Wesley

Professional Development

Professional development training will include in-services on the five essential components of mathematics (number sense, measurement, data analysis, algebraic thinking, and geometry), assessment and analysis assessment data, and differentiated instruction for all students. In-services will include training on the resources required for the implementation of the School Improvement Plan such as: Riverdeep, FCAT Explorer, and the Scott Foresman Mathematics Program. Other in-services will be scheduled based on teacher surveys, data driven analysis and/or District Region Center initiatives.

Evaluation

Weekly, monthly, and interim assessments to monitor student progress and redirect learning activities will occur on an on-going basis. Monthly and interim assessments will be directed and monitored by the curriculum support person from the district. Compiled data will be shared with the classroom teachers. Achievement of the objectives will be considered accomplished if students demonstrate increased proficiency in mathematics, as evidenced by 50 percent of students achieving high standards on the 2006 FCAT Mathematics Test. The after-school tutoring program will be assessed by comparing the results of the Pre and Post Test.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

GOAL 3 STATEMENT:

Students at Naranja Elementary will improve their writing skills.

Needs Assessment

The results obtained from the School Performance Accountability Report indicate that 73 percent of students tested met high standards in writing. The scores reflect an 11 percentage decrease when compared to the 2004 FCAT Writing test results. Students will improve their writing skills as evidenced by 76 percent of the students meeting high standards in writing on the 2006 FCAT Writing Test. The needs assessment reveals that students require further development in writing benchmarks. The data revealed that improvement is needed in expository writing. Though data dictates the strength is narrative writing, continuous instruction is required as we seek to raise student achievement levels. On-going data analysis between grade level members regarding progress on monthly assessments will drive instruction.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction in the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase in the percentage of students meeting high standards from 73 to 76 percent on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, Hispanic students will improve their writing skills as evidenced by an increase in the percentage of students meeting high standards from 79 to 82 percent on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, African American students will improve their writing skills as evidenced by an increase in the percentage of students meeting high standards from 73 to 76 percent on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grade four will improve their writing skills as evidenced by an increase in the percentage of students meeting high standards from 72 to 75 percent on the 2006 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Teach Me Writing	Assistant Principal, Classroom Teachers	8/8/2005	5/24/2006
Provide teachers the opportunity to attend in-service training to improve instruction in writing skills.	Principal, Teachers	8/8/2005	5/24/2006
Implement school- wide "word of the day" program on the morning announcements to assist in vocabulary development.	Assistant Principal, Media Specialist, Teachers	8/8/2005	5/24/2006
Administer District Writing Pre and Post Tests and determine proficiency level to modify instruction if needed.	Assistant Principal, Reading Coach, Teachers	8/8/2005	5/24/2006
Provide differential instruction to students scoring a 1 or 2 on the district writing rubric.	Principal, Assistant Principal, Teachers	8/8/2005	5/24/2006
Participate in various local, district, state, and national writing contests.	Assistant Principal, Teachers	8/8/2005	5/24/2006
Administer a school- wide prompt each month in second through fifth grade, and analyze results for the purpose of improving writing instruction.	Assistant Principal, Teachers	8/8/2005	5/24/2006

Research-Based Programs

Houghton Mifflin Reading Series

Comprehensive Research-Based Reading Plan

Professional Development

Professional development training for teachers will include: techniques to improve the delivery of instruction, how to maximize the opportunities for learning, the art of teaching writing, Sanron's Teach Me Writing, Best Practices, Project OWL, Project Draw, and holistic scoring of students' writing samples using the state and district rubric.

Evaluation

The writing objective will be met as evidenced by 76 percent of students meeting high standards on the 2006 FCAT Writing Test.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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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"/>

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

GOAL 4 STATEMENT:

Students at Naranja Elementary will meet the District scale score.

Needs Assessment

The results of the 2005 FCAT Science test indicate a mean scale score of 272. The score indicates an increase of 43 mean scale points as compared to the 2004 test score of 229. The score also indicates that students are performing below both the district's and state's average. To demonstrate adequate improvement in science, the mean scale score will need to be increased by 14 points or more to achieve the district's average and 24 points or more to achieve the state's average. The needs assessment reveals that students require further instruction in the Earth/Space benchmark.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet or exceed the district mean scale score of 286 on the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide workshops enabling parents to assist their children.	Community Involvement Specialist	8/8/2005	5/24/2006
Implement the Continuous Improvement Model (CIM) utilizing the eight-step process.	Principal, Assistant Principal Teachers	8/8/2005	5/24/2006
Develop scientific process skills by providing classroom materials that are conducive to exploration and inquiry.	Principal, Assistant Principal, Teachers	8/8/2005	5/24/2006
Incorporate effective teaching strategies using the Continuous Improvement Model to develop students' understanding of scientific concepts through classroom activities and project-based learning such as: cooperative groups, hands-on activities, and using problem-solving/critical thinking strategies.	Principal, Assistant Principal, Teachers	8/8/2005	5/24/2006
Increase the number of participants in the Naranja Elementary School Science Fair by five percent as compared to the 2004-2005 school year.	Principal, Assistant Principal Science Fair Chairperson, Teachers	8/8/2005	5/24/2006
Administer an FCAT Science Pre and Post Test in grade five.	Assistant Principal, Teachers	8/8/2005	5/24/2006
Promote the use of computer-assisted research and investigation to enhance scientific learning utilizing Riverdeep.	Assistant Principal, Teachers	8/8/2005	5/24/2006

Research-Based Programs

McGraw-Hill Science Series

Professional Development

Professional development training will focus on Science scope and sequence, use of hands-on activities, managing and guiding cooperative groups and strategies to maximize learning opportunities. Training in experimental demonstrations, concept development, and scientific thinking will also be addressed. The Science Curriculum Support Specialists will provide additional assistance in content delivery and/or strategies.

Evaluation

The objective will be achieved as evidenced by an increase in the mean scale score to meet or exceed the district mean scale score of 286 on the 2006 FCAT Science Test.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

GOAL 5 STATEMENT:

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

Needs Assessment

An assessment of data reveals that there is a need to offer a variety of parental activities to increase parental involvement and assist parents in helping their children at home. The data reflected on the 2004-2005 Annual Survey of Title I Parent Involvement indicates a 65 percent parent participation rate in school sponsored activities. Activities offered to increase parental involvement will be focused and widely advertised in efforts to generate increased participation and support.

Measurable Objective

Given increased attention to communication with all stakeholders, 68 percent of parents will participate in at least one parent workshop/meeting as documented by sign-in sheets and attendance logs, as evidenced by comparing the 2005 sign-in sheets and attendance logs with the 2006 sign-in sheets and attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Distribute and/or post a bilingual newsletter for families to communicate pertinent school information and establish a home-school connection.	Community Involvement Specialist	8/8/2005	5/24/2006
Provide informational workshops for parents to improve their parenting skills, their understanding of child-related health issues, their own educational growth, and the use of technology.	Community Involvement Specialist	8/8/2005	5/24/2006
Provide and maintain a Family Resource Center with instructional materials for check-out and use at home.	Principal, Community Involvement Specialist	8/8/2005	5/24/2006
Include parents' active participation in decision-making groups such as the PTSA and School Advisory Council.	Principal, Community Involvement Specialist	8/8/2005	5/24/2006
Inform and invite parents or guardians to utilize the on-site Family Resource Center.	Community Involvement Specialist	8/8/2005	5/24/2006
Announce special events on the school marquee to promote communication, awareness, and support of school activities.	Principal, Community Involvement Specialist	8/8/2005	5/24/2006
Plan and facilitate special school sponsored activities such as Open House, Title I Parent Orientation and Workshops, Dinner Night, Family Read-In Night, Bring Your Dad to School, Family Fun Day, Spring Concert, and Science Fair Night, to encourage additional opportunities for parental involvement.	Principal, Community Involvement Specialist, Classrooms Teachers, Music Teachers, Science Chairperson	8/8/2005	5/24/2006
Combine the efforts of the administration, faculty, and parent representatives in surveying parents' needs, and planning accordingly.	Community Involvement Specialist	8/8/2005	5/24/2006
Monitor the participation of parents and community-based organizations by maintaining the use of sign-in sheets, attendance logs and delivery of service.	Community Involvement Specialist	8/8/2005	5/24/2006

Maintain an on-going line of communication (in student's home language) between the home and the school through the use of student progress reports, report cards, letters, flyers, school newsletters, parent/teacher conferences, and home visits.	Principal, Assistant Principal, Community Involvement Specialist, Teachers	8/8/2005	5/24/2006
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Research-Based Programs

National Standards for PTA

Professional Development

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

Evaluation

An increase in parental involvement will be evidenced by a comparison of attendance rosters and data reflected from the Annual Survey of Title I Parent Involvement for the 2005 school year and the 2006 school year.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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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"/>

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

GOAL 6 STATEMENT:

Naranja Elementary will promote programs and practices to improve school-wide student attendance.

Needs Assessment

An assessment of the 2004-2005 Percentage of Attendance Report depicts that Naranja Elementary had a 93.96 average daily percent attendance. The report reflects that we were 1.57 percentage points below the county's 95.53 average daily percent attendance. Students with poor attendance habits miss instruction leading them to fall behind.

Measurable Objective

Given increased attention to student attendance with all stakeholders, students will improve their attendance rate as evidenced by an increase from 93.96 to 95.53 on the 2005-2006 Percentage of Attendance Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide the parents with the Student/Parent Handbooks describing the school's attendance policy.	Principal	8/8/2005	5/24/2006
Notify parents daily after a student absence.	Community Involvement Specialist, Counselor	8/8/2005	5/24/2006
Contact the counselor and/or visiting teacher for intervention after a student has accumulated five absences.	Counselor	8/8/2005	5/24/2006
Schedule a conference with the Assistant Principal and Parent to review the attendance patterns of students with seven or more absences.	Assistant Principal	8/8/2005	5/8/2006
Contact local businesses to work in conjunction with the school to raise funds for incentives to promote increased attendance.	Community Involvement Specialist, Assistant Principal, Attendance Committee	8/8/2005	5/24/2006
Initiate the "Attendance Raffle" school-wide to promote and encourage daily school attendance.	Assistant Principal, Teachers	8/8/2005	5/24/2006
Monitor the Attendance Bulletin daily.	Principal, Assistant Principal, Teachers	8/8/2005	5/24/2006
Inform parents that after five unexcused absences the child's school records will be subpoenaed by the Dade County State Attorney's Office and a mandatory meeting will be scheduled.	Counselor, Teachers	8/8/2005	5/24/2006

Research-Based Programs

Professional Development

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

Evaluation

The 2005-2006 Percentage of Attendance Report will depict a 95.53 or above the daily percent attendance for Naranja Elementary.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

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

GOAL 7 STATEMENT:

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

Needs Assessment

Based on the district's initiative to utilize the electronic gradebook, all teachers will be trained by the end of the 2006 school year.

Measurable Objective

Given greater access to high quality educational content and technology support, one hundred percent of the teachers will be trained and will implement the electronic grade book by the end of the 2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor student progress utilizing the Excelsior Grade Book	Teachers	8/8/2005	5/24/2006
Implement Quarterly Progress reports.	Teachers	8/8/2005	5/24/2006
Conduct teacher training.	District Specialist	8/8/2005	5/24/2006
Create and train teacher mentors for Grade Book applications.	Technology Coordinator	8/8/2005	5/24/2006
Conduct parent/teacher conferences.	Classrooms teachers	8/8/2005	5/24/2006
Train teachers on the Excelsior Grade Book	Principal, Assitant Principal, Teachers	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

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

Evaluation

Teacher attendance logs will show attendance of 100 percent of teachers trained and implementing the electronic grade book by the end of the 2005-2006 school year.

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

GOAL 8 STATEMENT:

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

Needs Assessment

An assessment of student performance on the 2005 FitnessGram Summary reflected 67 percent attained a healthy physical fitness level. According to these results, students need to improve their aerobic capacity, which will encourage daily physical activity throughout their lives.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades four and five will increase their fitness score from 67 to 70 percent as evidenced by the Fitness Gram.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer a pre-test to determine baseline measures.	P.E. Teachers	8/8/2005	5/24/2006
Provide an appropriate amount of instructional time dedicated to fitness related activities on a daily basis. Activities will focus on cardiovascular, flexibility, and muscular strength and endurance.	Assistant Principal, P.E. Teachers	8/8/2005	5/24/2006
Foster creativity and emphasize safety through teacher-guided activities focusing on helping students develop motor skills as part of the physical education program.	P.E. Teachers	8/8/2005	5/24/2006
Survey students to assess their current level of physical fitness and knowledge of good health practices, which will include level of physical activity and diet practices.	P.E. Teachers	8/8/2005	5/24/2006
Implement a school-wide field day promoting physical fitness.	P.E. Teachers	8/8/2005	5/24/2006

Research-Based Programs

NA

Professional Development

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

Evaluation

Students in grades four and five will increase their fitness score from 67 to 70 percent as evidenced by the administration of the 2006 Fitness Gram.

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

GOAL 9 STATEMENT:

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

Needs Assessment

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades two through five will increase their participation in art and extra curricular activities from 7 to 15 percent as documented by attendance logs maintained throughout the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Encourage student participation in the annual Youth Fair Exhibition.	Principal, Assistant Principal, Art Teacher	8/8/2005	5/24/2006
Encourage student participation in the annual school talent show.	Principal, Assistant Principal Music Teachers Classroom Teachers	8/8/2005	5/24/2006
Participate in an annual Spring Concert.	Principal, Assistant Principal, Music Teachers	8/8/2005	5/24/2006
Develop an exhibit at school and in the community to display student artwork.	Principal, Assistant Principal, Art Teacher	8/8/2005	5/24/2006
Perform at community-based organizations throughout the year.	Principal, Assistant Principal, Music Teachers	8/8/2005	5/24/2006

Research-Based Programs

NA

Professional Development

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

Evaluation

An increase in student participation will be evidenced by attendance logs maintained throughout the 2005-2006 school year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

GOAL 10 STATEMENT:

Naranja Elementary School will rank at or above the 76th percentile statewide in the Return on Investment index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Naranja Elementary School ranked at the 31st percentile on the State of Florida ROI index.

Measurable Objective

Naranja Elementary School will improve its ranking on the State of Florida ROI index publication from the 31st percentile in 2003 to at least the 34th percentile on the next publication of the index.

Action Steps

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

Research-Based Programs

School Efficiency Indicator

Professional Development

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

Evaluation

On the next State of Florida ROI index publication, Naranja Elementary School will show progress towards reaching or exceeding the 34th percentile.

EESAC Compliance

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

Budget:

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

Training:

The EESAC recommended additional staff development in improving instruction using the Sunshine State Standards, the Continuous Improvement Model, and the Electronic Grade Book.

Instructional Materials:

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

Technology:

The EESAC recommended to continue promoting technology through the acquisition of Accelerated Reader software and books to enhance the reading curriculum.

Staffing:

The EESAC recommended hiring an additional part-time security monitor.

Student Support Services:

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

Other Matters of Resource Allocation:

The EESAC recommended continuing to support the HOPE Tutoring Program.

Benchmarking:

The EESAC recommended that the school continue sharing and implementing Best Practices.

School Safety & Discipline:

The EESAC recommended that Naranja continue the centralization of early morning arrival procedures and afternoon dismissal procedures, stationing a security monitor in the parking lot, and additional signage placed at West entrance of the school directing visitors to the main office.

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