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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 3061 - Ludlam Elementary School

*FeederPattern:* South Miami Senior

*Region:* Regional Center V

*District:* 13 - Miami-Dade

*Principal:* Marisol Diaz

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Ludlam Elementary School*

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Ludlam Elementary, in conjunction with the Educational Excellence School Advisory Council, is committed to continuously improving student achievement. Ludlam is a multi-ethnic school with approximately 575 students, 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 curriculum, parental involvement, core values, special areas and infusion of technology throughout the curriculum. The following objectives will serve as the focus of our schoolwide priorities for the 2005-2006 school year.

Given instruction using the Sunshine State Standards, students will increase their reading skills as evidenced by a two percent increase in the percentage of students demonstrating acceptable levels of learning gains on the 2006 administration of the FCAT Reading Test, as compared to the 2005 administration.

Given instruction using the Sunshine State Standards, students will increase their mathematics skills as evidenced by a three percent increase in the percentage of students demonstrating acceptable levels of learning gains on the 2006 administration of the FCAT Mathematics Test, as compared to the 2005 administration.

Given instruction using the Sunshine State Standards, students will increase their writing skills as evidenced by a five percent increase in the percentage of students scoring 4 or above on the 2006 administration of the FCAT Writing-Plus Test, as compared to the 2005 administration.

Given instruction using the Sunshine State Standards and hands-on science activities, students will increase their knowledge of science as evidenced by meeting or exceeding the district mean scale score on the 2006 administration of the FCAT Science Test.

Given schoolwide emphasis on increasing parental involvement, the percent of parents attending school related activities will increase by 5 percent as evidenced by parents attending two or more school related activities when comparing the results of the school developed parental involvement survey administered in May 2005 as compared to May 2006.

Given increased emphasis on school safety and discipline, five students per class will be recognized monthly through our Core Values Character Education Program. Participation will be monitored through monthly logs during the 2005-2006 school year.

Given an increased emphasis on the infusion of technology into the curriculum, 80 percent of students in grades Kindergarten through fifth will participate in the technology lab as evidenced by curriculum program reports and a lab utilization schedule.

Given increased emphasis on health and physical fitness, students meeting National Standards in grades 2-5 will increase by 2 percent as measured by the 2005-2006 FITNESSGRAM, compared to 86 percent of students meeting National Standards during 2004-2005.

Given increased emphasis on enrichment, 80 percent of students will participate in enrichment programs during the 2005-2006 school year as evidenced by participation rosters.

Given increased attention to financial resources and their correlation with student performance, Ludlam Elementary School will improve its ranking on the State of Florida ROI index publication from 59 percentile in 2003-2004 to 64 percentile on the next publication of the index.

A review of the Organizational Performance Improvement Snapshot Survey recommends a focus on Process Management and Strategic Planning. This will be addressed as we continue to implement the Continuous Improvement Model with all stakeholders and increase communication with support staff as it relates to our School Improvement Plan. The accomplishment of these objectives will enhance our mission to work collaboratively with parents and community partners to increase student achievement and maximize the potential of each child.

# 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.

## **Ludlam Elementary School**

### VISION

Ludlam Elementary strives to set high expectations for academic, personal and civic achievement. The needs of our diverse student population are addressed through various instructional programs within an integrated technology infused curriculum. We strive to work collaboratively with parents and community partners to meet the challenge of preparing all of our students for their future roles in society.

### MISSION

Ludlam Elementary works collaboratively with parents and community partners to increase student achievement and maximize the potential of each child.

## 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.

## *School Demographics*

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Ludlam Elementary School provides educational services to students in grades pre-kindergarten through five. It is located on 5.13 acres in central Miami-Dade County at 6639 SW 74 Street in the City of South Miami. The original facility was built in 1958 and an additional building was added in the mid 1970s. A new media center and art room was constructed in 2001. Ten portable classrooms have also been installed at the site. The school has been retro-wired to provide internet and intranet access to 100 percent of the classrooms. The new media center houses a state-of-the-art closed circuit television system. Funding provided by a QZAB grant was utilized to provide additional computers in each classroom, purchase additional software to support the curriculum, offer teacher training in technology, purchase Excelsior software program and create a computer laboratory.

The school serves approximately 575 students including standard curriculum students 76%, ESE students 14%, LEP students 14%, Gifted students 31% and economically disadvantaged students 46%. Approximately 215 students are from outside our school boundaries and are transported to our school to attend our severely emotionally disturbed program and our full-time gifted program.

The ethnic/racial make-up of the student population is 16% African American, 53% Hispanic, 22% White, Non-Hispanic, and 09% Asian/Indian or Multiracial. Ludlam Elementary School employs a total of 62 full-time staff members and 18 part-time staff members. Of this group, two are administrators, 17 are general education teachers, 15 are exceptional education teachers, one is a guidance counselor, one is a media specialist, one is a micro system technician, six are teachers of music, art, physical education and bilingual education, seven are classroom paraprofessionals, six are clerical employees, five are custodians and six are cafeteria workers. Of the teaching staff, eight percent are beginning teachers. The average length of time teaching in Florida is 10 years, and 67% of the teachers have advanced degrees.

Ludlam Elementary has been designated an "A" School for five consecutive years. The Infinity Gifted program was awarded a Curriculum Challenge Grant. The ESE Program has been the recipient of the All Students All Schools Inclusion Development Grant for two years. Two teachers have received National Board Certification.

# *School Foundation*

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## ***Leadership:***

A review of the Organizational Performance Improvement Snapshot Survey ranks leadership at a 4.5 on a scale of 5.0. The administration at Ludlam Elementary adheres to the belief that all decisions are student driven and works closely with staff to develop curriculum strategies that are meaningful and productive. The administration fully supports staff and encourages collaborative learning communities to address the continuous improvement process through curriculum committees. Curriculum committees meet quarterly to review school improvement plan strategies and curriculum needs. Vision and mission statements are posted in every classroom and throughout the school.

Good communication is of great value at Ludlam. In this effort, employees are kept informed via a weekly staff bulletin, e-mail and a positive message board in the staff production room. Staff recognition is provided consistently through these methods and a Staff Recognition Committee is comprised of representatives from all departments in selecting teacher, beginning teacher, clerical and support staff personnel of the year.

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

A review of the Organizational Performance Improvement Snapshot Survey ranks Strategic Planning at 4.1 on a scale of 5.0. School goals are selected based on careful data analysis, school needs and district priorities. These goals are discussed with the EESAC and faculty. Strategies are developed within curriculum committee meetings with grade level representatives. Support staff can be further involved by reviewing the School Improvement Plan and connecting their roles with the school's performance goals.

## ***Stakeholder Engagement:***

A review of the Organizational Performance Improvement Snapshot Survey ranks Customer and Market Focus 4.4 on a scale of 5.0. Parent Involvement is a priority at Ludlam and as a result a Parent Involvement Survey has been developed and implemented for the past two years. The results of the survey have led to a calendar of parent workshops to address specific parent needs. Translation, child care and varied schedules are all implemented to promote increased participation. Collaboration with PTA has increased PTA membership and attendance at school events. PTA sponsors events such as the Fall Festival, Book Fair and Night with the Arts. Through fundraising efforts, the PTA provides additional supplemental funds and resources to enhance the educational process. Communication is maintained through daily notices, monthly newsletter, conferences, school site web page, teacher phone mailboxes and e-mail. Parent climate survey results rate the school a B+.

The Educational Excellence School Advisory Council works together in the preparation, monitoring and evaluation of the School Improvement Plan. Consensus management is utilized to guide and improve student achievement. Specific activities include making decisions regarding school goals and strategies, expenditure of EESAC, student enhancement and recognition funds.

## ***Faculty & Staff:***

A review of the Organizational Performance Improvement Snapshot Survey ranks Human Resources 4.4 on a scale of 5.0. The teacher mentoring program at Ludlam consists of an orientation for new teachers once they begin and

developing a Professional Growth Team for all new teachers to our profession and any new teachers to Miami Dade County Public Schools. Each new teacher selects a colleague teacher for his or her team, while the administration selects a second mentor. These individuals work closely with the new teacher to assist in all aspects of school responsibilities including lesson planning, professional development and classroom management. The mentor teachers observe the new teacher two times per year to provide feedback in a collegial setting. This mentoring program is closely aligned with Miami-Dade County's Professional Assessment and Comprehensive Evaluation Program.

The reading coach and math/science coach hold classroom responsibilities, serve as department chairs and mentors to language arts and math/science teachers. They assist in facilitating planning, coordinating subject specific activities, reviewing assessments and sharing best practices.

Ludlam Elementary believes in collaboration and shared knowledge among colleagues. Teachers meet in curriculum meetings and as grade levels to review best practices, share strategies and collaborate on a continuous improvement process.

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

A review of the Organizational Performance Improvement Snapshot Survey ranks Measurement, Analysis and Knowledge Management 4.5 on a scale of 5.0. Ludlam Elementary recognizes the value of data driven decisions and consequently reviews various data elements to monitor student progress, staff, parent needs and school functions.

Regular assessments are an integral part of the instructional process. DIBELS, FCAT Explorer, Riverdeep, Lexia, Accelerated Reader, STAR, district and school site assessments are reviewed via data and Edusoft Reports. Student Performance Indicators, WSPI, is utilized to access the FCAT and SAT data. These diagnostic and performance reports all assist in teacher, grade level and school data analysis. As a result of this data analysis the school develops individual Academic Improvement Plans, tutoring groups and in class flexible instructional groups.

School Climate, Quality Improvement, and school developed Parent Involvement and School Improvement Survey results are reviewed with the EESAC and staff to further improve the continuous improvement process. The review of these surveys has led to a commitment to add paraprofessional support for classes, plan school activities and parent workshops.

### ***Education Design:***

A review of the Organizational Performance Improvement Snapshot Survey ranks Process Management 4.1 on a scale of 5.0. The Continuous Improvement Process drives the function of Ludlam Elementary. Careful planning is a joint effort between grade levels and departments to create a cohesive staff working towards the common goal of student achievement and excellence. Implementation is a team effort. Monitoring is done regularly and adaptations are done as needed.

Extended learning opportunities are available with tutors from the America Reads Program, After School Tutoring, paraprofessional support and integration of technology.

### ***Performance Results:***

A review of the Organizational Performance Improvement Snapshot Survey ranks Leadership and Measurement, Analysis and Knowledge Management as strengths. Process Management and Strategic Planning are

indicated as opportunities for improvement, ranking a 4.1 on a scale of 5.0. Including support staff in the review of the School Improvement Plan process will assist this rating.

Academically, the gains of the lowest 25 percent of students in grade 3-5 is a primary academic concern. Increasing the performance of students in all NCLB subgroups will continue to be addressed.

## GOAL 1: READING

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 1 STATEMENT:**

The goal of Ludlam Elementary School is to improve performance in reading for all students.

**Needs Assessment**

An analysis of the data from the 2005 Florida Comprehensive Assessment Test (FCAT) in Reading indicates that 85 percent of students are scoring at or above grade level and 73 percent of the students demonstrated acceptable levels of learning gains. The No Child Left Behind (NCLB) criteria was achieved with all subgroups. The data also revealed that 45 percent of the students in the lowest 25 percent did not demonstrate acceptable learning gains in reading. As a result, the plan will target the reading achievement of the students in the lowest 25 percent.

**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"/>											

## Measurable Objective

Given instruction using the Sunshine State Standards, students will increase their reading skills as evidenced by a two percent increase in the percentage of students demonstrating acceptable levels of learning gains on the 2006 administration of the FCAT Reading Test, as compared to the 2005 administration.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Follow the Continuous Improvement Model to conduct grade level/committee meetings to review and develop appropriate Comprehensive Research Reading Plan instructional strategies to address the needs of students not making adequate progress on the quarterly assessments and other formative assessments.	Principal, Assistant Principal and Department Chairpersons	8/15/2005	5/8/2006
Utilize the Accelerated Reader Program to enrich reading and increase comprehension skills and to motivate students to read independently.	Media Specialist and Classroom Teachers	08/08/2005	05/12/2005
Utilize Riverdeep Reading, FCAT Explorer and regular reading assessments to target deficient reading skills and monitor progress.	Technology Liason and Classroom Teacher	08/08/2005	05/08/2006
Develop Academic Improvement Plans for low performing students and provide small group interventions utilizing Voyager Passport, Read 180 and Lexia programs.	Selected Classroom Teachers	08/08/2005	5/08/2006
Provide Reading Under the Stars Night to provide parents with reading strategies and encourage read alouds.	Principal, Language Arts Committee	9/01/2005	5/12/2006
Assign tutors from the America Reads program to lowest performing students in grades 1-3 to provide one-on-one assistance with vocabulary, comprehension and fluency.	Reading Leader	08/08/2005	05/15/2006
Identify students scoring at the lowest 25 percent on the FCAT Reading Test and implement a tutorial program in grades 3-5 using Quick Reads to address the reading deficiencies.	Assistant Principal	08/08/2005	02/27/2006

## **Research-Based Programs**

Ludlam Elementary implements the Houghton Mifflin Reading Program.

America Reads, Lexia, Read 180, Riverdeep and the Voyager Passport Programs are utilized to further support the Houghton Mifflin Reading Program.

## **Professional Development**

Reading Leader attends district training and supports staff in administering and interpreting reading diagnostic tests such as DIBELS.

## **Evaluation**

This objective will be evaluated by the scores on the 2006 FCAT Reading Test as compared to the 2005 FCAT Reading Test. Assessments will be used to monitor progress towards the objective.

## GOAL 2: MATHEMATICS

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 2 STATEMENT:**

The goal of Ludlam Elementary School is to improve performance in mathematics for all students.

**Needs Assessment**

An analysis of the data from the 2005 Florida Comprehensive Assessment Test (FCAT) in Mathematics indicates that 77 percent of students scored at or above FCAT Achievement Level 3 and 74 percent of students demonstrated acceptable levels of learning gains. The No Child Left Behind (NCLB) criteria were achieved with all subgroups.

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"/>											

## Measurable Objective

Given instruction using the Sunshine State Standards, students will increase their mathematics skills as evidenced by a three percent increase in the percentage of students demonstrating acceptable levels of learning gains on the 2006 administration of the FCAT Mathematics Test, as compared to the 2005 administration.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Riverdeep and FCAT Explorer Mathematics software to target deficient skills and monitor progress.	Technology Liason, Classroom Teachers	08/15/2005	05/22/2006
Conduct grade level/committee meetings to review and develop appropriate instructional strategies to address the needs of students not making adequate progress on assessments.	Principal, Assistant Principal and Department Chairpersons	08/16/2005	5/12/2006
Provide parent workshop on how parents can assist their child with mathematics.	Principal, Selected Teachers	9/1/2005	5/12/2006
Utilize the Continuous Improvement Model to develop mathematics assessments to monitor progress and plan instruction.	Assistant Principal, Classroom Teachers	10/24/2005	01/23/2006
Develop Academic Improvement Plans for low performing students and utilize FCAT/Inclusion paraprofessionals to provide small group interventions.	Principal, Assistant Principal	8/22/2005	3/10/2006
Meet with grade levels representatives to review pacing and adjust the district recommended long-range plans.	Principal, Assistant Principal and Grade Level Chairpersons	8/15/2005	05/12/2006
Identify the students not demonstrating acceptable learning gains on the FCAT Mathematics Test and implement small group assistance to address, monitor and evaluate their deficiencies.	Assistant Principal, Classroom Teachers	08/08/2005	02/27/2006

## Research-Based Programs

Ludlam Elementary implements Macmillan-McGraw Hill research-based program as its primary mathematics program.

Riverdeep is used to further support this program.

## **Professional Development**

Math Coach will attend district training and provide support for teachers that will enhance instructional strategies for teaching Number Sense and Geometry.

## **Evaluation**

This objective will be evaluated by the scores on the FCAT 2006 Mathematics Test as compared to 2005 FCAT Mathematics Test. Formative assessments will be used to monitor progress towards the objective.

### GOAL 3: WRITING

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 3 STATEMENT:**

The goal of Ludlam Elementary School is to achieve improved performance in writing for all students.

**Needs Assessment**

An analysis of the data from the 2005 Florida Comprehensive Assessment Test (FCAT) Writing indicates that 61 percent of fourth grade students in all curriculum groups scored 4 or above in narrative writing and 57 percent of fourth graders scored 4 or above in expository writing. The No Child Left Behind (NCLB) criteria were achieved with all subgroups. As a result, the plan will focus on improving writing skills for all students in both narrative and expository writing.

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"/>											

## Measurable Objective

Given instruction using the Sunshine State Standards, students will increase their writing skills as evidenced by a five percent increase in the percentage of students scoring 4 or above on the 2006 administration of the FCAT Writing-Plus Test, as compared to the 2005 administration.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement specific writing goals for each grade level according to school developed writing plan.	Language Arts/Reading Teachers	08/08/2005	05/12/2006
Meet with 4th grade teachers to review year's plan to address deficiencies in student writing.	Assistant Principal, Fourth Grade Teachers	09/16/2005	05/12/2006
Administer monthly writing prompts to monitor progress in writing and to align instruction across grade levels.	Assistant Principal, Language Arts/Reading Teachers	8/22/2005	4/24/2006
Continue to implement a schoolwide vocabulary plan to enhance vocabulary.	Principal, Assistant Principal	08/08/2005	05/12/2006
Provide information for parents on the writing process and how they can assist their child.	Principal, Assistant Principal	10/24/2005	02/06/2006
Develop Academic Improvement Plans to address needs of lower performing students in writing.	Selected Classroom Teachers	08/22/2005	05/05/2006
Administer schoolwide writing pre-test in August 2005 and analyze writing to identify weak elements and plan instruction following the Continuous Improvement Model.	Assistant Principal, Classroom Teachers	08/22/2005	9/16/2005

### Research-Based Programs

Ludlam Elementary implements the Houghton Mifflin Reading Program. Teach Me Writing and Four Square are supplemental programs.

### Professional Development

Coordinate selected staff members to attend district training and provide support for language arts teachers in the writing process.

## **Evaluation**

This objective will be evaluated by the scores on the 2006 FCAT Writing-Plus Test as compared to 2005 FCAT Writing Test. Monthly formative assessments will be used to monitor progress towards the objective.

## GOAL 4: SCIENCE

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

*Florida Education Priorities*

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

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

**GOAL 4 STATEMENT:**

The goal of Ludlam Elementary School is to improve the science skills of all our students.

**Needs Assessment**

Results of the March 2005 FCAT Science Test indicate a mean scale score of 326 which is 40 points above the district mean scale score of 286 and 30 points above the state mean scale score of 286. An analysis of the 2005 FCAT Science Test indicates that Earth/Space Science and Scientific Thinking are the content strands that will be targeted with additional support.

## Measurable Objective

Given instruction using the Sunshine State Standards and hands-on science activities, students will increase their knowledge of science as evidenced by meeting or exceeding the district mean scale score on the 2006 administration of the FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide professional development opportunities for teachers to incorporate science process skills and hands-on science lessons.	Principal, Assistant Principal, Math and Science Chairperson	9/26/2005	5/19/2006
Provide real world experiences in science by scheduling science related field trips, career day speakers and family landscaping days.	Principal, Classroom Teachers, Counselor	9/26/2005	5/19/2006
Administer chapter and unit tests to monitor progress and align instruction to address deficiencies.	Science Teachers	08/08/2005	05/19/2006
Utilize materials within FOSS science kits to increase hands on experiences in the classroom.	Classroom Science Teachers	08/08/2005	05/19/2006
Meet and plan with 5th grade teachers to develop strategies to address weak strands in science.	Assistant Principal	10/31/2005	03/10/2006
Implementing the Continuous Improvement Model teachers will administer schoolwide science pre-tests in Fall 2005 and analyze results to identify weak strands in science.	Assistant Principal	9/26/2005	10/31/2005

### Research-Based Programs

Macmillan-McGraw Hill Science Program is the primary program. FOSS is used to further support the science program.

### Professional Development

Coordinate selected staff members to attend district training and provide support for science teachers in the Earth/Space and Scientific Thinking strands in science.

## **Evaluation**

This objective will be evaluated by the scores on the 2006 administration of the FCAT Science Test as compared to 2005 FCAT Science Test. Chapter tests and school developed pre/post tests will be used to monitor progress towards the objective.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 5 STATEMENT:***

The goal of Ludlam Elementary School is to increase parental involvement.

### ***Needs Assessment***

An analysis of the school developed parent involvement survey administered in May 2005 indicates that 33 percent of the respondents attended one to two school activities during the school year. Seventy-four percent of the respondents reported that their schedule interfered with their participation at school activities. Additionally, 94 percent of the respondents indicated that communication sent home met the communication needs of their family. As a result, this plan will focus on increasing parental involvement by offering parent workshops and activities during morning and evening hours.

## Measurable Objective

Given schoolwide emphasis on increasing parental involvement, the percent of parents attending school related activities will increase by 5 percent as evidenced by parents attending two or more school related activities when comparing the results of the school developed parental involvement survey administered in May 2005 as compared to May 2006.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Schedule parent workshop in the use of technology to assist with student academic achievement.	Principal, Technology Liaison, Media Specialist	10/11/2005	5/12/2006
Utilize the Automated Phone Service to promote parent involvement activities and events.	Principal	08/08/2005	05/19/2006
Continue to expand the Ludlam Parent Resource Center to include more parent resources in both English and Spanish including the district initiated Parent Academy	Principal, Media Specialist, Parent Liason/Counselor	08/08/2005	05/19/2006
Continue to use Ludlam Lines monthly newsletter, the school's website and marquee to communicate school events and information to parents and the community.	Principal, Assistant Principal, Micro System Technician	08/08/2005	05/19/2006
Provide translation and child care for parent education workshops to facilitate attendance.	Principal, Assistant Principal, Teacher/Translator	08/08/2005	05/12/2006
Continue to implement a Parental Involvement Day to allow parents to tour the school and familiarize themselves with the resources available to them.	Principal, EESAC Chairperson, Counselor	08/15/2005	05/19/2006
Work collaboratively with the EESAC to revise and administer the parent involvement survey.	Principal, Assistant Principal, EESAC Chairperson	08/08/2005	05/12/2006
Work collaboratively with the PTA to establish a parental involvement calendar which pairs up parental involvement activities with student activities.	Principal	09/01/2005	05/09/2006

## Research-Based Programs

Ludlam Elementary implements the following research-based program:  
National PTA Standards for Parental/Family Involvement

## **Professional Development**

Provide professional development opportunities at faculty meetings and EESAC meetings to review effective parental involvement strategies.

## **Evaluation**

This objective will be evaluated by comparing the results of the school developed parent involvement survey administered in May 2005 and May 2006.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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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:***

The goal of Ludlam Elementary School is to provide a positive environment with emphasis on Character Education.

### ***Needs Assessment***

During the 2004-2005 school year students participated in the Core Values Character Education Program. Each month teachers selected students in their class which exhibited the following values: Knowledge, Determination, Gratitude, Generosity, Resourcefulness, Fairness, Hope, Conviction, and Obedience. As a result, students improved their overall learning environment.

## Measurable Objective

Given increased emphasis on school safety and discipline, five students per class will be recognized monthly through our Core Values Character Education Program. Participation will be monitored through monthly logs during the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Establish behavior contracts with parents and students as needed.	Classroom Teachers	8/8/2005	5/26/2006
Conduct whole class lessons targeting areas involved with discipline and safety including "Code of Student Conduct."	Counselor	9/1/2005	5/19/2006
Implement the "Do The Right Thing Program" to recognize positive behaviors of the students.	Counselor	9/1/2005	5/19/2006
Identify students each month that qualify under the monthly Core Value.	Counselor	9/1/2005	5/19/2006
Establish vendor sign in log and procedures to comply with Jessica Lunsford Act.	Principal	08/08/2005	05/26/2006
Utilize Visitor Passes to identify school visitors and volunteers.	Principal, Assistant Principal, Security Monitor	08/08/2005	5/26/2006

### Research-Based Programs

Core Values Character Education Program

### Professional Development

Administrators and counselor will attend district training and provide support to classroom teachers that emphasize classroom management techniques that reduce discipline problems.

### Evaluation

This objective will be evaluated by compiling data from classroom rosters indicating student recognition in our Character Education program.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

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

### **GOAL 7 STATEMENT:**

The goal of Ludlam Elementary School is to integrate the use of technology across the curriculum for all students.

### ***Needs Assessment***

Professional development records indicate that 98 percent of teachers participated in professional development activities related to instructional technology. All teachers use the Excelsior Electronic Grade book to transmit grades to Information Technology Services (ITS) for all four grading periods. An analysis of computer lab rosters, indicate that 70 percent of classroom teachers scheduled large group instruction in the computer lab. As a result, this plan will focus on enhancing the use of technology across the curriculum for all students by utilizing a technology liaison to support and increase the successful use of technology.

## Measurable Objective

Given an increased emphasis on the infusion of technology into the curriculum, 80 percent of students in grades Kindergarten through fifth will participate in the technology lab as evidenced by curriculum program reports and a lab utilization schedule.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate technology programs into the daily curriculum.	Classroom Teachers, Technology Liaison	9/12/2005	5/19/2006
Incorporate the use of Riverdeep, Lexia, Read 180, Accelerated Reader, and FCAT Explorer computer programs to monitor progress and target deficient skills.	Classroom Teachers	08/08/2005	05/19/2006
Create a weekly schedule for teachers to use the technology lab in correlation with the Sunshine State Standards.	Technology Liaison	9/8/2005	05/19/2006
Coordinate participation of teachers with two professional development activities which focus on the use technology in the classroom.	Principal, Assistant Principal, Technology Liaison	9/12/2005	05/19/2006
Schedule parent workshop in the use of technology to assist with student academic achievement.	Principal, Technology Liaison, Media Specialist	10/11/2005	05/19/2006
Utilize a technology liaison in planning with classroom teachers to deliver curriculum.	Technology Liaison	10/11/2005	05/19/2006

### Research-Based Programs

Ludlam Elementary implements the following research-based programs:  
Riverdeep, Lexia, and Read 180 Technology programs.

### Professional Development

Technology Liaison will attend district training and provide support for classroom teachers in infusing technology into the curriculum.

## **Evaluation**

This objective will be evaluated by comparing the results of the lab utilization schedules from May 2005 to May 2006.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

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

### ***GOAL 8 STATEMENT:***

The goal of Ludlam Elementary is to provide physical education students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities.

### ***Needs Assessment***

To properly assess both student fitness performance and programmatic success, it is recommended that Ludlam Elementary administer a pre- and post-test to determine student baseline measures. Student health-related fitness in grades 2-5 is assessed through students meeting National Standards on the 2005-2006 FITNESSGRAM Test Program.

## Measurable Objective

Given increased emphasis on health and physical fitness, students meeting National Standards in grades 2-5 will increase by 2 percent as measured by the 2005-2006 FITNESSGRAM, compared to 86 percent of students meeting National Standards during 2004-2005.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer a pre-test to determine baseline measures for the 2005-2006 FITNESSGRAM test program.	Physical Education Teachers	10/7/2005	10/31/2005
Offer school-wide health and fitness programs such as "Jump Rope for Heart", "Walk Safe", AIDS Awareness Curriculum and Human Growth and Development.	Physical Education and Classroom Teachers	08/08/2005	05/12/2006
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities during physical education classes.	Principal, Assistant Principal, Physical Education Teachers	08/08/2005	05/12/2006
Implement the FITNESSGRAM test program and selected activities that specifically relate to improvement in cardiovascular, flexibility, and muscular strength and endurance.	Physical Education Teachers	08/08/2005	4/28/2006

## Research-Based Programs

National Standards for Physical Education

## Professional Development

Physical Education teachers will attend district training and provide support to classroom teachers and highlight the importance of physical activity for health, enjoyment, challenge, self-expressions and/or social interaction.

## Evaluation

This objective will be evaluated by comparing the results of the FITNESSGRAM in 2004-2005 and the 2005-2006 school years.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

#### *Florida Education Priorities*

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

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

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

### ***GOAL 9 STATEMENT:***

The goal of Ludlam Elementary is to increase the number of students who participate in special programs.

### ***Needs Assessment***

During the 2004-2005 school year, students were involved in special enrichment programs. These programs included a strings class, recorder ensemble, chorus, Academic Excellence Program (AEP) Chess and "Night of the Arts." There is a need to increase participation schoolwide.

## Measurable Objective

Given increased emphasis on enrichment, 80 percent of students will participate in enrichment programs during the 2005-2006 school year as evidenced by participation rosters.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement chorus for participating students in grades 2-5, to establish a school performing group.	Music Teacher	08/08/2005	05/19/2006
Implement a "Night of the Arts" which will showcase students' talents across all special area curriculums.	Special Area Liason	10/24/2005	05/19/2006
Implement Chess through AEP Program to develop problem solving skills.	AEP Teacher	08/08/2005	05/19/2006
Increase student participation in student clubs and themed assemblies during the school year.	Music Teacher, Club Sponsors	10/17/2005	05/19/2006
Implement strings classes for qualified students to offer instrument experience for students	Music teacher	08/08/2005	05/19/2006

### Research-Based Programs

Not Applicable

### Professional Development

Coordinate selected staff members to attend district training and provide support for classroom teachers on the importance of special area classes to the overall academics and self esteem of children.

### Evaluation

This objective will be evaluated by comparing the percent of students who participated in special programs 2004/2005 school year and 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 10 STATEMENT:**

Ludlam Elementary School will rank at or above the 64th percentile statewide in the ROI index of value and cost effectiveness of its programs.

**Needs Assessment**

The most recent data supplied from the FLDOE indicates that in 2003-2004, Ludlam Elementary School ranked at the 59th percentile on the State of Florida ROI index.

## Measurable Objective

Given increased attention to financial resources and their correlation with student performance, Ludlam Elementary School will improve its ranking on the State of Florida ROI index publication from 59 percentile in 2003-2004 to 64 percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Review expenditures of EESAC, FCAT Enhancement Funds and discretionary funds to maximize student performance.	Principal	10/24/2005	5/15/2006
Collaborate with the district on resources allocation	Principal	8/8/2005	5/15/2006
Analyze cost effectiveness of After School tutoring investment with measures of student performance.	Principal, Assistant Principal	10/24/2005	4/24/2006
Review indicators that are reflected in the Return on Investment Index.	Principal	10/24/2005	5/31/2006
Promote expanding of existing resources by pursuing grants and additional America Reads volunteers to impact student performance.	Principal, Assistant Principal	8/8/2005	5/19/2006
Analyze cost effectiveness of hourly paraprofessionals expenditures with student performance results.	Principal, Assistant Principal	10/24/2005	04/24/2006

## Research-Based Programs

Return On Investment Index

## Professional Development

Not Applicable

## Evaluation

On the next State of Florida ROI index publication Ludlam Elementary School will show progress toward reaching the 64 percentile.

## *EESAC Compliance*

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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 recommends a review of the school budget with the principal. The EESAC makes recommendations on the utilization of FCAT and EESAC funds.

### ***Training:***

The EESAC recommends allocating funds for staff professional development activities.

### ***Instructional Materials:***

The EESAC recommends instructional materials purchased through selected funds.

### ***Technology:***

The EESAC recommends reviewing the STaR Survey results. The school's technology committee reviewed recommendations regarding staff development and the school's technology plan with the EESAC.

### ***Staffing:***

The EESAC recommends the allocation of FCAT Enhancement funds toward increasing paraprofessional support for classrooms.

### ***Student Support Services:***

The EESAC recommends the review of attendance reports and discussed strategies for improving attendance.

### ***Other Matters of Resource Allocation:***

The EESAC recommends that PTA, Dade Partners and community representatives support activities and strategies within the School Improvement Plan.

### ***Benchmarking:***

The EESAC recommends monitoring the implementation of strategies addressed in the School Improvement Plan.

***School Safety & Discipline:***

The EESAC recommends a review of the school's discipline plan. Recommendations and issues addressed by the school's safety committee are also reviewed by the EESAC

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:*

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*Principal*

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*EESAC Chair*

---

*UTD Steward*

---

*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*