

School Name and Number : 3061 - Ludlam Elementary School

School Performance Excellence Plan

Principal: Mirta Segredo

Telephone #: (305) 667-5551

High School Feeder Pattern: 7721 - South Miami Senior

Region: Region V

Board District #: 6 - Mrs. Manty Sabatés Morse

Title I Budget and Waivers

This school is receiving Title I funding and its Title I Budget is appended to this document.

This school is currently operating under a waiver of state, school board, and/or labor contract mandate(s). The pertinent waiver(s) is/are appended to this document.



2002 - 2003

SCHOOL PERFORMANCE EXCELLENCE PLAN (SCHOOL IMPROVEMENT PLAN)

School Name: 3061 - Ludlam Elementary School

2002 School Performance Grade: A

Vision/Mission/Belief Statement(s):

VISION: We, the Ludlam Elementary family, will focus on preparing ourselves for the new millennium. Through high expectations for personal and civic responsibilities, we will enhance our students' academic achievement and prepare them for the challenges of our multicultural, ever changing society.

MISSION: Ludlam Elementary strives to prepare students to be responsible, productive members of society. The needs of our diverse student population are addressed through various instructional programs and initiatives within an integrated, technology-infused curriculum. We are an integral part of the community we serve, working collaboratively with local businesses and organizations to meet the challenge of preparing students for their future roles in society. Our mission, as a diverse group of people with the common goal of shaping the future by molding students into responsible, productive citizens, can best be summarized by our school's motto: MANY FACES—ONE GOAL.

Title I Schoolwide Program: No

Comprehensive School Reform Program: No

SACS Accreditation Process: No

School District Goals:

Goal I: School to Career

Focus: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Objectives:

- Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.
- Ib. Monitor and assess the implementation of standards for students in the areas of academic, career, and personal/social development.
- Ic. Expand opportunities for students to participate in cultural and physical fitness experiences.
- Id. Decrease the number of schools receiving "D" and "F" grades and increase the number of schools receiving "A" and "B" grades on the State's School Accountability Report.
- Ie. Integrate technology and its proficient use for all students and faculty into the instructional program to facilitate learning, with the intent of producing technologically skilled graduates.
- If. Enhance vocational/technical programs and adult education programs to meet the demands of business and industry.
- Ig. Broaden the scope of civic, law, and character education programs offered in the district to provide all students with necessary skills.
- Ih. Narrow the achievement gap between minority and non-minority students.
- Ii. Increase the number of students and adults who are bilingual and biliterate.
- Ij. Increase public educational choice options.

Goal II: Effective Learning Environment

Focus: Enhance the safety of students and staff, and increase the quality of the learning environment

Objectives:

- Ila. Reduce the percentage of incidents related to violence, weapons, drugs, vandalism, and truancy.
- Ilb. Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers.
- Ilc. Reduce school overcrowding.
- Ild. Increase skills, knowledge, and professionalism of school staff.
- Ile. Increase the number of educationally productive partnerships with the community.
- Ilf. Increase opportunities for parents and guardians to become active partners in achieving educational success for all students.
- Ilg. Promote the community focus of schools as neighborhood learning and cultural centers for both students and other members of the community

Goal III: Efficient Management Practices

Focus: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency

Objectives:

- IIIa. Improve the financial planning and management process to ensure that resources are allocated and expended according to district needs and priorities.
- IIIb. Decrease the average duration of new construction, additions, and renovations and ensure that Capital Outlay programs/projects are completed within budget.
- IIIc. Improve the delivery of services such as maintenance, classroom materials, and transportation.
- IIId. Ensure that personnel maintain professional standards and effectively fulfill their assigned responsibilities.
- IIIe. Improve the perception of the Miami-Dade School District for various stakeholders.

School Profile/ Needs Assessment:

EXECUTIVE SUMMARY

Ludlam Elementary School

Ludlam Elementary, in conjunction with the Educational Excellence School Advisory Council, is committed to improving student achievement. Ludlam is a multi-ethnic school which houses a full-time gifted program, several exceptional student education programs, and a standard curriculum program for neighboring children in the South Miami area. Ludlam Elementary addresses the needs of students through its focus on attendance, its counseling program, the school-to-career initiatives that are implemented, and the infusion of technology throughout the curriculum. The following objectives will serve as the focus of our schoolwide priorities for the 2002-2003 school year.

Given instruction using the Sunshine State Standards, standard curriculum students in grades four and five will demonstrate improvement in reading skills as evidenced by a five percent increase in the percent of students demonstrating acceptable levels of learning gains on the 2003 administration of the FCAT Reading Test, as compared to scores on the 2002 administration.

Given instruction using the Sunshine State Standards, first through fifth grade students will improve their writing skills as evidenced by at least 80 percent of students demonstrating learning gains when comparing the scores of a site-authored writing pre- and post-test administered in September 2002 and May 2003.

Given instruction using the Sunshine State Standards, standard curriculum students in grades three through five will increase their mathematics skills as evidenced by a five percent increase in the percent of students reaching the state required mastery level.

Given an increased emphasis on the integration of technology into the curriculum, 80 percent of students in grades three through five will produce two or more pieces of student-generated work utilizing a word processing program and the World Wide Web, as documented by teacher logs.

Given instruction using hands-on science activities, students in grades one through five will increase their knowledge of science as evidenced by a ten percent increase in the average scores on the pre-test and post-test of a site-developed science assessment administered in Fall 2002 and Spring 2003.

The accomplishment of these objectives will enhance our mission to prepare all students to interact successfully in society and develop a lifelong love for learning.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

1. ENVIRONMENT

1.1 Pedagogy

This item explores the teaching process at the school, including programs, services, and delivery systems.

Ludlam Elementary School provides educational services based on the Sunshine State Standards to students in grades prekindergarten through five. Additional educational programs include a full-time program for gifted students consisting of self-contained classes, a resource program for exceptional education students, two programs for emotionally disturbed students, a pre-kindergarten program for exceptional education and standard curriculum students, and a resource program for students with limited English proficiency. Instruction is provided in traditional classroom settings and is enhanced through an interdisciplinary approach to the curriculum and the infusion of technology throughout all areas of study.

1.2 Culture

This item explores the culture of the school, included are the vision, mission, and core values of the school.

Ludlam Elementary holds the following beliefs as the motivation for all endeavors undertaken by the school: We, the Ludlam Elementary family, will focus on preparing ourselves for the new millennium. Through high expectations for personal and civic responsibilities, we will enhance our students' academic achievement and prepare them for the challenges of our multicultural, ever changing society. We strive to prepare students to be responsible, productive members of society. The needs of our diverse student population are addressed through various instructional programs and initiatives within an integrated, technology-infused curriculum. We are an integral part of the community we serve, working collaboratively with local businesses and organizations to meet the challenge of preparing students for their future roles in society. Our mission, as a diverse group of people with the common goal of shaping the future by molding students into responsible, productive citizens, can best be summarized by our school's motto: MANY FACES—ONE GOAL.

1.3 Human Resources

This item describes the people who carry out the work of the school.

Ludlam Elementary employs a total of 58 full-time staff members and 16 part-time staff members. Of this group, two are administrators, 20 are classroom teachers, 17 are exceptional student education teachers, one is a guidance counselor, one is a media specialist, six are classroom paraprofessionals, six are clerical employees, and five are custodians. Of the teaching staff, approximately 15 percent are teachers new to the school. The average length of time teaching in Florida is 11 years, and 20 teachers have advanced degrees.

1.4 Building Resources

This item explores budgetary commitments for facilities, technologies, and equipment.

Ludlam Elementary School is located on 5.13 acres in central Miami-Dade County at 6639 S.W.74th Street in the city of South Miami. The original facility was built in 1958 and consists of four buildings connected by walkways and overhangs housing 36 classrooms. An additional building consisting of two classrooms and teacher's workrooms was constructed in the mid 1970s. A new media center and art room were added during the 2001-2002 school year. Ten portable classrooms have also been installed at the site. The school has been retro-wired to provide Internet and Intranet access to 100% of the classrooms. The new media center houses a state-of-the-art closed-circuit television system. Recent funding provided by the QZAB grant was utilized to provide six computers in each classroom, purchase additional software to support the curriculum, offer teacher training in technology, purchase an extensive gradebook software program (Excelsior), and create a computer laboratory.

1.5 Constraints

This item explores standards, laws, and rules that strongly influence the school to take action.

Ludlam Elementary School adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all. The school is in compliance with the requirements of the Individuals with Disabilities Education Act. The school is subject to the requirements of the Florida Department of Education and Florida's High-Quality Education System, including the implementation of programs, and addressing the requirements of the Sunshine State Standards. In addition, the school implements the District's Competency-Based Curriculum.

2. RELATIONSHIPS

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

2.1 Student

This item explores the unique requirements, expectations, and needs of the key student groups.

Ludlam Elementary School serves approximately 576 students. About 350 are from the surrounding neighborhood, including standard curriculum students, ESE students (9.8%), ESOL students (18.7%), and economically disadvantaged students (51.4%). Approximately 215 students are from other areas and are transported to our school by the district or by their parents. Twenty attend our program for emotionally disturbed students, and 195 are enrolled in our full-time gifted program. The ethnic/racial make-up of the student population is 19 percent African-American, 47 percent Hispanic, 24 percent White Non-Hispanic, and 10 percent Asian/Indian or multiracial. The mobility rate of the school is 32 percent. Economically disadvantaged students in need of support are assisted through various programs, such as the Adopt-a-Family program, sponsored by our PTA. The school counselor is instrumental in identifying needy families and providing both direct assistance and referrals to appropriate social service agencies. Students who are in need of extra help in mastering the skills taught in the classroom are served through tutoring programs. The child study team convenes to develop alternative strategies for students exhibiting academic or behavioral difficulties.

2.2 Stakeholder

This item explores the unique requirements, expectations, and needs of the key stakeholder groups, including parents/caregivers and the surrounding community/businesses.

Ludlam Elementary involves the community in several ways. In addition to the annual Open House, parent workshops are offered to enhance parents' abilities to support their children's educational needs at home. Also, a before and after school care program is provided for parents who require supervision for their children beyond the school day. Through the school's alliance with KidVentures, a non-profit organization, students participate in an entrepreneurial program in which they design, produce and market their own products. Profits are utilized to contribute to the community by sponsoring endangered animals or contributing to other charitable organizations.

2.3 Human Resources

This item explores the unique requirements, expectations, and needs of the faculty and staff.

Ludlam Elementary School employees receive competitive salaries, as well as a benefits package, as negotiated by the employee unions and School Board of Miami-Dade County Public Schools. This package includes a comprehensive health component as well as standard insurances and other selected benefits. The faculty and staff at Ludlam Elementary are provided with numerous opportunities to participate in professional development programs provided by the district. Additionally, teachers create their own professional development plans delineating targeted areas for professional growth. The school hosts professional development activities consisting of conferences and workshops that are aligned with the goals of the school. Outstanding contributions are acknowledged through various on-site incentive programs throughout the year.

2.4 Supplier and Partner

This item explores the unique requirements, expectations, and needs of the key supplier groups, including providers of goods and services such as social services, food, transportation, and key partners such as other schools, workforce connections, and community connections.

Ludlam Elementary School is a member of the South Miami Annenberg Partnership. This partnership consists of four schools within the South Miami Senior High School feeder pattern, Ludlam and South Miami Elementary Schools, South Miami Middle School, and South Miami Senior High School, as well as the City of South Miami and the Miami Herald. This joint venture focuses on improving students' writing skills, and improving communication between students, school, home and the community. Through this project, students at the participating schools create websites which are linked to the Miami Herald and City of South Miami websites. This project has enhanced communication and accentuated the common educational goals between Ludlam Elementary and the middle and senior high schools our students eventually attend. Additionally, the staff from our school works closely with South Miami Middle School on articulation issues to ensure a smooth transition for our exiting fifth grade students. Ludlam Elementary also participates in a multicultural exchange program with three other elementary schools within the area.

3. COMPETITION

3.1 Position:

This item explores the competitive position and explores the factors which strongly influence students to enroll at this school instead of a competing school.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

Enrollment at Ludlam Elementary School has remained stable at approximately 576 students over the past few years. The full-time gifted program has steadily grown from its inception in 1988, with an enrollment of approximately 100 students, to its current enrollment of approximately 195 students each year. Ludlam Elementary has been designated as an “A” school by the Florida Department of Education.

3.2 Competitors

This item explores the alternate schools available to students.

Several private schools are located within the community served by Ludlam Elementary School. These include University Christian, Happy Times, St. Matthew’s Lutheran Day School, and Alexander Montessori. Additionally, a public elementary school affiliated with the University of Miami, West Laboratory Elementary School, is also nearby. The Florida Department of Education grades Ludlam as an “A” school. The surrounding elementary schools, David Fairchild, South Miami Elementary Schools, and West Laboratory are also “A” schools.

3.3 Mode

This item explores the Critical Success Factors for the areas identified by the school as being essential to the achievement of the vision/mission of the school.

The school’s Educational Excellence School Advisory Council (EESAC) is comprised of teachers, staff members, community representatives, parents, and students. The EESAC meets monthly to review budgetary and educational decisions impacting the school’s mission and vision. School leaders provide information and professional growth opportunities as necessary to ensure that EESAC members are equipped with the knowledge necessary to make informed decisions regarding all issues. Communication is enhanced among EESAC members and other stakeholders to ensure that all issues and concerns are addressed. This communication is facilitated through grade level meetings and department meetings.

3.4 Dynamics

This item explores the changing threats and opportunities to which the school must respond.

The composition of the neighboring community Ludlam Elementary serves has changed over the past few years. Years ago, the neighboring students were predominantly African-American. There has been a gradual increase in the Hispanic population within the community. This has led to an increase in the number of limited English proficient students enrolled at the school. Consequently, additional bilingual programs and staff allocations have been established.

4. CHALLENGES

4.1 Learning

This item explores the challenges the school faces in providing educational activities that result in student learning.

Challenges in learning identified by the faculty and staff at Ludlam Elementary School involve the limited resources available to some of our students. Approximately 51% of our students reside in economically disadvantaged households. The acquisition of educational resources for these students is facilitated through the PTA’s Adopt-a-Family program, as well as through the availability of school supplies at the PTA store. The increase in the number of students of limited English proficiency presents an additional challenge. Both factors impact the readiness level of our entering kindergarten students.

4.2 Faculty

This item explores the challenges the school faces in ensuring the quality of teachers, providing for the satisfaction of the faculty, and the challenges the school faces in the delivery of educational programs.

Ludlam Elementary School has identified some challenges regarding the faculty. The increase in the enrollment of students of limited English proficiency has increased the staff allocations in the area of bilingual education. A staff development need has been identified in the area of developing and implementing alternative instructional strategies with these students. Additionally, the results of the Taking a Good Look at Instructional Technology Survey indicate a need to provide staff development to facilitate the infusion of technology within the curriculum.

4.3 Operational and External Forces

This item explores the challenges the school faces in internal daily operations and in interactions with the surrounding community.

Ludlam Elementary has identified some issues concerning challenges in relationships with internal operations and external forces. These include the increase in the number of students with limited English proficiency; and the maintenance of the increasingly large number of computers and up-to-date technology available at the school.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

4.4 Process Improvement

This item explores the challenges the school faces in improving educational program design, student support services, operational and strategic planning processes, cycle time, data usage, and organizational learning.

Ludlam Elementary School has identified some issues concerning challenges in process improvement. The number of students with outdoor suspensions indicates a need to review the school's discipline plan, as well as individual teacher's discipline policies. Additionally, the constant upgrades in technology available at the school creates a need for continued professional development to ensure all staff members are proficient and up-to-date regarding all upgrades.

5. IMPROVEMENT

5.1 Education Design and Support Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.1 Learning.

Ludlam Elementary has identified several issues concerning improvement in education design and support process improvement. The increase in the number of students of limited English proficiency presents a challenge. Although most classroom teachers have completed the required training in this area, additional assistance is required in developing appropriate instructional strategies to assist these students within the regular classroom. English instruction for most of these students continues to be delivered through a pull-out resource model. A bilingual counselor enhances the support services for the increasing number of Hispanic students enrolled at the school.

5.2 Education Delivery Process

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.2 Faculty.

Ludlam Elementary School has identified some issues concerning improvement in the education delivery process. The number of students with outdoor suspensions indicate a need to review the school's discipline plan. In an effort to reduce the number of disruptions in classrooms caused by inappropriate student behavior, the schoolwide discipline policy, as well as individual teacher's classroom discipline plans will be reviewed. Staff development in the area of classroom management and the establishment of procedures to enhance the learning environment will be conducted throughout the year. The series of educational videos produced by Dr. Harry Wong, lecturer and author of "The First Days of School," will be used for this purpose.

5.3 Operational and External Forces Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.3 Operational and External Forces.

Ludlam Elementary has identified some issues concerning challenges in relationships with internal operations and external forces. These include the maintenance of our increasingly large number of computers and the increase in the number of students with limited English proficiency. A full-time microsystems technician has been hired to address the maintenance needs created by the increased technology available at the school. Additionally, staff development regarding alternative instructional strategies for LEP students will be provided.

5.4 Organizational Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.4 Process Improvement.

Ludlam Elementary School has identified some issues concerning challenges in process improvement. Staff development will be conducted throughout the year. Topics emphasized will include: instructional strategies to enhance student achievement, classroom management, and alternative strategies for LEP students. Additionally, a continued emphasis will be placed on maintaining both teachers and students up-to-date on technological advances.

School Profile/ Needs Assessment: (continued)

MAJOR PROGRAMS

Reading

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Competency Based Curriculum (CBC)	K-5	Sep. '98
Accelerated Reader	1-5	Sep. '99
America Reads	1-5	Sep. '99
Comprehensive Reading Plan	K-5	Sep. '95
Gifted	K-5	Sep. '90

Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Competency Based Curriculum (CBC)	K-5	Sep. '98
Comprehensive Reading Plan	K-5	Sep. '98
Gifted	K-5	Sep. '90

Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Competency Based Curriculum (CBC)	K-5	Sep. '98
Gifted	K-5	Sep. '90

Science

PROGRAM	STUDENT LEVEL	DATE INITIATED
Competency Based Curriculum (CBC)	K-5	Sep. '98
Full Option Science Systems (FOSS)	K-5	Sep. '98
Gifted	K-5	Sep. '98

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
Planning for School Improvement	3	Sep. 07, '01
Instructional Strategies in Reading	1	Sep. 19, '01
Reading Instructional Strategies	1	Oct. 04, '01
Florida Reading Association Conference	5	Oct. 20, '01
Instructional Strategies in Reading	12	Oct. 22, '01
Analysis of Student Performance/Development of Instructional Strategies	13	Dec. 11, '01
Instructional Strategies for ESOL students	27	Dec. 14, '01
Instructional Strategies in Reading	23	Feb. 20, '02

Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
Planning for School Improvement	3	Sep. 07, '01
Writing Matters Program - Instructional Strategies	4	Oct. 06, '01
Analysis of Student Performance/Development of Instructional Strategies	13	Dec. 11, '01
Instructional Strategies for ESOL students	27	Dec. 14, '01

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
Planning for School Improvement	3	Sep. 19, '01
Analysis of Student Performance/Development of Instructional Strategies	13	Dec. 11, '01
Instructional Strategies in Mathematics	2	May 20, '02

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Science Instruction

TRAINING	NUMBER TRAINED	DATE
Analysis of Student Performance/Development of Instructional Strategies	13	Dec. 11, '01
Instructional Strategies in Science	2	May 20, '02

Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
Student Services Programs	1	Sep. 25, '01
Functional Assessment of Behavior	1	Oct. 02, '01
Miami-Dade County Public Schools Technology Conference	12	Oct. 11, '01
African American History Curriculum	1	Nov. 14, '01
Instructional Strategies for Gifted Students	3	Nov. 28, '01

School Profile/ Needs Assessment: (continued)

OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

The following information will explain how the EESAC has assisted in the preparation of the School PEP relative to the following issues:

Budget:

The principal reviewed the school budget with the EESAC. The EESAC made recommendations on the utilization of FCAT funds and EESAC funds.

Training:

The EESAC voted to allocate funds for staff professional development activities.

Instructional Materials:

EESAC representatives reviewed instructional materials used in the classroom.

Technology:

The EESAC reviewed the Taking a Good Look at Instructional Technology (TAGLIT) survey completed by teachers and students. The school's technology committee reviewed recommendations regarding staff development and the school's technology plan with the EESAC.

Staffing:

The EESAC reviewed the responsibilities of individuals receiving supplements, and the allocation of personnel to support the instructional program.

Student Support Services:

The EESAC identified attendance and technology, with an emphasis on parental and community involvement, as areas of concern.

School Safety and Discipline:

The school's overall discipline plan is reviewed with the EESAC. Recommendations and issues addressed by the school's safety committee are also reviewed by the EESAC.

Other Matters of Resource Allocation:

The PTA, Dade Partners, and business and community representatives support the activities and objectives within the School Performance Excellence Plan.

Benchmarking:

The EESAC monitored the implementation of strategies delineated in the School Performance Excellence Plan.

School Data Summary: (compare the last 4 years, if available)

ACCOUNTABILITY DATA

School Performance Grades

2001-2002	2000-2001	1999-2000	1998-1999
A	A	B	C

2001-2002 Results

	Reading	Math	Writing	Grade Points
% Meeting High Standards	80	73	80	233
% Making Learning Gains	73	79		152
Adequate Progress of Lowest 25% in the school?	73			73
Total School Grade Points	226	152	80	458

FCAT Sunshine State Standards (SSS) (all curriculum groups)

School Data Summary: (compare the last 4 years, if available)

FCAT Sunshine State Standards (SSS) (all curriculum groups)

Grade Level: 03

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	97	317	21	7	26	32	14	100	311	24	16	24	24	12
2000-2001	97	315						99	313					

Grade Level: 04

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	95	319	28	8	17	19	27	95	309	29	13	19	26	13
2000-2001	76	316	28	14	16	25	17	77	309					
1999-2000	88	298	34	15	15	28	8							
1998-1999	87	307	29	7	29	23	13							

School Data Summary: (compare the last 4 years, if available)

FCAT Sunshine State Standards (SSS) (all curriculum groups)

Grade Level: 05

Year	Reading						Mathematics							
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	78	307	26	18	13	29	14	78	341	19	21	17	18	26
2000-2001	90	292						89	331	19	26	18	20	17
1999-2000								97	324	37	14	11	19	19
1998-1999								75	313	31	27	15	27	1

School Data Summary: (compare the last 4 years, if available)

FCAT Writing (all curriculum groups)

Grade Level: 04

Test Prompt: Combined

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	94	3.4	6	1	14	1	19	9	21	12	11	1	2
2000-2001	73	3.7	3	0	7	1	22	8	23	10	11	0	11
1999-2000	89	3	2	3	9	10	37	11	13	6	3	1	0
1998-1999	86	3.4	6	1	5	5	22	16	33	5	7	0	1

Test Prompt: Expository

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	46	3.2	2	0	20	0	26	7	15	9	15	0	0
2000-2001	36	3.5	0	0	11	3	28	6	33	3	8	0	6
1999-2000	44	3.1	5	2	14	11	27	11	14	7	5	2	0
1998-1999	43	3.1	12	0	5	7	30	9	33	2	2	0	0

Test Prompt: Narrative

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	48	3.5	10	2	8	2	13	10	27	15	6	2	4
2000-2001	37	3.9	5	0	3	0	16	11	14	16	14	0	16
1999-2000	45	3	0	4	4	9	47	11	13	4	2	0	0
1998-1999	43	3.8	0	2	5	2	14	23	33	7	12	0	2

School Name: Ludlam Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 1 : Reading

Aligns with District Goal #: 1 2 3

State Goal #: 2 3 4 6 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
(x)	(x)	(x)	(x)	(x)	(x)	(x)

Needs Assessment

Scores on the 2002 FCAT Reading Test indicate that 73 percent of standard curriculum students in grades four and five demonstrated acceptable levels of learning gains in reading.

Objective

Given instruction using the Sunshine State Standards, standard curriculum students in grades four and five will demonstrate improvement in reading skills as evidenced by a five percent increase in the percent of students demonstrating acceptable levels of learning gains on the 2003 administration of the FCAT Reading Test, as compared to scores on the 2002 administration.

Definition of Adequate Progress:

Adequate progress will be deemed to have been made if 78 percent of standard curriculum students in grades four and five demonstrate acceptable levels of learning gains in reading.

Evaluation:

This objective will be evaluated by scores of the 2003 FCAT Reading Test.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Segredo, Mirta		
Conover, Debra		
Ramirez, Cammy		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Maintain Accelerated Reader Program, in both English and Spanish, to increase comprehension skills and to motivate students to read independently.	*Media Specialist Classroom Teachers	Media Center, Accelerated Reader Program	Sep. '02	Jun. '03
2 . Target student needs through the incorporation of guided reading instruction in daily lesson plans.	*Assistant Principal Classroom Teachers	Guided Reading Library	Sep. '02	Jun. '03
3 . Maintain reading logs to document books read by students at school and at home in compliance with the requirements of the Comprehensive Reading Plan.	*Classroom Teachers	Media Center, Classroom Libraries	Sep. '02	Jun. '03
4 . Coordinate the assistance of volunteers from America Reads, Lunch Bunch parent readers, college students, and other community volunteers to support the school's reading program.	*Department Chairperson	Media Center, America Reads Coordinator	Sep. '02	Jun. '03
5 . Read aloud to students daily from a variety of genres to include fiction, non-fiction, biographies, auto-biographies, etc.	*Assistant Principal Classroom Teachers	Media Center, Classroom Libraries	Sep. '02	Jun. '03
6 . Provide opportunities for students to read to an audience with a purpose.	*Principal Classroom Teachers Media Specialist	KidVentures Program, Media Center, Audio-Visual Equipment	Sep. '02	Jun. '03
7 . Conduct monthly grade level meetings to review and develop appropriate instructional strategies.	*Assistant Principal Classroom Teachers	Sunshine State Standards	Sep. '02	Jun. '03
8 . Incorporate content area reading instructional strategies in lesson plans.	*Classroom Teachers	Sunshine State Standards, Comprehensive Reading Plan	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: Ludlam Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 2 : Writing

Aligns with District Goal #: 1 2 3

State Goal #: 2 3 4 6 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
(x)	(x)	(x)	(x)	(x)	(x)	(x)

Needs Assessment

Results of the 2002 FCAT Writing Test indicate that 80 percent of all fourth grade standard curriculum students demonstrated high standards in writing.

Objective

Given instruction using the Sunshine State Standards, first through fifth grade students will improve their writing skills as evidenced by at least 80 percent of students demonstrating learning gains when comparing the scores of a site-authored writing pre- and post-test administered in September 2002 and May 2003.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 80 percent of students demonstrate learning gains.

Evaluation:

This objective will be evaluated by scores of the site-authored writing pre- and post-test.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Segredo, Mirta		
Bellmas, Rene		
Conover, Debra		
Ramirez, Cammy		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Provide career related experiences such as completing job applications, writing resumes, or creating a business plan in student entrepreneurship program.	*Entrepreneur Program Sponsor Classroom Teachers	KidVentures Program, Media Center, Internet	Sep. '02	Jun. '03
2 . Provide writing prompts in either narrative or expository form on a monthly basis. Examine student progress by using a grade-appropriate rubric.	*Assistant Principal Classroom Teachers	Florida Department of Education Sample Writing Prompts, Writing Software	Sep. '02	Jun. '03
3 . Maintain writing portfolios for individual students and update regularly.	*Department Chairpersons Classroom Teachers	Sunshine State Standards, Competency-Based Curriculum	Sep. '02	Jun. '03
4 . Utilize writing journals daily integrating all areas of the curriculum.	*Department Chairpersons Classroom Teachers	Sunshine State Standards, Competency-Based Curriculum	Sep. '02	Jun. '03
5 . Maintain a technology resource center for students to research, write, edit, illustrate, and publish original writing pieces.	*Media Specialist Classroom Teachers	Media Center, Computer Laboratory	Sep. '02	Jun. '03
6 . Schedule large group instruction in the computer laboratory using various types of writing software.	*Media Specialist Classroom Teachers	Computer Laboratory	Sep. '02	Jun. '03
7 . Implement the "Writing Matters" program within the Annenberg Challenge Grant in third and fifth grade classrooms in which students publish monthly newsletters and create classroom web pages.	*Assistant Principal Classroom Teachers	Internet, Publishing Software, Digital Cameras, Printers, Scanners	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: Ludlam Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 3 : Mathematics

Aligns with District Goal #: 1 2 3

State Goal #: 2 3 4 6 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
(x)	(x)	(x)	(x)	(x)	(x)	(x)

Needs Assessment

Scores on the 2002 FCAT Mathematics Test indicate that 73 percent of standard curriculum students in grades three through five met the state required mastery level, and that 79 percent of standard curriculum students in grades four and five demonstrated annual learning gains.

Objective

Given instruction using the Sunshine State Standards, standard curriculum students in grades three through five will increase their mathematics skills as evidenced by a five percent increase in the percent of students reaching the state required mastery level.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 78 percent of standard curriculum students in grades three through five achieve the state required mastery level.

Evaluation:

This objective will be evaluated by scores of the 2003 FCAT Mathematics Test.

SAC members involved in the development of this objective:

Names:

Names:

Names:

Bellmas, Rene		
Segredo, Mirta		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Apply mathematical concepts to the world of work through student businesses and class projects.	*KidVentures Coordinator Classroom Teachers	KidVentures Program, Competency-Based Curriculum	Sep. '02	Jun. '03
2 . Incorporate the use of manipulatives, geoboards and visual aids while concept building during lessons.	*Classroom Teachers	Mathematics Manipulative Materials	Sep. '02	Jun. '03
3 . Integrate technology such as calculators, multimedia computers, and overhead projectors into mathematics curriculum.	*Assistant Principal Classroom Teachers	Media Center, Audio-Visual Equipment, Technology, Computer Laboratory	Sep. '02	Jun. '03
4 . Incorporate problem solving lessons into content area instruction.	*Classroom Teachers	Sunshine State Standards	Sep. '02	Jun. '03
5 . Incorporate content area reading instructional strategies during mathematics lessons.	*Classroom Teachers	Comprehensive Reading Plan	Sep. '02	Jun. '03
6 . Reinforce mathematical understanding of real world problems through the use of mathematics journals to explain the process of arriving at mathematical solutions.	*Classroom Teachers	Competency-Based Curriculum, Sunshine State Standards	Sep. '02	Jun. '03
7 . Use timed mathematics practices for students to increase their accuracy and speed in mathematical computations.	*Classroom Teachers	Sunshine State Standards	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: Ludlam Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 4 : Technology

Aligns with District Goal #: 1 2 3

State Goal #: 3 4 6 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
(x)	(x)	(x)	(x)	(x)	(x)	(x)

Needs Assessment

Results of the "Taking a Good Look at Instructional Technology" (TAGLIT) survey indicate that 40 percent of students in grades three through five cannot independently use word processing programs to create documents, and 29 percent cannot independently use search engines to find information on the World Wide Web.

Objective

Given an increased emphasis on the integration of technology into the curriculum, 80 percent of students in grades three through five will produce two or more pieces of student-generated work utilizing a word processing program and the World Wide Web, as documented by teacher logs.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 80 percent of third through fifth grade students produce two or more pieces of work utilizing a word processing program and the World Wide Web.

Evaluation:

This objective will be evaluated by the completion of student-generated work as documented by teacher logs.

SAC members involved in the development of this objective:

Names:

Names:

Names:

Del Castillo, Enrique		
Conover, Debra		
Segredo, Mirta		
Burris, Dave		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Maintain a technology resource center complete with multimedia computers with Internet access, scanners, digital cameras, and printers to be used by classes.	*Media Specialist	Media Center, Computer Laboratory	Sep. '02	Jun. '03
2 . Provide class instruction on Internet search engines and various computer software in the computer laboratory.	*Media Specialist Classroom Teachers	Computer Laboratory	Sep. '02	Jun. '03
3 . Establish partnerships between classes to create a buddy system between grade levels to improve the level of technology use.	*Assistant Principal Classroom Teachers	Technology resources	Sep. '02	Jun. '03
4 . Provide training and resources for teachers using the gradebook computer software.	*Media Specialist	Media Center, Computer Laboratory	Sep. '02	Jun. '03
5 . Establish e-mail as a routine method of communication among the faculty and staff.	*Assistant Principal Teachers	Local Area Network	Sep. '02	Jun. '03
6 . Incorporate technology into the writing process to produce student-authored work.	*Classroom Teachers	Computer hardware and software	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE).
All staff members will participate in the implementation of this plan.

School Name: Ludlam Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 5 : Science

Aligns with District Goal #: 1 2 3

State Goal #: 3 4 6 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
(x)	(x)	(x)	(x)	(x)	(x)	(x)

Needs Assessment

The median percentile score for standard curriculum students on the 2002 SAT-9 Science Test is 65.

Objective

Given instruction using hands-on science activities, students in grades one through five will increase their knowledge of science as evidenced by a ten percent increase in the average scores on the pre-test and post-test of a site-developed science assessment administered in Fall 2002 and Spring 2003.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if there is a ten percent increase in the average scores on the pre-test and post-test of the site-developed science assessment for students in grades one through five.

Evaluation:

This objective will be evaluated by scores of the site-developed science assessment post-test.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Segredo, Mirta		
Ramirez, Cammy		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Implement the Comprehensive Mathematics and Science Plan.	Classroom Teachers	Comprehensive Mathematics and Science Plan	Sep. '02	Jun. '03
2 . Coordinate staff development workshops to enhance teachers' instructional strategies in the area of science.	*Assistant Principal	Instructional Improvement Team	Sep. '02	Jun. '03
3 . Implement scientific inquiry, the processes of science, and real-world applications of science in weekly lessons.	*Classroom Teachers	Curriculum materials, Manipulatives	Sep. '02	Jun. '03
4 . Incorporate student periodicals such as National Geographic and Time for Kids in weekly lesson plans.	*Classroom Teachers	National Geographic Magazine, Time for Kids	Sep. '02	Jun. '03
5 . Incorporate science fair projects in classroom instruction.	*Classroom Teachers	Sunshine State Standards	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

Adequate Progress Statement for the entire School Performance Excellence Plan:

A Progress Assessment meeting is scheduled for each school at the end of each school year. Present are to be the school principal, the Educational Excellence School Advisory Council (EESAC) chair, the United Teachers of Dade steward, an EESAC parent representative, the EESAC community/business representative, and the EESAC student representative, if there is one. The Progress Assessment meeting is held at the Region office or supervising District office. At this meeting, the EESAC makes a presentation of findings. Included in the presentation are data that identify the Strengths and Opportunities for Improvement (OFIs) of the school. These results provide guidance for the future direction of the school and are included, as appropriate, as objectives and strategies in the subsequent School Performance Excellence Plan. NOTE: This meeting is subject to Florida's Government-in-the-Sunshine Law.

In the event that a school does not make progress on an objective found in the School Board-approved School Performance Excellence Plan, the Region office or supervising District office will collaborate with the EESAC to determine whether, and in what format, that objective will be readdressed.

The school must also meet the Florida Definition of Adequate Progress. Florida's High-Quality Education System states that if a school fails to meet criteria set forth in Florida State Board of Education Rule 6A-1.09981 pertaining to School Performance Grades, the school cannot be said to have made adequate progress.

Mid-Year Review of School Performance Excellence Plan:

A mid-year review of the implementation of the current School Performance Excellence Plan will be conducted. This meeting, conducted by the Region Director or supervising District administrator, is subject to Florida's Government-in-the-Sunshine Law. This review will provide useful information for revising School Performance Excellence Plans for the following year and for assessing where resources need to be targeted for the remainder of the school year. A self-study of the progress made in implementing the current School Performance Excellence Plan at each school site will constitute a major portion of the mid-year review.

The School Advisory Council has reviewed and addressed **all** of the following required components of a School Performance Excellence Plan as pursuant to Section 230.23, Florida Statutes.

State Education Goals: *Appendix A p. i*

- Goal 1: Readiness to Start School
- Goal 2: Graduation Rate for Postsecondary Education and Employment
- Goal 3: Student Performance
- Goal 4: Learning Environment
- Goal 5: School Safety and Environment
- Goal 6: Teachers and Staff
- Goal 7: Adult Literacy
- Goal 8: Parental, Family and Community Involvement

Based on an analysis of student achievement and school performance data:

- FCAT Reading Sunshine State Standards
- FCAT Math Sunshine State Standards
- FCAT Writing Sunshine State Standards
- FCAT Science Sunshine State Standards

Issues relative to:

- budget
- training
- instructional materials
- technology
- staffing
- student support services
- specific school safety
- discipline strategies
- other matters of resource allocation

The following 10 essential components for Title I Schoolwide Program have been reviewed and addressed as required by Title I, Part A, Section 1114 of No Child Left Behind.
(if applicable)

- Comprehensive Needs Assessment of the Entire Plan
- Schoolwide Reform Strategies
- Instruction by Highly Qualified Teachers
- High-quality and Ongoing Professional Development
- Strategies to Attract High Quality Qualified Teachers to High-need Schools
- Strategies to Increase Parental Involvement
- Plans for Assisting Preschool Children
- Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- Activities to Ensure that Students Who Experience Difficulty Mastering the Proficient or Advanced Levels of Academic Achievement Standards Shall be Provided with Effective, Timely Additional Assistance
- Coordination and Integration of Federal, State and Local Services and Programs.

All of the following 11 essential components for the Comprehensive School Reform Program has been reviewed and addressed as required by Title I, Part F of No Child Left Behind.
(if applicable)

- Proven Scientifically-Based Strategies and Methods
- Comprehensive Design with Aligned Components
- Continuous Professional Development
- Measurable Goals and Benchmarks for Student Academic Achievement
- Support within School
- Support for School Personnel
- Meaningful Parental and Community Involvement
- High Quality External Technical Support and Assistance
- Annual Evaluation
- Coordination of General Resources
- Coordination of Scientifically-Based Resources

All of the following 7 components of an Effective School Improvement Framework have been reviewed and addressed as required by the Quality School Improvement Process by the SACS Commission on Elementary and Middle Schools.

(if applicable)

- A process for stakeholders' participation in school improvement planning
- The identification, development, and analysis of information that is summarized in a profile of the students, school, and community.
- A list of beliefs and a mission statement that represent community expectations and student needs, and provide direction and focus for the work of a school.
- A list of clearly defined goals and performance expectations for student learning, and comprehensive assessment of students' performance on each.
- A comprehensive analysis of the instructional and organizational effectiveness of a school.
- An action plan for school improvement that details strategies for addressing areas identified through the planning process as needing improvement.
- An implementation process that provides for continuous monitoring and annual assessments of the plan and supplies the data for making necessary revisions.

All of the following 7 elements for the school improvement process have been reviewed and addressed as required by the SACS Commission on Secondary and Middle Schools.

(if applicable)

- Identification of the students, school, and community the school serves.
- Development of the beliefs and mission of the school; basis for the school's existence.
- Completion of a comprehensive needs assessment that focuses on areas that relate to student performance.
- Identification of specific goals for student learning.
- Adoption of a process that must support and enable the school to conduct a self-evaluation of the effectiveness of the instructional and organizational practices within the school.
- Development and implementation of an action plan for improvement.
- Development of an action plan ensuring the capacity of the school to evaluate its progress and provide for accountability to its intended goals.

SCHOOL PERFORMANCE EXCELLENCE PLAN REVIEW AND ACCEPTANCE SIGNATURES

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

The original signature page; including signatures of EESAC members is on file at the Region/District Supervisor's Office.

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