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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 2941 - Laura C. Saunders Elementary School

*FeederPattern:* Homestead Senior

*Region:* Regional Center VI

*District:* 13 - Miami-Dade

*Principal:* Grace Nebb

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



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Laura C. Saunders Elementary School*

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In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Laura C. Saunders Elementary School will institute an instructional program with a strong focus on literacy from kindergarten to fifth grade. Common instructional reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy intervention across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment which monitors student achievement through a variety of assessments including weekly, monthly and interim assessments which will yield student performance data to be carefully analyzed and used to focus instruction accordingly.

Given instruction based on the Sunshine State Standards (SSS), students in grades three through five will improve their reading skills as evidenced by 51 percent of students scoring at or above Achievement Level Three on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), LEP (Limited English Proficient) students in grades three through five will improve their reading skills as evidenced by 51 percent of students scoring at or above Achievement Level Three on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), Students with Disabilities in grades three through five will improve their reading skills as evidenced by 51 percent of students scoring at or above Achievement Level Three on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards students in grades three through five will improve their mathematics skills as evidenced by 56 percent of students scoring at or above Achievement Level Three on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), LEP (Limited English Proficient) students in grades three through five will improve their mathematics skills as evidenced by 56 percent of students scoring at or above Achievement Level Three on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), Students with Disabilities in grades three through five will improve their mathematics skills as evidenced by 56 percent of students scoring at or above Achievement Level Three on the 2007 administration of the FCAT Mathematics Test.

Given instruction on the Sunshine State Standards, the number of students in fourth grade scoring at or above achievement level 4.0 or above on the FCAT Florida Writing Plus Test will increase by at least one percent.

Given instruction using the Sunshine State Standards, students in grade five at Laura C. Saunders Elementary School will demonstrate improvement in science as evidenced by an increase in the mean scale score to meet or exceed the District's mean scale score as evidenced on the 2007 administration of the FCAT Science Test.

Given school wide emphasis on community outreach, parental involvement will increase as evidenced by a minimum of five percent of students having a parent attend at least one school sponsored event during the 2006-2007 school year as documented in teacher sign in rosters.

Given an emphasis on safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of student referrals during the 2006-2007 school year as compared to the 2005-2006 school year.

Given an emphasis on the use of educational technology, all teachers will attend a minimum of four workshops on the use of technology during the 2006-2007 school year as documented by the sign in rosters as compared to the sign in rosters from the 2005-2006 school year.

Based on the recommendations of the Florida Department of Education, students in grades three through five will improve their fitness as evidenced by 48 percent of students receiving Gold or Silver certificates for the 2006-2007 FITNESSGRAM.

There will be an increase in the number of enrichment classes (9) offered to students in the 2006-2007 school year as compared to the number of enrichments classes (7) offered during the 2005-2006 school year.

Laura C Saunders Elementary School will improve its ranking on the State of Florida ROI index publication from the 37th percentile in 2004 to the 38th percentile on the next publication of the index.

Laura C. Saunders Elementary School, as a member of the School Improvement Zone, recognizes that good instruction is the foundation that fosters learning. After analyzing the most recent results of the Organizational Performance Improvement Snapshot (OPIS) report, it has been determined that the teachers feel that they do not know how well their work location is doing financially. To address this concern, the teachers will be invited to attend a professional development workshop concerning the school's operational budget and expenditures. Furthermore, high caliber professional development in other disciplines for teachers and administrators will occur. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities into classroom instruction. School site administrators, as the instructional leaders of the schools, will be involved in the professional development activities in order to effectively monitor instruction. The administrative team for the School Improvement Zone will be at the core of the professional development effort, monitoring and supporting the direct services to Laura C. Saunders Elementary School.

# 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.

## **Laura C. Saunders Elementary School**

### VISION

Laura C. Saunders Elementary School enriches the community through: the conveyance of the cultural heritage of the nation; the provision of the best possible educational experiences to our students and the surrounding community; the extension of the services of the school to encompass the needs of the whole individual; and the provision of a center for community activities.

### MISSION

The mission of Laura C. Saunders Elementary School is to develop independent, life long academically successful, healthy learners by working in partnership with our families and community. We have established an atmosphere conducive to enabling our children to develop not only academically, but also emotionally and socially, thereby creating in the children a sense of themselves and the world around them.

## 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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Laura C. Saunders Elementary School is a full service, federally funded school which serves 942 students including standard curriculum students, ESE (Exceptional Student Education) students, ESOL (English for Speakers of Other Languages) students, and economically disadvantaged students. The ethnic/racial makeup of the student population is 52 percent Black, 46 percent Hispanic, and one percent white and less than one percent other. Ninety eight point nine percent of the school's population is eligible for free or reduced rate lunch. The mobility rate of the school is 46 percent. The State Attorney's Truancy Intervention Program is in place at the school.

The faculty and staff at Laura C. Saunders are as diverse as the student body. Twenty four percent of the faculty is White, 36 percent Black, 38 percent Hispanic and two percent other. Thirty seven percent of the teachers hold advanced degrees, 30 percent have their Masters and seven percent have a Specialist or Doctorate. The average teaching experience is nine years. This year, 18.4 percent of the faculty are beginning teachers.

Laura C. Saunders houses three Pre K units, as well as seven Kindergarten homerooms. Furthermore, there are eight first grade, eight second grade and eight third grade homerooms, respectively. Additionally, there are five fourth grade homerooms and five fifth grade homerooms. Also at Laura C. Saunders, there are three self-contained EH (Emotionally Handicapped) units. Laura C. Saunders is uses a full inclusion model with five full time co-teachers in the third through fifth grade classes. There are also five TEAM classes. Servicing the students in bilingual education are four Spanish S/SL teachers, one ESOL teacher and one CCHL (Curriculum Content in the Home Language) teacher. There is one math facilitator as well as two reading coaches, and one Guidance Counselor. Moreover, there is one shared on-site Social Worker who is at the school 2 ½ days a week. Additionally, there are seven special area teachers instructing the students in the fine arts and physical education. One Science Lab/Math teacher provides students in grades four and five, one hour of hands-on science a week. Full time reading tutors and paraprofessionals are assigned to grades to help deliver the guided reading component as well as the Intensive Care Unit tutoring.

Due to the relatively low-income bracket of the population, the students are in need of support to secure the basic resources that will enable them to realize their full potential. The Full Service School component is instrumental in identifying the neediest families and students in order to provide direct assistance and references to appropriate social service agencies. Additionally, students in need of extra help in mastering the skills taught in the classroom are served through tutoring programs. Many of these students require extensive redirection of unproductive behaviors. The School Support Team and the entire Laura C. Saunders Elementary School staff share in this responsibility.

# *School Foundation*

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## ***Leadership:***

According to the percentage of staff who have responded to the online survey, LEADERSHIP received a ranking of 4.3, which is slightly above the “AGREE” mark. The staff agreed the most with question 1a. I know my organization’s mission (what it is trying to accomplish). Whereas the staff least agreed with item 1g. My organization asks me what I think.

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

According to the percentage of staff who have responded to the online survey, DISTRICT STRATEGIC PLANNING ALIGNMENT received a ranking of 4.1, which is slightly above the “AGREE” mark. The staff agreed the most with question 2c. As it plans for the future, my organization asks for my ideas. Whereas the staff least agreed with item 2a. My organization asks me what I think.

## ***Stakeholder Engagement:***

According to the percentage of staff who has responded to the online survey, CUSTOMER AND MARKET FOCUS received a ranking of 4.1, which is slightly above the “AGREE” mark. The staff agreed the most with question 3a. I know who my most important customers are. Whereas the staff least agreed with items 3c and 3d. My customers tell me what they need and want and I ask my customers if they are satisfied or dissatisfied with my work respectively.

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

According to the percentage of staff who have responded to the online survey, HUMAN RESOURCES FOCUS received a ranking of 4.1, which is slightly above the “AGREE” mark. The staff agreed the most with questions 5a. I can make changes that will improve my work and 5c My Supervisor encourages me to develop my job skills so that I can advance my career. Whereas the staff least agreed with items 5b The people I work with cooperate and work as a team., 5e I have a safe workplace, and 5f My supervisor and my organization care about me.

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

According to the percentage of staff who have responded to the online survey, MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT received a ranking of 4.3, which is slightly above the “AGREE” mark. The staff agreed the most with question 4a. I know how to measure the quality of my work. Whereas the staff least agreed with item 4f. I get the information I need to know about how my organization is doing.

## ***Education Design:***

According to the percentage of staff who have responded to the online survey, PROCESS MANAGEMENT received a ranking of 4.0, which is right at the “AGREE” mark. The staff agreed the most with questions 6b. I collect information (data) about the quality of my work., and 6c. We have good processes for doing our work. Whereas the staff least agreed with items 6d I have control over my work processes.

## ***Performance Results:***

According to the percentage of staff who have responded to the online survey, BUSINESS RESULTS received a ranking of 4.1, which is slightly above the "AGREE" mark. The staff agreed the most with questions 7b. My work products meet all requirements for high quality and excellence and 7i I am satisfied with my job. Whereas the staff least agreed with item 7c. I know how well my organization is doing financially.



# ***Additional Requirements***

Only for schools under state sanction

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## **• High Quality, Highly Qualified Teachers:**

Teachers in the Superintendent's School Improvement Zone, including Laura C. Saunders Elementary School, receive a 20% salary enhancement. This higher salary is in recognition of the extended work day, increased number of days in the school year and extensive professional development which is required of teachers at this school. Furthermore, it is anticipated that it will serve as an incentive to attract and retain high-quality, highly qualified teachers.

CRP #7: Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of reading teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of Miami-Dade County Public Schools.

To ensure the retention of reading teachers, support through professional development that strengthens the knowledge base in reading, access to mentor teachers and collaboration with colleagues will be utilized.

## **• Highly Qualified, Certified Administrators:**

The school's administrative team is composed of one principal and one assistant principal. Both administrators are dedicating 100% of their time at the school site.

Dr. Grace Nebb, Principal, was assigned to Laura C. Saunders for the 2004-2005 school year. Prior to her assignment at Laura C. Saunders, she served as the principal at Fienberg Fisher Elementary school for eight years and then at Avocado Elementary School for four years. Previously, she was an assistant principal in the district for five years. While at Fienberg Fisher, Dr. Nebb was the Assistant Lead Principal for her feeder pattern.

Dr. Nebb has been in education for the past 30+ years. She earned her Bachelor's Degree in Fine Arts from Florida Atlantic University, a Master's Degree in Music Education from Florida Atlantic University, a Specialists Degree in Administration from Florida International University and her Doctorate in Education from Nova Southeastern University in 1988.

She began her career at Milam Elementary School as a music teacher. As part of her passion for music, she started the school's chorus and enjoyed directing the students from the podium. After spending nine years teaching music, Dr. Nebb went on to teach in the regular elementary education program teaching third grade and then sixth grade. From Milam, Dr. Nebb transferred to Ben Shepperd Elementary School where she taught sixth grade science and also served as a grade level chairperson.

In 1980, Dr. Nebb became Milam Elementary School's Teacher of the Year. Among her other accolades, Dr. Nebb was the recipient of the Patrick Francis Daly Memorial Award for Excellence in Educational Leadership from Yale University (1992), the Miami Beach Distinguished Citizen Award (1993), Phi Delta Kappa's Educator of the Year (1996), Florida Department of Education Title I Distinguished Educator Award (1998), and the South Dade Feeder Pattern Principal of the Year 2003-2004. Through her innovative leadership, Dr. Nebb has taken two "C" schools and had them both achieve "A".

Dr. Nebb's annual performance evaluations conducted by her ACCESS Center Director have always found her work to be distinguished.

Felicia Joseph, Assistant Principal, has been in education since 1993. She received her Bachelor of Science in Elementary Education from Barry University in 1997. Ms. Joseph continued on to earn her Master's degree in Reading from Barry University in 2000. She is currently pursuing her Specialist Degree in Educational Leadership.

Ms. Joseph was newly assigned as Assistant Principal at Laura C. Saunders for the 2005-2006 school year. Prior to her assignment as assistant principal, Ms. Joseph taught 3rd – 5th grades at Airbase Elementary School. Ms. Joseph was the grade chairperson in both 2000 and 2001. From 2002-2005, she advanced to the position of Lead Teacher, where she assisted Administration and worked alongside the teachers assisting in coaching and mentoring. At Airbase Elementary School, Ms. Joseph was instrumental in setting up tutoring programs and maintaining student achievement. In 2004, Ms. Joseph sponsored the Future Educators of American program. She has served on the EESAC and PTA committees.

In 2003, 2004 and 2005, Ms. Joseph presented at the National Conference of Magnet Programs.

### **• Teacher Mentoring:**

At Laura C. Saunders, we receive the support of the District's Curriculum Support Specialists as well as a Zone Curriculum Support Specialist. Additionally, there are two full time Reading Coaches. New teachers are given the opportunity to select members for their Professional Growth Teams, as required by the Professional Assessment and Comprehensive Evaluation System (PACES) model. Mentoring is provided to all beginning teachers and new teachers to our school. Focus is placed on how to develop and organize instructional practices which include benchmarks for instruction, lesson planning, classroom management and reading strategies.

### **• School Advisory Council:**

The School Advisory Council, known in Miami-Dade County as the Educational Excellence School Advisory Council, is the sole body responsible for final decision making at the school relating to implementation of the provisions of Sections 1001.42(16) and 1008.345 F.S. (school improvement). The EESAC assisted in the preparation of the School Improvement Plan relative to the following areas:

Budget- the EESAC recommended to commit part of the budget for materials needed to fully implement the curriculum.

Training- the EESAC recommended specific staff development across the curriculum.

Instructional materials- the EESAC recommended the purchase of appropriate classroom materials to support the instructional program.

Technology- the EESAC recommended allocation of funds to provide software and hardware for classroom computers.

Staffing- the EESAC supported the reduction of the student-teacher ratio.

Student Support Services- the EESAC recommends various programs to support the Full Service School.

Benchmarking- the EESAC recommended implementing monthly school wide monitoring of reading, writing, math and science to better assess the students' needs and progress.

### **• Extended Learning Opportunities**

As one of the 39 schools in the Superintendent's School Improvement Zone, our school day has been extended by one hour a day and our school year has been increased by ten school days a year. The Zone's mandated extended day learning began with the first day of school. All students will participate in an extended day literacy program. A structured tutorial will address each

student's identified reading deficiencies. The programs to be used are Houghton Mifflin's research based EARLY SUCCESS and SOAR TO SUCCESS. Finally, all students will engage in active literacy centers. Additionally, through the Academic Excellence Program, a Hands-on Science component as well as a Public Speaking component will be offered. Furthermore, we will provide professional development for the teachers and staff on a monthly basis. Additionally, Intensive Care Unit (ICU) tutoring is offered to students during the day. Full time and part time paraprofessionals provide support to teachers during the Guided Reading block to lower student teacher ratio.

### **• School Wide Improvement Model**

The school shall continue to implement a Continuous Improvement Model (CIM) which was originally implemented during the 2003-2004 school year. This eight step process is a systematic approach for making improvements in services. This includes weekly benchmark testing, analysis of data and tutoring for students who do not achieve mastery on these tests. Furthermore, Laura C. Saunders falls under the auspices of the Superintendent's School Improvement Zone and, follows the mandated curriculum.

Schools will participate in Action Research, a process by which their school situation will be studied, in order to guide, correct, and evaluate decisions that will improve the quality of instruction and impact student achievement.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 1 STATEMENT:***

Increase reading performance of all NCLB populations.

### ***Needs Assessment***

Scores on the 2006 FCAT Reading Test indicate that 49 percent of the third graders, 41 percent of the fourth graders, and 41 percent of the fifth graders tested met the state required mastery level. Additionally, third grade students earned four out of seven possible points for 57 percent in the Words and Phrases cluster, which is a seven percent increase over the 2005 FCAT Reading test administration; twelve out of twenty two possible points for 54 percent in Main Idea/Purpose, an increase of eight percent over the 2005 FCAT Reading test administration; four out of eight possible points for 50 percent in the Comparison cluster, which remains the same as the 2005 FCAT Reading test administration; and two out of four possible points for 50 percent in the Reference/Research section, which also remains the same as the 2004 FCAT Reading test administration. Moreover, fourth grade students earned three out of six possible points for 50 percent in the Words and Phrases cluster, which is a seven percent increase over the 2005 FCAT Reading test administration; eleven out of twenty two possible points for 50 percent in Main Idea/Purpose, a decrease of seven percent over the 2005 FCAT Reading test administration; nine out of seventeen possible points for 53 percent in the Comparison cluster, which remained the same from the 2005 FCAT Reading test administration; and two out of six possible points for 50 percent in the Reference/Research section, which also remained the same from the 2005FCAT Reading test administration. Furthermore, fifth grade students earned three out of seven possible points for 43 percent in the Words and Phrases cluster, which is a seven percent decrease from the 2005 FCAT Reading test administration; eight out of seventeen possible points for 47 percent in Main Idea/Purpose, a decrease of eight percent over the 2005 FCAT Reading test administration; nine out of fifteen possible points for 60 percent in the Comparison cluster, which is a decrease of nine percent over the 2005 FCAT Reading test administration; and

three out of six possible points for 50 percent in the Reference/Research section, which is a twenty five percent decrease over the 2005 FCAT Reading test administration. In accordance with the No Child Left Behind Act, all tested sub-groups for Laura C. Saunders achieved AYP with the exception of the Limited English Proficient students and the Students with Disabilities . In addition, 55 percent of students are meeting high standards in reading, 61 percent of all students are making learning gains and 58% of the lowest 25 percentile are making adequate progress in reading. In conclusion, 45 percent of all students tested made Adequate Yearly Progress, a six percent increase from the 2005 Reading Test.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), students in grades three through five will improve their reading skills as evidenced by 51 percent of students scoring at or above Achievement Level Three on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), LEP (Limited English Proficient) students in grades three through five will improve their reading skills as evidenced by 51 percent of students scoring at or above Achievement Level Three on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), Students with Disabilities in grades three through five will improve their reading skills as evidenced by 51 percent of students scoring at or above Achievement Level Three on the 2007 administration of the FCAT Reading Test.

## Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)  | TIMELINE   |            | ALIGNMENT                                  | BUDGET |
|--|--|------------|------------|--|--------|
|  |  | START      | END        |  |        |
| Employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core literacy program. | Reading Coaches<br>Zone Curriculum Support<br>Specialist<br>Administrators                               | 08/07/2006 | 06/03/2007 | District-wide<br>literacy plan             | \$0.00 |
| Implement an immediate intensive intervention program that addresses student reading deficiencies as identified by diagnostic assessments. | Reading Coaches<br>Zone Curriculum Support<br>Specialist<br>Teachers<br>Reading Tutors<br>Administrators | 08/07/2006 | 06/03/2007 | District-wide<br>literacy plan             | \$0.00 |
| Infuse CRISS strategies in the implementation of all curriculum.   | Teachers<br>Reading Coaches<br>Zone Curriculum Support<br>Specialist<br>Administrators                   | 08/07/2006 | 06/03/2007 | District-wide<br>literacy plan             | \$0.00 |
| Utilize both the SPI and Edusoft software to gather data in order to provide differentiated instruction.                                   | Reading Coaches<br>Technology manager<br>Administrators  | 08/07/2006 | 06/03/2007 | Continuous<br>Improvement Model            | \$0.00 |
| Implement the 8-Step Continuous Improvement Model for school reform.   | Administrators<br>Reading Coaches<br>Teachers  | 08/07/2006 | 06/03/2007 | Continuous<br>Improvement Model            | \$0.00 |
| Attend transition academy training to articulate with middle school personnel.   | Reading Coaches<br>Administrators<br>5th grade Language Arts teachers                                    | 08/07/2006 | 06/03/2007 | Transition and<br>Articulation<br>Programs | \$0.00 |
| Implement a data management system to score assessments, generate disaggregated  | Teachers<br>Reading Coaches  | 08/07/2006 | 06/03/2007 | Inclusion                                  | \$0.00 |

|  |   |            |            |                                 |            |
|--|---|------------|------------|---------------------------------|------------|
| data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.   | Curriculum Support Facilitator<br>Administrators  |            |            |                                 |            |
| Identify the students scoring at levels one and two of the FCAT, as delineated in the AYP disaggregated data, and provide tutorial assistance during school hours to address the reading deficiencies of all subgroups represented.                      | Teachers<br>Reading Coaches<br>Zone Curriculum Support<br>Specialist<br>Administrators      | 08/07/2006 | 06/03/2007 | Continuous<br>Improvement Model | \$0.00     |
| Focus on the cluster of Main Idea/Purpose and instruct the remaining clusters of Comparisons, Words/Phrases, and Reference/Research according to the timeline identified in the Instructional Focus Calendar in Reading as well as in all content areas. | Teachers<br>Reading Coaches<br>Zone Curriculum Support<br>Specialist<br>Administrators      | 08/07/2006 | 06/03/2007 | District-wide<br>literacy plan  | \$0.00     |
| Implement a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.   | Teachers<br>Reading Coaches<br>Zone Curriculum Support<br>Specialist<br>Administrators      | 08/07/2006 | 06/03/2007 | Continuous<br>Improvement Model | \$0.00     |
| Develop a scope and sequence and implement an instructional focus calendar based on the reading series that will align with Sunshine State Standards and will include weekly monitoring assessments.   | Reading Coaches<br>Zone Curriculum Support<br>Specialist<br>Administrators                  | 08/07/2006 | 06/03/2007 | District-wide<br>literacy plan  | \$0.00     |
| Utilize and monitor computer-assisted programs such as Reading Plus, FCAT Explorer, Riverdeep, etc. to enrich and remediate students reading skills and monitor performance.   | Reading Coaches<br>Teachers<br>Technology Facilitator<br>Administrators                     | 08/07/2006 | 06/03/2007 | District-wide<br>literacy plan  | \$0.00     |
| Administer weekly, monthly, and interim assessments aligned to the Sunshine State Standards tested benchmarks.   | Teachers<br>Reading Coaches<br>Zone Curriculum Support<br>Specialist<br>Administrators      | 8/7/2006   | 06/03/2007 | Continuous<br>Improvement Model | \$65000.00 |
| Provide and monitor additional tutorial services, during the school day and the extended day for students who scored at levels one & two on the 2006 FCAT Reading Test and provide differentiated instruction.   | Reading Coaches<br>Zone Curriculum Support<br>Specialist<br>Reading tutors<br>Adminstrators | 08/07/2006 | 06/03/2007 | Continuous<br>Improvement Model | \$5000.00  |
| Provide in-class support to teachers and students in both effective teaching strategies and learning techniques to improve students reading skills.  | Reading Coaches<br>Zone Curriculum Support<br>Specialist<br>Paraprofessionals               | 08/07/2006 | 06/03/2007 | District-wide<br>literacy plan  | \$10000.00 |

|   | Administrators  |            |            |  |            |
|---|---|------------|------------|--|------------|
| Provide staff development for administrators and faculty on Florida's Formula, the five essential components of reading, the school site CCRP and SRP, weekly assessment and analysis of data, and differentiated instruction for all students. Additionally, in-services will also include training on resources required for the implementation of the School Improvement Plan. Delivery of in-services will include model lessons and mentoring of teachers. | District Curriculum Support<br>Personnel<br>Reading Coaches<br>Administrators | 08/07/2006 | 06-03-2007 | District Strategic<br>Plan                 | \$15000.00 |
| Notify parents in writing and in the home language of monthly meetings whereby the Reading Coaches will provide workshops and printed information regarding strategies for parents to use at home to support reading achievement.   | Reading Coaches<br>Community Involvement Specialist<br>Administrators         | 08/07/2006 | 06/03/2007 | Transition and<br>Articulation<br>Programs | \$1000.00  |
| Utilize a parent compact (Title I parent compact) to promote a positive learning environment at school and at home and to promote parents active participation in their child's education.  | Community Involvement Specialist<br>Administrators                            | 08/07/2006 | 06/03/2007 | Transition and<br>Articulation<br>Programs | \$20000.00 |
| Monitor the Extended Day School year according to the District Zone calendar to begin one week earlier and end one week later than non-zone schools.  | School Improvement Zone<br>Administrators                                     | 8/07/2006  | 06/03/2007 | District Strategic<br>Plan                 | \$5000.00  |

## Research-Based Programs

The main research-based program used at Laura C. Saunders is the Houghton-Mifflin Reading program.

Additional resources include Reading Plus, America Reads, Waterford, Early Success, Soar to Success, FCAT Explorer, Accelerated Reader, Voyager Passport, Fast ForWord, Quick Reads, McGraw-Hill Direct Instruction/SRA.



## **Professional Development**

Using the School Improvement Zone organizational structure, teachers must obtain 56 hours of professional development during the school year. Trainings will include the core reading program, intervention programs, and assessments used at the elementary school level as follows: Houghton Mifflin Reading, Houghton Mifflin's Early Success, Houghton Mifflin's Soar to Success, Voyager Passport.

Provide professional development that will enable school-site administrators to support the school-wide literacy plan.

Provide professional development on the 8-Step Continuous Improvement Model.

Provide professional development on the Transition Academy to fifth grade teachers.

School Improvement Zone Curriculum Support Specialists and school-site reading coaches will provide on going professional development to teachers in kindergarten through grade five in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning time as well as the side-by-side coaching model described in the Reading First grant.

Provide professional development to instructional staff in reading's Big Five.

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

All new and beginning teachers will receive continuous mentoring. Furthermore, as Laura C. Saunders falls under the auspices of the Superintendent's School Improvement Zone all teachers and staff will be provided systematic and needs-based professional development during grade level planning sessions and in-house workshops during teacher planning days.

Furthermore, Laura C. Saunders and the University of Florida's College of Education Lastinger Center for Learning are participating in an educational partnership initiative designed to improve the quality of teaching and learning.

## **Evaluation**

The success of meeting the objectives will be measured by scores on the 2007 administration of the FCAT Reading Test. Progress toward objectives will be monitored by district assessments, interim assessments, and by school developed weekly and cumulative benchmark assessments.

## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 2 STATEMENT:***

Increase the mathematics performance of all NCLB populations.

### ***Needs Assessment***

Scores on the 2006 FCAT Math test indicate that 72 percent of the third graders, 52 percent of fourth graders, and 39 percent of fifth graders tested met the state required masterly level. Moreover, 54 percent of students tested achieved AYP.

Additionally, third grade students earned seven out of twelve possible points for 58 percent in the Number Sense strand, which is an increase of eight percent as compared to the 2005 FCAT Mathematics test administration; five out of eight possible points for 63 percent in Measurement with results remaining the same as the 2005 FCAT Mathematics test administration; four out of seven possible points for 57 percent in the Geometry strand, which is a 14 percent decrease as the 2005 FCAT Mathematics test administration; four out of six possible points in Algebraic Thinking for 66 percent, which is a 16 percent increase as compared to the 2005 FCAT Mathematics test administration; and five out of seven points for 71 percent in the Data Analysis and Probability strand with results remaining the same as the 2005 FCAT Mathematics test administration.

Moreover, fourth grade students earned five out of ten possible points for 50 percent in the Number Sense strand which is a decrease of seven percentage points compared to the 2005 FCAT Mathematics test administration; four out of eight possible points for 50 percent in Measurement, with results remaining the same as the 2005 FCAT Mathematics test administration; four out of seven possible points for 57 percent in the Geometry strand, with results remaining the same as the 2005 FCAT Mathematics test administration; four out of seven possible points for 57

percent in Algebraic Thinking, with results remaining the same as the 2005 FCAT Mathematics test administration; and four out of seven points for 57 percent in the Data Analysis strand with results remaining the same as the 2005 FCAT Mathematics test administration.

Furthermore, fifth grade students earned five out of thirteen possible points for 38 percent in the Number Sense strand, which is a seven percent increase when comparing the 2005 FCAT Mathematics test administration; five out of eleven possible points for 45 percent in Measurement, with results remaining the same as the 2005 FCAT Mathematics test administration; six out of thirteen possible points for 46 percent in the Geometry strand, which is an increase of eight percentage points over the 2005 FCAT Mathematics test administration; four out of eleven possible points for 36 percent in Algebraic Thinking, with a decrease of nine percent when comparing the 2005 FCAT Mathematics test administration; and five out of twelve points for 42 percent in the Data Analysis and Probability strand, which is an increase of nine percentage points as compared to the 2005 FCAT Mathematics test administration.

In accordance with the No Child Left Behind Act, all tested sub-groups for Laura C. Saunders achieved AYP with the exception of the Limited English Proficient students and the Students with Disabilities.

In addition, 70 percent of students are meeting high standards in math, and 70 percent of all students are making learning in math. In conclusion, 58 percent of all students tested made Adequate Yearly Progress, a thirteen percent increase from the 2006 Mathematics Test.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction based on the Sunshine State Standards students in grades three through five will improve their mathematics skills as evidenced by 56 percent of students scoring at or above Achievement Level Three on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), LEP (Limited English Proficient) students in grades three through five will improve their mathematics skills as evidenced by 56 percent of students scoring at or above Achievement Level Three on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), Students with Disabilities in grades three through five will improve their mathematics skills as evidenced by 56 percent of students scoring at or above Achievement Level Three on the 2007 administration of the FCAT Mathematics Test.

## Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)   | TIMELINE   |            | ALIGNMENT                                  | BUDGET |
|--|---|------------|------------|--|--------|
|  |   | START      | END        |  |        |
| Implement Riverdeep technology program for students scoring at Achievement Levels 1 and 2 on the 2006 FCAT Sunshine State Standards administration.  | Teachers<br>Mathematics support personnel<br>Technology facilitator<br>Administrators | 08/07/2006 | 06/03/2007 | Inclusion                                  | \$0.00 |
| Develop a scope and sequence and implement an instructional focus calendar based on the mathematics series that will align with Sunshine State Standards and will include monthly monitoring assessments in conjunction with the District's suggested long range plan. | Mathematics support personnel<br>Administrators                                       | 08/07/2006 | 06/03/2007 | District Strategic<br>Plan                 | \$0.00 |
| Utilize and monitor computer-assisted programs, to enrich and remediate students mathematical skills and monitor performance.  | Mathematics support personnel<br>Technology facilitator<br>Administrators             | 08/07/2006 | 06/03/2007 | Continuous<br>Improvement Model            | \$0.00 |
| Provide differentiated, yet flexible, tutorial programs in mathematics to all students during the school day to improve mathematics performance and increase mathematics skills of students who scored Levels one and two on the 2006 FCAT.                            | Teachers<br>Mathematics support personnel<br>Administrators                           | 08/07/2006 | 06/03/2007 | Inclusion                                  | \$0.00 |
| Provide professional development on the Transition Academy to fifth grade teachers.  | District/Zone mathematics support<br>personnel<br>Administrators                      | 08/07/2006 | 06/03/2007 | Transition and<br>Articulation<br>Programs | \$0.00 |
| Focus on the cluster of Number Sense and   | Teachers  | 08/07/2006 | 06/03/2007 | District Strategic                         | \$0.00 |

|  |   |            |            |  |            |
|--|---|------------|------------|--|------------|
| instruct the remaining content strands of Measurement, Geometry, Algebraic Thinking, and Data Analysis and Probability according to the timeline identified in the Instructional Focus Calendar in mathematics as directed by data.  | Mathematics support personnel<br>Administrators   |            |            | Plan                                       |            |
| Implement a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.   | Teachers<br>Mathematics support personnel<br>Administrators   | 08/07/2006 | 06/03/2007 | Continuous<br>Improvement Model            | \$0.00     |
| Utilize CRISS strategies in insure implementation and infusion of Mathematics curriculum.  | Reading Coaches<br>Math support personnel<br>Zone Curriculum Support<br>Specialist<br>Administrators      | 08/07/2006 | 06/03/2007 | District Strategic<br>Plan                 | \$0.00     |
| Implement weekly, monthly, and interim assessments that are aligned to the Sunshine State Standards tested benchmarks using a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.   | Teachers<br>Mathematics support personnel<br>Administrators   | 08/07/2006 | 06/03/2007 | District Strategic<br>Plan                 | \$0.00     |
| Employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core mathematics program.  | School site mathematics resource<br>personnel<br>Zone Curriculum Support<br>Specialists<br>Administrators | 08/07/2006 | 06/03/2007 | District Strategic<br>Plan                 | \$30000.00 |
| Notify parents in writing and in the home language of monthly meetings whereby the Mathematics Facilitators will provide workshops and printed information regarding strategies for parents to use at home to support mathematics achievement  | Teachers<br>Mathematics support personnel<br>Community Involvement Specialist<br>Administrators           | 08/07/2006 | 06/03/2007 | Transition and<br>Articulation<br>Programs | \$1000.00  |
| Provide staff development for administrators and faculty on instructional strategies in mathematics, assessment and analysis of assessment of data, and differentiated instruction for all students. Additionally, in-services will also include training on resources required for the implementation of the School Improvement Plan. Delivery of in-services will include model lessons and mentoring of teachers. | Mathematics support personnel<br>Administrators   | 08/07/2006 | 06/03/2007 | Continuous<br>Improvement Model            | \$15000.00 |

|  |   |            |            |  |            |
|--|---|------------|------------|--|------------|
| Utilize a parent compact (Title I parent compact) to promote a positive learning environment at school and at home and to promote parents active participation in their child's education. | Community Involvement Specialist<br>Administrators          | 08/07/2006 | 06/03/2007 | Transition and<br>Articulation<br>Programs | \$20000.00 |
| Provide mathematics enrichment academy during the extended day extra hour to those students scoring at or above a level three in Reading on the 2006 administration of the FCAT test       | Teachers<br>Math Support Personnel<br>Administrators        | 08/07/2006 | 06/03/2007 | District Strategic<br>Plan                 | \$5000.00  |
| Implement the 8-Step Continuous Improvement Model for school reform.   | Teachers<br>Administrators<br>Mathematics support personnel | 08/07/2006 | 06/03/2007 | Continuous<br>Improvement Model            | \$0.00     |

## Research-Based Programs

The main research-based program used at Laura C. Saunders is the Scott Foresman-Addison Wesley "Mathematics"

Additional resources include Math Advantage, Riverdeep, Successmaker, FCAT Coach, AIM Higher, and Measuring Up!

## Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during collaborative planning sessions. Trainings will include the core mathematics program, intervention programs, and assessments used at the elementary school level.

Provide professional development on the Transition Academy to fifth grade teachers.

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Furthermore, Laura C. Saunders and the University of Florida's College of Education Lastinger Center for Learning are participating in an educational partnership initiative designed to improve the quality of teaching and learning. Finally, in-house training and in-services will be provided to all teachers and staff members throughout the school year when deemed necessary.

Finally, all teachers will be offered CRISS training to help infuse the curriculum in the content area.

## **Evaluation**

Success of meeting the objectives will be measured by the scores on the 2007 FCAT Mathematics Test. Formative weekly benchmark assessments and interim cumulative assessments will be administered by the teacher. Generated data will be scored by the data management system to redirect classroom instruction and create flexible tutorials.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 3 STATEMENT:**

Increase the writing performance of all NCLB populations.

### **Needs Assessment**

The results attained from the School Performance Accountability Report indicate that 83 percent of the students tested met the state standard of 3.5 or above in writing. Students will show a one percent gain on the 2007 Writing Test. The needs assessment reveals that Limited English Proficient students require further development in writing benchmarks. The data revealed test improvement is needed in narrative writing benchmarks. The data indicates the strength is in expository writing, continuous instruction is required as we seek to raise student achievement levels. Professional development is needed in the areas of pre-writing skills; vocabulary development, editing and using the rubric to score student writings will be addressed.

### NCLB SUBGROUP TARGET

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



## Measurable Objective

Given instruction on the Sunshine State Standards, the number of students in fourth grade scoring at or above achievement level 4.0 or above on the FCAT Florida Writing Plus Test will increase by at least one percent.

### Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles)                                    | TIMELINE   |            | ALIGNMENT                       | BUDGET |
|---|--|------------|------------|---------------------------------|--------|
|   |  | START      | END        |                                 |        |
| Provide coaching and mentoring with the implementation of the monthly prompts, interpretation of the U-6 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.                | Teachers<br>Reading Coaches<br>Curriculum Specialists<br>Administrators        | 08/07/2006 | 06/03/2007 | District Strategic<br>Plan      | \$0.00 |
| Use analyzed data from the Pretest narrative/expository writing prompts to establish differentiated instruction groups.   | Reading Coaches<br>Teachers<br>Curriculum Support Specialist<br>Administrators | 08/07/2006 | 06/03/2007 | Continuous<br>Improvement Model | \$0.00 |
| Incorporate writing throughout all content areas including strategies specific to each subgroup.  | Teachers<br>Reading Coaches<br>Administrators                                  | 08/07/2006 | 06/03/2007 | Inclusion                       | \$0.00 |
| Implement a scope and sequence for writing that emphasizes writing techniques and student self-evaluation.  | Teachers<br>Reading Coaches<br>Curriculum Support Specialist<br>Administrators | 08/07/2006 | 06/03/2007 | District Strategic<br>Plan      | \$0.00 |
| Provide students with monthly writing prompts to assess the skills that were addressed during instruction.  | Reading Coaches<br>Administrators  | 08/07/2006 | 06/03/2007 | District Strategic<br>Plan      | \$0.00 |
| Identify and organize fourth grade students by ability for small group instruction.   | Teachers<br>Reading Coaches<br>Administrators                                  | 08/07/2006 | 06/03/2007 | Inclusion                       | \$0.00 |
| Provide a Creative Writing academy for the extended day component of the School Improvement Zone extended day and extended year for those students scoring at or above a level three on the administration of the 2006 FCAT Reading test. | Reading Coaches<br>Teachers<br>Administrators                                  | 08/07/2006 | 06/03/2007 | District Strategic<br>Plan      | \$0.00 |
| Implement writing centers as part of the School Improvement Zone extended day and extended year model.  | Teachers<br>Reading Coaches<br>Zone Curriculum Support                         | 08/07/2006 | 06/03/2007 | District Strategic<br>Plan      | \$0.00 |

|   | Specialist<br>Administrators   |            |            |  |           |
|---|--|------------|------------|--|-----------|
| Administer and analyze the Pre- and Post-Test narrative/expository writing prompts.   | Reading Coaches<br>Teachers<br>Curriculum Support Specialist<br>Administrators         | 08/07/2006 | 06/03/2007 | Continuous<br>Improvement Model            | \$500.00  |
| Notify parents in writing and in the home language of monthly meetings whereby the Reading Coaches will provide workshops and printed information regarding strategies for parents to use at home to support reading achievement. | Reading Coaches<br>Community Involvement Specialist<br>Administrators                  | 08/07/2006 | 06/03/2007 | Transition and<br>Articulation<br>Programs | \$500.00  |
| Provide staff development for administrators and faculty on instructional strategies in writing, assessment and analysis of assessment of data, and differentiated instruction for all students.                                  | Reading Coaches<br>Curriculum Support Specialist<br>Administrators                     | 08/07/2006 | 06/03/2007 | Inclusion                                  | \$1000.00 |
| Utilize a parent compact (Title I parent compact) to promote a positive learning environment at school and at home and to promote parents active participation in their child's education.  | Community Involvement Specialist<br>Administrators                                     | 08/07/2006 | 06/03/2007 | Transition and<br>Articulation<br>Programs | \$1000.00 |
| Monitor the use of CRISS strategies.  | Reading Coaches<br>Zone Curriculum Support<br>Specialist<br>Teachers<br>Administrators | 08/07/2006 | 06/03/2007 | District Strategic<br>Plan                 | \$0.00    |

### Research-Based Programs

Laura C. Saunders uses the Houghton Mifflin & “Reading” program's writing component. However, the curriculum is based on the Sunshine State Standards, Grade Level Expectations and the Competency Based Curriculum objectives set forth by the District and the State.

The effective writing component of the Comprehensive Reading Plan (CRP).

## **Professional Development**

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during collaborative planning sessions. Trainings will include the core writing program, intervention programs, and assessments used at the elementary school level.

All new and beginning teachers will receive continuous mentoring. Furthermore, as Laura C. Saunders falls under the auspices of the Superintendent's School Improvement Zone all teachers and staff will be provided systematic and needs-based professional development to include training in the following: CRISS strategies, Learning Express, Core writing program, holistic scoring, reciprocal teaching, FCAT writing strategies, and Best Practices. Additionally, on-going training will be offered with focus on the Continuous Improvement Model.

Furthermore, Laura C. Saunders and the University of Florida's College of Education Lastinger Center for Learning are participating in an educational partnership initiative designed to improve the quality of teaching and learning. Finally, in-house training and in-services will be provided to all teachers and staff members throughout the school year when deemed necessary.

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

## **Evaluation**

This objective will be measured by the scores of the 2007 FCAT Writing Plus test. As well as scores on monthly writing prompts. Furthermore, this objective will be assessed by comparing the scores on Pre and Post test writing prompts.

## 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*

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

### ***GOAL 4 STATEMENT:***

Increase the science performance of all NCLB populations.

### ***Needs Assessment***

Fifth grade students scored a Mean Scale Score of 250 as evidenced from the result of the 2005 FCAT Science test. This shows that this result is below the District's Mean Scale Score of 288.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five at Laura C. Saunders Elementary School will demonstrate improvement in science as evidenced by an increase in the mean scale score to meet or exceed the District's mean scale score as evidenced on the 2007 administration of the FCAT Science Test.

### Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles)   | TIMELINE   |            | ALIGNMENT                       | BUDGET     |
|---|---|------------|------------|---------------------------------|------------|
|   |   | START      | END        |                                 |            |
| Provide a hands on science academy during the School Improvement Zone's extended day and extended year.   | Teachers<br>Science Lab teacher<br>Administrators   | 08/07/2006 | 06/03/2007 | District Strategic<br>Plan      | \$0.00     |
| Implement the District's Suggested Long Range Science Plans for elementary school.  | Teachers<br>Science Lab Teacher<br>Curriculum Support Specialist<br>Administrators  | 08/07/2006 | 06/03/2007 | District Strategic<br>Plan      | \$0.00     |
| Integrate CRISS strategies throughout the science curriculum.   | Reading Coaches<br>Science lab teacher<br>Teachers<br>Administrators  | 08/07/2006 | 06/03/2007 | District Strategic<br>Plan      | \$0.00     |
| Establish a long range Science plan, aligned with the Mathematics scope and sequence, in order to provide opportunities for the integration of the two subjects so that students can experience the relationship between Mathematics and Science.                 | Mathematics support personnel<br>Teachers<br>Administrators<br>Curriculum support specialist                                  | 08/07/2006 | 06/03/2007 | District Strategic<br>Plan      | \$10000.00 |
| Utilize interim assessments to analyze progress and redirect instruction through the use of the Sunshine State Standards.   | Teachers<br>Science Lab teacher<br>Curriculum Support Specialist<br>Administrators  | 08/07/2006 | 06/03/2007 | Continuous<br>Improvement Model | \$200.00   |
| Increase students' participation in hands-on science activities by conducting experiments that demonstrate concrete applications of the scientific method by the utilization of the science lab for students in fourth and fifth grades.                          | Teachers<br>Administrators<br>Science lab teacher   | 08/07/2006 | 06/03/2007 | District Strategic<br>Plan      | \$1000.00  |
| Notify parents in writing and in the home language of various parent meetings whereby the Science teachers will assist in providing workshops and printed information regarding strategies for parents to use at home to support reading achievement via science. | Reading Coaches<br>Mathematics support personnel<br>Science Lab Teacher<br>Community Involvement Specialist<br>Administrators | 08/07/2006 | 06/03/2007 | Inclusion                       | \$500.00   |

|  |   |            |            |  |            |
|--|---|------------|------------|--|------------|
| Provide staff development for administrators and faculty on instructional strategies in science, assessment and analysis of assessment of data, and differentiated instruction for all students. Additionally, in-services will also include training on resources required for the implementation of the School Improvement Plan. Delivery of in-services will include model lessons and mentoring of teachers by the Science lab teacher and curriculum support personnel. | Curriculum Support Personnel<br>Science lab teacher<br>Administrators                           | 08/07/2006 | 06/03/2007 | District Strategic<br>Plan                 | \$30000.00 |
| Utilize a parent compact (Title I parent compact) to promote a positive learning environment at school and at home and to promote parents active participation in their child's education.   | Community Involvement Specialist<br>Administrators  | 08/07/2006 | 06/03/2007 | Transition and<br>Articulation<br>Programs | \$1000.00  |
| Engage students in science investigate through exhibits and science projects.  | Teachers<br>Science lab teacher<br>Curriculum support facilitator<br>Administrators             | 08/07/2006 | 06/03/2007 | District Strategic<br>Plan                 | \$1000.00  |
| Disagregtate and analyze the 2005 FCAT Science Test to identify strengths and weaknesses of students in grades 5   | Administrators<br>Curriculum Support Facilitator<br>Science lab teacher<br>Fifth Grade Teachers | 8/7/2006   | 6/4/2007   | District Strategic<br>Plan                 | \$0.00     |

### Research-Based Programs

The fifth grade students use the Macmillian McGraw-Hill "Science" series. Furthermore, Laura C. Saunders uses the Riverdeep program as an additional resource.

## **Professional Development**

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during collaborative planning sessions. Trainings will include the core science program, intervention programs, and assessments used at the elementary school level.

All new and beginning teachers will receive continuous mentoring. Furthermore, as Laura C. Saunders falls under the auspices of the Superintendent's School Improvement Zone all teachers and staff will be provided systematic and needs-based professional development.

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Furthermore, Laura C. Saunders and the University of Florida's College of Education Lastinger Center for Learning are participating in an educational partnership initiative designed to improve the quality of teaching and learning. Finally, in-house training and in-services will be provided to all teachers and staff members throughout the school year when deemed necessary.

## **Evaluation**

This objective will be evaluated by the scores of the 2007 FCAT science test, as well as school developed Science interim assessment tests.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

To increase communication and parental involvement by 5 percent.

### ***Needs Assessment***

Title I Monthly School Report and PTA membership indicate a low percentage of parent participation with an average of one percent of parents attending workshops while four percent of parents are members of the PTA. 55 percent of the parents attended the annual Open House in October, whereas only 21 percent of parents attended FCAT Night workshops in February. Furthermore, improvement is still needed since less than 20 percent of parents are participating in parental activities. Additionally, based on the PTA National Standard I: Communication, efforts need to be highly focused on improved communication and increased participation and support from parents.



## Measurable Objective

Given school wide emphasis on community outreach, parental involvement will increase as evidenced by a minimum of five percent of students having a parent attend at least one school sponsored event during the 2006-2007 school year as documented in teacher sign in rosters.

### Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)  | TIMELINE   |            | ALIGNMENT                  | BUDGET    |
|--|--|------------|------------|----------------------------|-----------|
|  |  | START      | END        |                            |           |
| Offer classes such as Family Literacy and ESOL to be held at the school in conjunction with the Miami Sunset Adult Education Center.   | Administrators<br>Community Involvement Specialist<br>Adult Education Department   | 08/07/2006 | 06/03/2007 | District Strategic<br>Plan | \$0.00    |
| Boost the PTA membership by offering incentives for attendance at meetings and events.   | Community Involvement Specialist<br>PTA<br>Administrators<br>Social Worker<br>Reading Coaches  | 08/07/2006 | 06/03/2007 | Community<br>Partnerships  | \$0.00    |
| Utilize non-emergency clinic referrals to insure 100 percent registration for use of the full service clinic and the services provided.  | School Social Worker<br>Guidance Counselor<br>Community Involvement Specialist<br>Teachers<br>Administrators   | 08/07/2006 | 06/03/2007 | District Strategic<br>Plan | \$0.00    |
| Encourage and promote increased community involvement through collaboration with Dade Partners and the School Volunteer Program and other local family-oriented initiatives.                                       | Community Involvement Specialist<br>Social Worker<br>Guidance Counselor<br>Curriculum Support Facilitator<br>Administrators                          | 08/07/2006 | 06/03/2007 | Community<br>Partnerships  | \$0.00    |
| Offer parent breakfast/workshops on a monthly basis by offering incentives and topical subjects such as workforce readiness and parenting skills.  | Community Involvement Specialist<br>Social Worker<br>Administrators<br>Reading Coaches<br>Math support personnel<br>Science lab teacher<br>Counselor | 08/07/2006 | 06/03/2007 | Community<br>Partnerships  | \$500.00  |
| Increase positive parent-school communication through the use of student progress reports, flyers, report cards, newsletters, parent-teacher conferences, home visits, and Parent planned or initiated activities. | Teachers<br>Community Involvement Specialist<br>Social Worker<br>Full Service Coordinator<br>Guidance Counselor<br>Administrators                    | 08/07/2006 | 06/03/2007 | Community<br>Partnerships  | \$500.00  |
| Provide and maintain a Parent Resource Center with instructional materials and   | Community Involvement Specialist<br>Social Worker  | 08/07/2006 | 06/03/2007 | Community<br>Partnerships  | \$1000.00 |

|   |  |           |            |                            |          |
|---|--|-----------|------------|----------------------------|----------|
| activities that support student learning and achievement. | Math Support Personnel<br>Reading Coaches<br>PTA President<br>Administrators |           |            |                            |          |
| Inform parents of the District offered Parent Academy.    | Administrators<br>Community Involvement Specialist                           | 8/07/2006 | 06/03/2007 | District Strategic<br>Plan | \$500.00 |

## **Research-Based Programs**

The National PTA is one of the more widely recognized researched-based parental involvement programs.

## **Professional Development**

All new and beginning teachers will receive continuous mentoring. Furthermore, as Laura C. Saunders falls under the auspices of the Superintendent's School Improvement Zone all teachers and staff will be provided systematic and needs-based professional development. Additionally, in-house training and in-services will be on going and provided to all teachers and staff members with focus on cultural awareness. Moreover, Laura C. Saunders and the University of Florida's College of Education Lastinger Center for Learning are participating in an educational partnership initiative designed to improve the quality of teaching and learning. Furthermore, there will be training and orientation offered to all new staff members on the full service school concept.

## **Evaluation**

This objective will be evaluated by an increase of 5 percent of the number of parents who attend a school function as evidence by the parent sign in rosters.

## 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*

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

### ***GOAL 6 STATEMENT:***

To create a safe and orderly environment.

### ***Needs Assessment***

Analysis of the Executive Summary for Student Case Management forms for 2005-2006 indicates that one of the greatest needs is to improve student behavior. This report shows that there were 322 referrals processed for general disruptive conduct as compared to 698 the year before, a decrease of 54 percent. Moreover, there were 25 referrals for fighting, as compared to 88 the year before, nearly a 75 percent decrease. Furthermore, there were 22 referrals for defiance of school personnel or authority, 203 less than the year before, a 95 percent decrease, and finally, 73 referrals for rude and discourteous behavior. Additionally, there was a total of 29 outdoor suspensions, as compared to 119 outdoor suspension for 2004-2005, a decrease of nearly 75 percent. An analysis of this report indicates a need for a decrease in the behaviors indicated above. Decrease in negative behaviors along with a proactive approach to discipline, will help to create a safe and orderly environment.

## Measurable Objective

Given an emphasis on safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of student referrals during the 2006-2007 school year as compared to the 2005-2006 school year.

### Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles)                                      | TIMELINE   |            | ALIGNMENT                            | BUDGET    |
|---|--|------------|------------|--------------------------------------|-----------|
|   |  | START      | END        |                                      |           |
| Miami-Dade County Public Schools Police will come out and speak to students about various subjects including bullying, gang prevention and vandalism. | Community Involvement Specialist<br>Counselor<br>Social Worker<br>Administrators | 08/07/2006 | 06/03/2007 | Community Partnerships               | \$0.00    |
| Implement a school wide character education calendar will with strategies all teachers will use throughout the year.                                  | Counselor<br>Social Worker<br>Administrators                                     | 08/07/2006 | 06/03/2007 | District Strategic Plan              | \$0.00    |
| Provide workshops with parents on parenting and alternative discipline strategies as needed.  | Community Involvement Specialist<br>Guidance Counselor<br>Administrators         | 08/07/2006 | 06/03/2007 | Transition and Articulation Programs | \$500.00  |
| Implement Bullying Prevention Program.  | Guidance Counselor<br>Social Worker<br>Administrators                            | 08/07/2006 | 06/03/2007 | Community Partnerships               | \$500.00  |
| Form an ad-hoc committee together with all stakeholders to create a school-wide discipline plan.  | EESAC Committee<br>Teachers<br>Administrators                                    | 08/07/2006 | 06/03/2007 | District Strategic Plan              | \$50.00   |
| Participate in the school based BAM (Be A Mentor) program to help guide selected students and mentor them on a one-on-one basis.                      | Teachers<br>Social Worker<br>Counselor<br>Administrators                         | 08/07/2006 | 06/03/2007 | Mentoring Opportunities              | \$1000.00 |

### Research-Based Programs

Project ACHIEVE, PK - 8

Bullying Prevention Program (Olweus), K - 8

Project PROUD (Peacefully Resolving Our Unsettled Differences)

## **Professional Development**

All teachers will receive professional development in the following areas:

- Intervention skills for dealing with violent and potentially violent students
- SCAM procedures
- Conflict Resolution
- Classroom management that promotes student self-discipline
- Counseling of at risk students
- Character Education

## **Evaluation**

The Discipline Committee will meet regularly to monitor referrals. This objective will be met when there is a ten percent decrease of the number of discipline referrals for the 2006-2007 school year as compared to the 2005-2006 school year.

## 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.)

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 7 STATEMENT:**

Increase student use of technology by providing Professional Development to teachers on technology usage in the classroom.

**Needs Assessment**

Due to the implementation of the electronic gradebook, all teachers will need enhanced skills in the use of technology.

## Measurable Objective

Given an emphasis on the use of educational technology, all teachers will attend a minimum of four workshops on the use of technology during the 2006-2007 school year as documented by the sign in rosters as compared to the sign in rosters from the 2005-2006 school year.

## Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)          | TIMELINE   |            | ALIGNMENT                       | BUDGET     |
|--|--|------------|------------|---------------------------------|------------|
|  |  | START      | END        |                                 |            |
| Infuse the student-based programs into the curriculum, giving students daily opportunities to utilize technology.  | Teachers<br>Technology Coordinator<br>Administrators | 08/07/2006 | 06/03/2007 | Inclusion                       | \$0.00     |
| Utilize technology to retrieve, evaluate, and use information related to student progress.   | Teachers<br>Administrators                           | 08/07/2006 | 06/03/2007 | Continuous<br>Improvement Model | \$0.00     |
| Increase and improve student achievement, delivery of instruction, and teacher technological awareness teachers will be trained in the following areas:<br><br><ul style="list-style-type: none"> <li>• Edusoft</li> <li>• Electronic Grade Book</li> <li>• Microsoft Office Applications</li> <li>• FCAT Explorer</li> <li>• Voyager</li> <li>• Reading Plus</li> </ul> | Technology Facilitator<br>Teachers<br>Administrators | 08/07/2006 | 06/03/2007 | District Strategic<br>Plan      | \$45000.00 |
| Employ skills that foster higher level thinking to produce various projects electronically.  | Teachers<br>Technology Coordinator<br>Administrators | 08/07/2006 | 06/03/2007 | School-to-Career                | \$1000.00  |

## Research-Based Programs

National Education Technology Standards System for Technology.

## **Professional Development**

Teachers will participate in the following professional development/training sessions:

- Edusoft
- Electronic Grade Book
- Microsoft Office Applications
- FCAT Explorer
- Voyager
- Reading Plus

## **Evaluation**

Progress will be monitored by teachers' attendance, sign in rosters and training packets. In addition, students progress reports and projects will be evaluated and/or displayed.



## 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.)

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

To improve Student Health and Physical Fitness.

### ***Needs Assessment***

Based on the results of the 2005-2006 FITNESSGRAM, 45 percent of all 4th and 5th grade students tested received either a Gold or a Silver certificate. These results indicate a need for students to become more physically active and health conscious.

## Measurable Objective

Based on the recommendations of the Florida Department of Education, students in grades three through five will improve their fitness as evidenced by 48 percent of students receiving Gold or Silver certificates for the 2006-2007 FITNESSGRAM.

### Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles)   | TIMELINE   |            | ALIGNMENT                  | BUDGET   |
|---|---|------------|------------|----------------------------|----------|
|   |   | START      | END        |                            |          |
| Provide activities that promote the attainment of knowledge in food and nutrition to raise health consciousness.  | Physical Education teachers<br>Teachers<br>Science lab teacher<br>Administrators              | 08/07/2006 | 06/03/2007 | District Strategic<br>Plan | \$0.00   |
| Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training. | Administrators  | 08/07/2006 | 06/03/2007 | District Strategic<br>Plan | \$0.00   |
| Provide activities that promote the attainment of knowledge in hygiene and cleanliness to raise health consciousness.   | Physical Education teachers<br>Science teachers<br>Administrators                             | 08/07/2006 | 06/03/2007 | District Strategic<br>Plan | \$0.00   |
| Notify parents in writing when students are not meeting Physical Education requirements.  | Physical Education Teachers<br>Teachers<br>Community Involvement Specialist<br>Administrators | 08/07/2006 | 06/03/2007 | District Strategic<br>Plan | \$0.00   |
| Direct and oversee students participation in the following activities in order to prepare for the FITNESSGRAM.  | Physical Education teachers<br>Administrators   | 08/07/2006 | 06/03/2007 | District Strategic<br>Plan | \$500.00 |

## Research-Based Programs

2006-2007 FITNESSGRAM

## Professional Development

District-wide physical fitness workshops.

## Evaluation

Evaluation will be made based upon results of the 2006-2007 FITNESSGRAM.

## 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.)

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

Given an emphasis on increased electives and Special Areas, Laura C. Saunders will increase the number of classes offered by five percent.

### ***Needs Assessment***

In assessing the extended day program for the 2005-2006 school year, it was established that students who had achieved an FCAT level three and above would benefit from other activities, rather than staying in the Reading remediation groups. These students would therefore benefit from courses that offer enriching activities.

## Measurable Objective

There will be an increase in the number of enrichment classes (9) offered to students in the 2006-2007 school year as compared to the number of enrichments classes (7) offered during the 2005-2006 school year.

## Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)  | TIMELINE   |            | ALIGNMENT                  | BUDGET   |
|--|--|------------|------------|----------------------------|----------|
|  |  | START      | END        |                            |          |
| Identify students achieving at or above level 3 on the FCAT so they may be placed in an enrichment group.  | Reading Coaches<br>Math Support Personnel<br>Administrators  | 08/07/2006 | 06/03/2007 | District Strategic<br>Plan | \$0.00   |
| Create a schedule whereby students will receive 2 grading period in one enrichment class and 2 grading periods in a different enrichment academy.  | Reading Coaches<br>Curriculum Support Facilitator<br>Zone Support Specialist<br>Administrators   | 08/07/2006 | 06/03/2007 | District Strategic<br>Plan | \$0.00   |
| Offer students who have achieved FCAT level 3 and above a variety of enrichment classes to include but not limited to:<br>Science Club<br>Chess Club<br>Math Academy<br>Public Speaking<br>Book Club<br>Chorus<br>Dance Club<br>Art Club<br>Organized Sports | Physical Education Teachers<br>Music Teachers<br>Art Teachers<br>Science Lab Teacher<br>Media Specialist<br>Reading Coaches<br>Zone Curriculum Support<br>Specialist<br>Administrators | 08/07/2006 | 06/03/2007 | School-to-Career           | \$500.00 |

## Research-Based Programs

N/A

## Professional Development

N/A

## Evaluation

Evaluation will be made based upon student participation and the number of enrichment classes offered.

## 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.)

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 10 STATEMENT:***

To improve student performance by developing an effective relationship between the cost of programs purchased and the effectiveness of programs purchased. To establish cost effective programs that produce a high return on investments and high learning gains.

### ***Needs Assessment***

The most recent data supplied from the FLDOE indicate that in 2004, Laura C. Saunders Elementary School ranked at the 37th percentile on the State of Florida ROI (Return On Investment) index.

## Measurable Objective

Laura C Saunders Elementary School will improve its ranking on the State of Florida ROI index publication from the 37th percentile in 2004 to the 38th percentile on the next publication of the index.

### Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles) | TIMELINE   |            | ALIGNMENT               | BUDGET |
|--|---|------------|------------|-------------------------|--------|
|  |   | START      | END        |                         |        |
| Become more informed about the use of financial resources in relation to school programs.  | Administrators<br>Teachers                  | 08/07/2006 | 06/03/2007 | District Strategic Plan | \$0.00 |
| Collaborate with the district on resource allocation.  | Administrators                              | 08/07/2006 | 06/03/2007 | District Strategic Plan | \$0.00 |
| Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks. | Administrators                              | 08/07/2006 | 06/03/2007 | Community Partnerships  | \$0.00 |
| Consider shared use of facilities, partnering with community agencies.   | Administrators                              | 08/07/2006 | 06/03/2007 | Community Partnerships  | \$0.00 |

### Research-Based Programs

NA

### Professional Development

NA

### Evaluation

On the next State of Florida ROI index publication, Laura C Saunders Elementary School will show progress toward reaching the 38th percentile.

## *EESAC Compliance*

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

### ***Budget:***

Budget- the EESAC recommended to commit part of the budget for materials needed to fully implement the curriculum.

### ***Training:***

Training- the EESAC recommended specific staff development across the curriculum.

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

Instructional materials- the EESAC recommended the purchase of appropriate classroom materials to support the instructional program.

### ***Technology:***

Technology- the EESAC recommended allocation of funds to provide software and hardware for classroom computers.

### ***Staffing:***

Staffing- the EESAC supported the reduction of the student-teacher ratio.

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

Student Support Services- the EESAC recommends various programs to support the Full Service School.

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

Other Matters of Resource Allocation- the EESAC recommended allocating funds to each grade level based on student need.

### ***Benchmarking:***

Benchmarking- the EESAC recommended implementing monthly school wide monitoring of reading, writing, math and science to better assess the students' needs and progress.

***School Safety & Discipline:***

School Safety & Discipline- the EESAC formed an ad-hoc committee to address safety and discipline. A discipline plan has been put into place.



## *Budget Summary*

---

| <b>BY GOAL</b>                    | <b>TOTAL BUDGET</b> |
|-----------------------------------|---------------------|
| Goal 1: Reading                   | \$121,000.00        |
| Goal 2: Mathematics               | \$71,000.00         |
| Goal 3: Writing                   | \$3,000.00          |
| Goal 4: Science                   | \$43,700.00         |
| Goal 5: Parental Involvement      | \$2,500.00          |
| Goal 6: Discipline & Safety       | \$2,050.00          |
| Goal 7: Technology                | \$46,000.00         |
| Goal 8: Health & Physical Fitness | \$500.00            |
| Goal 9: Electives & Special Areas | \$500.00            |
| Goal 10: Return On Investment     | \$0.00              |
| <hr/>                             |                     |
| <b>Total:</b>                     | <b>\$290,250.00</b> |

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*

---

*EESAC Chair*

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*UTD Steward*

---

*EESAC Parent Representative*

---

*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*