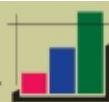




Florida Department of Education

DIVISION of PUBLIC SCHOOLS

"We're all about Increased Student Achievement!"



BUREAU OF SCHOOL IMPROVEMENT

2006 – 2007

SCHOOL IMPROVEMENT PLAN

School Name: Lenora Braynon Smith

District Name: Dade

Principal: DR. EDWARD G. ROBINSON

SAC Chair: Ladema Smith

Superintendent: Rudolph F. Crew, Ed.D.

Date of School Board Approval: Pending School Board Approval

**John L. Winn,
Commissioner**

Florida Department of
Education
325 West Gaines Street
Tallahassee, Florida
32399



**Cheri Pierson Yecke,
Chancellor**

K-12 Public Schools
Florida Department of
Education
325 West Gaines Street
Tallahassee, Florida
32399

VISION/MISSION/BELIEF STATEMENTS

VISION

In the pursuit of excellence and believing that every child can learn, we at Lenora Braynon Smith Elementary School strive to create a safe, nurturing environment conducive to teaching and learning, where students perform at or above grade level and where the needs of the whole child are met through our Full Service Concept. Additionally, the school is the heart of the community and works closely with parents and other community members to provide the best possible educational experiences for our students and other stakeholders.

MISSION

Our mission at Lenora Braynon Smith Elementary School is to develop and nourish lifelong learners by creating high expectations for student achievement, building self-esteem, providing a sequential instructional program based on diagnosed needs, utilizing current technology with constant monitoring of children's learning, encouraging parental involvement and training, and providing conditions for a safe, orderly learning environment.

SCHOOL PROFILE DEMOGRAPHICS Facility/Community Lenora Braynon Smith Elementary School is an inner-city school located at 4700 Northwest 12th Avenue on 10 acres in the city of Miami. The main structure has 27 classrooms, a freestanding media center, an art room, a music room, an EH four-pack, a pre-kindergarten/kindergarten six pack, and a full service clinic. Lenora Braynon Smith Elementary School is a Title I, federally funded school, and provides fundamental educational services based on the Sunshine State Standards and enhanced through computer-based activities (Pearson Learning SuccessMaker, Accelerated Reader, Fast ForWord, Reading Plus, and FCAT Explorer), to at least 600 students (including standard curriculum students, Special Education (SPED) students, English Language Learners (ELL), and economically disadvantaged students in grades Pre-K-5.

Student Demographics

- School mobility index is 36%
- Student population mirrors the community: 9% Hispanic; 89% African American; 1% Anglo; and 1% Other
- On the 2005-2006 FCAT, Lenora Braynon Smith Elementary students scored the following: (Reading) - 39% of students in grades 3-5 scored at Achievement Level 1 and 24% scored at Achievement Level 2; (Math) - 38% of students in grades 3-5 scored at Achievement Level 1 and 30% scored at Achievement Level 2
- Ninety-nine percent of the students are eligible for free and reduced lunch
- Fourteen percent are English Language Learners (ELL) students: the ELL population consists of: 6 Level 1; 3 Level 2; 9 Level 3; and 8 Level 4
- Student population by grade level is: 99 -Kindergarten; 80 - Grade 1; 75 - Grade 2; 119 - Grade 3; 83 - Grade 4; 74 - Grade 5; and 29 - Emotionally Handicapped
- Twenty-one are Special Education (SPED) students
- The SPED student population includes: 8 exceptionalities: 16 Speech Impaired; 49 Emotionally Handicapped; 30 Specific Learning Disabled; 4 Other Health Impaired; 7 Gifted; 1 Orthopedically Impaired; 2 Developmentally Delayed; 4 Educable Mentally Handicapped students

Teacher Demographics

- The faculty of 48 professionals is comprised of 42 females and six males. • Eight beginning teachers are new to the profession
- The ethnic composition of the staff is as follows: 7 Whites (Non-Hispanic); 27 African American (Non-Hispanic); 13 Hispanics; and 1 American Indian
- Staff includes: 2 administrators, 30 classroom teachers, 7 exceptional student education teachers, 2

Spanish teachers, 1 ESOL teacher, 5 special area (art, music, physical education) teachers, 1 itinerant (physical education) teacher, 1 media specialist, 1 guidance counselor, 5 full time paraprofessionals, 3 part time paraprofessionals, 1 part time Community Involvement Specialist, 4 clerical/office employees, 8 cafeteria workers, and 5 full time custodial service workers. Also, Lenora Braynon Smith Elementary has 1 primary reading coach and 1 intermediate reading coach, a mathematics facilitator, a technology facilitator, a microsystems computer technician, 4 security monitors (3 full-time/1 hourly), a cafeteria monitor, and a pool substitute.

- Instructional Staff Level of Education: 33% Masters, 5% Specialists, and 5% Doctoral degrees
Class Size/Teacher-to-Student Ratios

- Teacher-to-student ratio by grade level is: 34:1 - Kindergarten; 14:1- Grade 1; 19:1 - Grade 2; 23:1 - Grade 3; 22:1 - Grade 4; and 17:1 - Grade 5

Attendance Rate

- Student/staff attendance rate averages 94% and is comparative to both the District and Region's averages of 93.8%

Retention Rate

- Final retentions by grade levels - 16 out of 97 students in kindergarten; 3 out of 79 students in grade 1; 3 out of 102 students in grade 2; and 39 out of 115 students in grade 3 were retained during the 2005-2006 school year.

Feeder Pattern The school is in the Miami Jackson Senior High School Feeder Pattern. Lenora Braynon Smith Elementary feeds into Allapattah Middle and Miami Jackson Senior High.

Special Programs

- Special programs such as Academic Excellence, Teaching Enrichment Activities to Minorities (TEAM), after-school tutorial, and Saturday School Academy enhance regular curricular offerings. Other special programs include Second Cup of Coffee; Embrace Girl Power; YWCA; and 5000 Role Models

Unique Aspects

Lenora Braynon Smith Elementary School endeavors to serve the community in several ways. Many parents/caregivers are employed in low income jobs and some are unemployed and have limited education and/or language skills which create a need for assistance. At the beginning of each school year, we survey our parents and other caregivers to determine classes, training, and workshops that they would like us to provide. We then categorize these and set up a schedule of activities for our monthly Second Cup of Coffee meetings. In the past, teachers and other community members have provided some of these workshops. We plan to partner with Miami Jackson Senior High Adult Education Program at our feeder pattern high school to offer such courses as Pre GED, ESOL, basic literacy, computers, and parenting skills. Additionally, opportunities for involvement by our

stakeholders are provided as follows: parents and community members actively participate in the School Advisory Council (SAC); parents, local high school students, and college students volunteer in various capacities; community and businesses participate in our annual Career Fair; members of the health community sponsor an annual Health Fair; members of the mental health community provide ongoing tutoring and mentoring in the primary grades and on-site counseling on drug awareness/prevention for students in intermediate grades; and YWCA provides an after-school care program year round.

School Community Partners

- For the past several years, the ALPHA Program has provided on-going counseling for at-risk children in grades 4-5.
- Embrace Girl Power
- Kiwanis of Little Havana provides the children with back to school supplies in the fall.
- Missionaries of the Virgin Mary provide incentives, back to school supplies, and gifts at Christmas.
- United States Customs provides the children with back to school supplies in the fall, gifts at Christmas and a drug awareness and prevention field trip on-site.
- YWCA provides low cost, quality childcare after school.
- The Children's Trust provides medical care for our students.

Grants

Through the Office of Intergovernmental Affairs, Lenora Braynon Smith Elementary School participates in the Title I, Reading First, and Qualified Zone Academy Bonds (QZAB) grants.

SCHOOL MATCH

Lenora Braynon Smith Elementary School staff chose Santa Clara Elementary School as a school match for the following reasons:

- Santa Clara is a nearby "B" school with similar demographics
- The student population at Santa Clara is comprised of subgroups similar to those at Lenora Braynon Smith
- Santa Clara has effectively implemented the Florida School Improvement Plan and has become a data driven school
- The staff at Santa Clara is trained in leading data driven instruction, classroom management, and Creating Independence through Student-Owned Strategies (CRISS)

- Santa Clara has a curriculum council and leadership team that plans, implements, and supports curricular strategies
- Selected Lenora Braynon Smith staff will collaborate with Santa Clara staff to develop more effective curricular techniques and strategies
- Lenora Braynon Smith staff will participate in workshops offered by Santa Clara to share best practices in reading, mathematics, writing, and science
- By the end of the school year, at least 80% of all instructional staff will be effectively trained in techniques to analyze data
- All grade levels will utilize data to drive instruction

The leadership team and selected teachers from Lenora Braynon Smith Elementary will visit Santa Clara and participate in the following:

- Take part in collegial conversations with the Literacy Leadership Team of Santa Clara
- Observe teachers working together during common planning time to align the curriculum with the benchmarks and data analysis
- Observe teachers in the classroom implementing high level rigorous instruction aligned to the Sunshine State Standards
- Assist teachers in analyzing data to differentiate instruction for students according to needs

As a result of the collaboration with Santa Clara, Lenora Braynon Smith Elementary School expects to build leadership capacity which offers the following:

- Lenora Braynon Smith Elementary will become a data driven school
- Staff will work collaboratively to share best practices and analyze data
- Staff will receive training in data techniques
- Collegiality will be established between the teachers at both schools
- By the end of the year, designated instructional staff will participate in mentoring and job shadowing
- Significant educational gains will be achieved and maintained with the collaboration and assistance of Santa Clara Elementary School

QUALITY STAFF

Highly Qualified Administrators

Dr. Edward G. Robinson, principal, holds the following degrees: Bachelor of Science in Music Education; Master of Science in Music Education; Master of Science in Educational Leadership; and Doctor of Education in Educational Leadership. During the past 17 years, Dr. Robinson has served the M-DCPS as a teacher, Fine Arts Department Head, EESAC Chairperson, Assistant Principal and principal. This year marks Dr. Robinson's seventh year as a school administrator and he has worked diligently throughout those years to assure consistency in school operation. Dr. Robinson has served as the administrator responsible for school-wide attendance, fire and safety, Students At Risk Program (SARP), lunch applications, mathematics, science, all grade levels, and budget and curriculum assistance. Dr. Robinson has worked with Region IV School Improvement Plan Support Team as a trainer in assisting with the preparation of SIP plans.

Dr. Robinson has assisted low-performing schools and students by increasing staff professional development and incorporating student mentorship. He implemented a schoolwide, incentive based, discipline plan that focused on students who had poor attendance and a history of poor behavior. Through this plan, students were given incentives for improving attendance and behavior. Student grades increased, attendance and discipline improved, and teachers' observation and participation in the program were very positive.

Dr. Robinson is involved in many community and civic organizations. He is a member of M. Athalie Range Cultural Arts Foundation (MARCF). This is a foundation that provides scholarships to deserving students in the fine arts who exhibit talent and academic promise. The foundation also oversees cultural events throughout the year that feature performances from students enrolled in schools of the performing arts. Dr. Robinson is an adjunct professor at Florida Memorial College, where he has served in this position for 13 years. He has been recognized as Adjunct Professor of the Year four times. In addition to his community and civic associations, Dr. Robinson also works with inner city youth groups from the Overtown and North Shore communities by providing tutorial and music workshops that enhance student involvement in the arts and academics.

As a teacher, Dr. Robinson taught band and chorus at Madison Middle School for 10 years, he also served as Fine Arts Department Head. Dr. Robinson was voted Teacher of the Year four out of the 10 years served.

Orna L. Campbell-Dumeus, Assistant Principal, holds a Bachelor of Science degree in Elementary Education, a Master of Science degree in Elementary Montessori Education, a Specialist degree in Educational Leadership, and Certification in Early Childhood. Currently, Ms. Campbell is enrolled in the Doctoral Program at Union Institute and University pursuing a Doctorate in Early Childhood. Ms. Campbell is certified in Elementary Education, Early Childhood and is ESOL endorsed.

During Ms. Campbell's 13 year career in the Miami-Dade County Public School system, she has served a diverse population of students. Ms. Campbell has worked as a Montessori 1st-3rd grade combination teacher for three years, six years as a teacher in grades 1-4, one year as a Reading Leader, and two years as an assistant principal.

As a teacher, Ms. Campbell has served on various committees which assisted in increasing student

performance: grade level chairperson for seven years; Leadership Team; Professional Growth Team; Academic Committee Chairperson and member; Schoolwide Planning Committee, School Advisory Committee (SAC) member; Grant Writing Team; and the Parent Involvement Committee. During this time, she collaborated with students, staff, and parents to improve the school's performance. Furthermore, she completed the Leadership Development Institute for Teachers (LDIT) which prepared her for her leadership role as an assistant principal.

As the Reading Leader, Ms. Campbell was responsible for monitoring the Reading Program, implementing and monitoring the Accelerated Reader Program, and analyzing data to assist the lowest performing students. She facilitated parent, student, and teacher workshops, assisted teachers in driving instruction through collected data, tutored small groups, provided individual student testing, and worked closely with administration to develop schoolwide plans to increase student achievement and the school grade.

As an Assistant Principal, Ms. Campbell has worked closely with the Principal and the leadership team to improve student achievement. In this capacity she assisted with the development, coordination, implementation, and monitoring of a school-wide reading program, conducted workshops for parents, teachers and students, and analyzed student assessment data to best meet the needs of the students at Lenora Braynon Smith Elementary.

Recruitment/Retention of Highly Qualified Teachers

Recruiting and retaining staff at Lenora Braynon Smith Elementary School presents a challenge; several openings are currently filled with out-of-field and/or new teachers. The staff at Lenora Braynon Smith Elementary School is relatively young, averaging eight years of teaching in Florida. There is also a need for collaboration among staff, effective implementation of the curriculum, and cohesiveness of the instructional program.

CRP #7. Leadership/Mentoring

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 M-DCPS. 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

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

Lenora Braynon Smith Leadership/Data Analysis Team is comprised of the Principal, Assistant Principal, Reading Coaches, Mathematics Facilitator, Grade Level Chairpersons, Science Coach,

SPED Resource Teacher, and the Media Specialist. The Leadership and Data Analysis Team will implement the schoolwide improvement model which is the Continuous Improvement Model (CIM), is a research-based and performance driven schoolwide improvement model, that encompasses the following components:

- Data/test scores disaggregation - Leadership and Data Analysis Team will disaggregate the 2006 FCAT data and diagnostic tests to identify areas of deficiencies and targeted students to meet individual needs.
- Mini/biweekly assessments will be analyzed by the teachers, grade level chairpersons, students and parents to determine need for re-teaching, remediation and/or enrichment.
- Ongoing informal and formal assessments to monitor individual student progress, including mastery of Sunshine State Standards, are administered and used to redesign instruction and interventions.

The Continuous Improvement Model (CIM) will enable the school's leadership/data analysis team and instructional personnel to effectively disaggregate data from the District's Interim Assessments, schoolwide biweekly assessments, Progress Monitoring Reporting Network (PMRN), and various ongoing assessments. The results of these analysis will enable the school's leaders to make informed decisions regarding teaching and learning, professional development opportunities, and progress monitoring.

Communication with Parents

The faculty of Lenora Braynon Smith Elementary School provides parents an ongoing opportunity to collaborate with staff about student progress through:

- Parent-Teacher conferences to discuss the students' progress
- A No Child Left Behind (NCLB) parent choice option letter was sent out to parents (see attached letter)
- Monthly Second Cup of Coffee meetings
- Parent workshops are provided in the parents' home language to assist them in helping students with reading, writing, mathematics, and science
- Open House
- Curriculum Night
- Connect-Ed telephone system to send out schoolwide messages
- Parent Teacher Association (PTA)

- The Student Council
- The Parent Resource Center (PRC)
- The Community Involvement Specialist (CIS)
- School Advisory Council (SAC) which provides the opportunity for collaboration with parents, teachers, students, and the community

Other means of communication include:

- An English/Spanish Parent Handbook sent home at the opening of the 2006-2007 school year disseminated pertinent information about school procedures and information about the curriculum
- Monthly Parent Calendar which includes upcoming school events and activities, as well as curriculum tidbits/resources for parents to utilize with their children for home learning
- Quarterly Parent Newsletter provides curriculum highlights, parenting tips, and parent-child activities
- Interim Progress reports and report cards are sent home each grading period
- The District communicated to parents the school's status in more than one language including three NCLB Public School Parental Choice options.

Pre-School Transition

Through the collaboration with Supporting Partnerships to Assure Ready Kids (SPARK), Lenora Braynon Smith Elementary School will conduct parent meetings and parent-child hands-on activities workshops to familiarize pre-school children with a typical day of learning and invite nearby preschool/head start programs to spend a day in kindergarten before entering.

The Florida Kindergarten Readiness Screener (FLKRS) is administered to all incoming kindergartners by certified kindergarten teachers as an initial diagnostic assessment tool to determine student readiness rates. The FLKRS data will be disaggregated to identify the students' needs. The low-performing students will be placed in intervention groups that will address the specific skills the students need assistance. The Reading First Reading Coach and the kindergarten teachers will implement the strategies to increase the students' readiness level.

Through flyers, posters, monthly calendars and Connect-Ed, parents will be notified of parent-child workshops to better prepare the parent to work with his/her own child at home.

Teacher Mentoring

All teachers new to the profession and/or school system will be involved in the Beginning Teacher Orientation provided by the District. All new and out-of-field teachers will be provided support through grade level chairpersons, school support personnel, mentor teachers and administration. Common planning has been instituted to increase collaboration and build collegiality. In addition, beginning teachers and/or teachers new to the school or grade level will receive continuous mentoring.

Lenora Braynon Smith's mentoring program is spearheaded by the Assistant Principal who meets with the new teachers and teachers in need of improvement biweekly. Listed are teacher mentoring activities:

- The AP assigns each beginning teacher and teacher in need of improvement to a mentor based on disaggregated data and PACES observations. All mentor teachers received mentoring training.
- The AP meets regularly with beginning teachers and teachers in need of improvement to share best practices, answer questions, and provide support.
- During beginning teacher meetings, mini lessons on keeping student records, classroom management, FCAT benchmarks and activities, etc. are discussed.
- Mentees will meet with their mentors twice a week after school to discuss and share ideas.

Mentoring activities will be scheduled biweekly, and as needed, based on mentor and/or mentee concerns. As a result of mentoring, new teachers will refine their skills and techniques to effectively implement instruction to enhance academic achievement. Knowledge will be shared for teachers in need of improvement, to refresh strategies and techniques to facilitate improved student performance.

New Teacher Mentor Roster

MENTEE GRADE LEVEL MENTOR

Carolyn Pinto - EH3 - Frantz Prospere
Helene Pearsall - 1st - Gwendolyn Trice
Judene Murray - 2nd - Sharon Alli-Abdullah
Alexia Buggs - 2nd - Sharon Alli-Abdullah
Michelle Giles - 3rd - Ladema Smith
Folami Richards - 3rd - Felecia Jackson-McCullough
Cliona Walshe - 3rd - Felecia Jackson-McCullough
Myrtle Dennis - 4th - Latrice Coleman
Lindsay Allen - Music - Janet Leigh

Teachers in Need

MENTEE GRADE LEVEL MENTOR

Sylvia Wade - KG - Veronica Williams-Poag
Patricia Briceno - 1st - Veronica Williams-Poag
Miriam Jaehnig-Franco - 1st - Veronica Williams-Poag

Ivelisse Alemany - 1st - Veronica Williams-Poag
Maria Cianciolo - 3rd - Latrice Coleman
Oscar Julien - 3rd - Ladema Smth
Latoyia Brooks - 4th - Sylvia Mayorga
Candice Holmes - 5th - Sylvia Mayorga
Shirlene Hermon - EH1 - Frantz Prospere
Kimberly Robinson - EH2 Frantz Prospere

CRP #3. Professional Development

The Reading Coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to school administration, teachers, and Reading Coaches. The Reading Coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students only when modeling strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the entire school year.

Mentors

The school site will identify school based mentors for each new teacher and teachers in need. The Office of Professional Development will assist with mentor training and follow-up. Training for the mentors will be scheduled for the month of September. As a result of attending the training, all mentors must commit to the following:

- August - March meet two hours weekly with assigned beginning teacher(s).
- April - May meet one hour with assigned beginning teacher(s).

The mentors will be compensated for their support equivalent to their hourly rate. It is preferred that each mentor be paired with only one new teacher, however, when necessary one mentor may be assigned up to two(2) new teachers. In addition, substitute funding will be made available for release time for both mentor and mentee to work with each other within their respective classrooms.

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact

student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

Student Teacher Support Team (ST2)

The Student Teacher Support Team (ST2) model program will be implemented for the 2006-2007 school year to build support for identifying student needs quickly and to deliver school-site, job-embedded professional development. The ability to develop a systemic approach to ensure effective planning and delivery of targeted professional development that meets the instructional needs of students that underlie the intent of the ST2 model. ST2 has been designed to address critical needs in high needs schools. The ST2 staff will undergo intensive training to prepare them for this work.

Extended Learning Opportunities

Lenora Braynon Smith Elementary School will offer a wide array of additional learning opportunities for all students. Special tutorial programs to address the specific needs of each subgroup will take place before, during, and after school, and on Saturdays.

Through these extended learning opportunities, student achievement levels will increase. These programs will be evaluated based on the achievement levels of the 2007 administration of the FCAT.

- The before school program will highlight the Academic Excellence Programs: Journalism Print and Hands-On Science.
- Third grade retainees and students in the lowest 25% will receive reading intervention before school, three times a week for a 45 minute session, using the Reading Plus computer program.
- Small group pull-out tutoring will be provided during school for students in the lowest 25%, third grade retainees, and all subgroups.
- Tier 1 and 2 students will be provided reading interventions by hourly tutors.
- The Fast ForWord program will continue to provide remedial assistance for students participating in Special Education (SPED).
- Identified Level 1 and Level 2 students will be provided instruction after school in reading, writing, and mathematics by Rocket Learning Center.
- Saturday Academy will emphasize remediation and enrichment in reading, writing, and mathematics skills for students in grades 2-5.
- Lenora Braynon Smith Elementary's Supplemental Educational Services (SES) process notifies

parents in their home language of the students' eligibility to participate in the SES program, then parents are notified of the program's start date. Finally, we will notify the SES provider with the names of children who are eligible for services and parents have given consent. SES will begin October 1, 2006.

CRP #11. Elementary School

a. Tutoring programs

Tutorial services that address identified area(s) of need will be provided to students during the school day in the form of immediate intensive intervention (iii), as well as opportunities in before/after school programs. The assessment data or IEP will be utilized when selecting the appropriate intervention. Schools will utilize intervention materials that are FCRR reviewed (e.g., Breakthrough to Literacy, Destination Reading, Lightspan Early Reading, to meet the definition of scientifically research-based.

GOALS

Goal:	Reading
--------------	---------

Needs Assessment Based on the 2006 FCAT Reading Performance data, 41% of all students in grades 3-5 met high standards, 43% made learning gains, and 36% of the lowest 25% made adequate progress. After further analysis of the data, it was revealed that an average of 59% of all 3rd - 5th grade students scored below the proficiency levels in accordance with the administration of the 2006 FCAT Assessment. Specifically, the data reflected that 73% of 3rd grade students, 61% of 4th grade students, and 67% of 5th grade students scored at levels 1 and 2. The significant proportion of these lower level scores will require additional intensive instruction. The grade levels and areas of deficiency were as follows:

Third grade students achieved a mean score of 43% in the area of Word/Phrases, a mean score of 45% in Main Idea/Purpose, a mean score of 50% in Comparisons, and a mean score of 50% in Reference/Research.

Fourth grade students achieved a mean score of 50% in the area of Word/Phrases, a mean score of 45% in Main Idea/Purpose, a mean score of 47% in Comparisons, and a mean score of 33% in Reference/Research.

Fifth grade students achieved a mean score of 43% in the area of

Word/Phrases, a mean score of 53% in Main Idea/Purpose, a mean score of 53% in Comparisons, and a mean score of 50% in Reference/Research.

The following subgroups did not meet Adequate Yearly Progress (AYP): African American, Hispanic, English Language Learners (ELL), Students With Disabilities (SWD), and Economically Disadvantaged. In addition, the results of this comprehensive data search revealed that students need intensive reading intervention in literacy skills.

Objective

Given instruction based on the Sunshine State Standards, all students in grades 3-5 will increase their reading skills as evidenced by a minimum of 51% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, African American students in grades 3-5 will increase their reading skills as evidenced by a minimum of 51% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades 3-5 will increase their reading skills as evidenced by a minimum of 51% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) in grades 3-5 will increase their reading skills as evidenced by a minimum of 51% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades 3-5 will increase their reading skills as evidenced by a minimum of 51% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 3-5 will increase their reading skills as evidenced by a minimum of 51% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in the lowest 25% in grades 3-5 will increase their reading skills as evidenced by a minimum of 51% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Strategies

- Implement and monitor the Comprehensive Research Reading Plan K-12 wherein students are given reading instruction for 90 minutes daily using the Houghton Mifflin Comprehensive Reading Program.
- Develop and implement curriculum maps in reading for grades K-5 students to ensure effective delivery of instruction.
- Administer DIBELS three times a year to all students in grades K-3 and FCAT Reading Level 1 and 2 students in grades 4-5 to monitor progress in order to target classroom instruction.
- Provide Students With Disabilities (SWD) in the inclusion model with additional assistance from Special Education teachers within the general classroom setting as well as after school tutoring.
- Provide tutoring for all English Language Learners (ELL) Level IV and V students that are still being monitored with the post program review additional support in reading.
- Utilize Voyager Passport Intervention Program during school for students in grades 3-5 in order to support the Big 5 Reading components: phonics, phonemic awareness, fluency, vocabulary, and comprehension.
- Provide 3rd grade retainees additional support on Word Study Skills using the Voyager Passport program to improve student performance in Words/Phrases.
- Utilize Soar to Success for Level 1 and Level 2 students in grades 4-5 as a tutoring intervention before and after school.
- Implement the Fast ForWord computer program, for 45 minutes daily, targeting Students With Disabilities (SWD) in grades K-1 and students in Levels 1 and 2 in grade 5. This will enhance phonemic/phonological awareness, and critical foundational skills.
- Utilize CRISS strategies to enhance the delivery of instruction and promote student ownership of the educational process.
- Plan vertically and horizontally with grades K-5 to monitor student performance data in the Sunshine State Standards on a weekly basis.
- Utilize Pearson SuccessMaker schoolwide, for 15 minutes daily, to address students' individual educational needs.

- Incorporate Accelerated Reader (AR) in grades 2-5 in order to encourage students to read to facilitate the transition from their independent reading level to grade level texts.
- Administer biweekly assessments of addressed benchmarks and district provided Interim Reading Assessments to develop focus mini lessons to drive instruction.
- Provide all teachers with an FCAT Reading benchmark calendar to assist in instructing tested FCAT reading benchmarks.
- Support 3rd grade retainees, Student With Disabilities (SWD), English Language Learners (ELL), and students in the lowest 25% in grades 3-5 with pull-out tutoring and additional after school tutoring provided by Rocket Learning Center.
- Provide students with tutoring through a 21st Century Communities Learning Center in collaboration with Miami Jackson Adult and Community Education Center.
- Increase schoolwide reading support personnel by hiring an additional reading coach through the Reading First Grant to address the needs of grades 4-5.

Evaluation

Summative assessments will consist of the following:

- 2007 FCAT Reading
- 2007 Norm-Referenced Test (NRT)

Formative assessments will be administered in order to progress monitor students, and will include the following:

- District Interim Assessments
- Houghton Mifflin Assessments - Classroom (weekly); Schoolwide (biweekly)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) - three times a year
- Diagnostic Assessment of Reading (DAR) - as needed when student is not progressing
- Bi-weekly Benchmark Assessments
- Mock FCAT Simulation Test - February 2007

Research-based Programs

Research-Based reading programs focus on student outcomes.

- Houghton Mifflin
- Comprehensive Research Reading Plan K-12
- Voyager Passport
- Pearson Learning SuccessMaker for grades K-5
- Reading Plus for 3rd grade retainees
- Fast ForWord for Level 1 & 2 fifth grade and SPED students
- Accelerated Reader schoolwide

Professional Development

Professional development will be provided for teachers by the District, reading coaches and Regional Center IV Curriculum Support personnel in the following areas:

- Continuous Improvement Model (CIM)
 - Mentoring
 - Co-teaching
 - In-class demonstrations
 - Reading First Academy
- The five components of Reading
 Using graphic organizers across the curriculum
 Differentiated Instruction
 Guided Reading
 Classroom Libraries
 Literacy Centers
 Small Group Instruction
- Classroom Management
 - Creating Independence through Student-Owned Strategies (CRISS)
 - Edusoft Training
 - FCAT Training/Reading Standards
- Effective Use of the FCAT Reading Item Specifications

Highly Qualified Instructors

Budget			
Issues to Address	Describe Resources	Funding Sources	Total Available
Research-based Program(s)	Houghton Mifflin Basals for grades K - 5	Textbook Funds	23000
Research-based Resource(s)	Houghton Mifflin Supplementary Materials Burns and Roe Assessment Voyager Passport	Textbook Funds Discretionary Funds District Funds	15000

Technology	Fast ForWord Service Agreement Reading Plus	IDEA Funds SAC Funds Title I Funds Region IV Funds	34600
Professional Development	CRISS PROJECT Right Beginnings Reading Institute Curriculum Mapping 8-Step Continuous Improvement Model	District Funds Language Arts Department Title I Funds	5000
Other	(2) Teachers - Reading Coach/Technology Facilitator (1/2) (2) Paraprofessionals - Tutoring	Reading First District Funds Title I Funds Student Achievement Enhancement Program	148000
Total:			225600.00

Goal:	Mathematics
--------------	-------------

Needs Assessment Based on the 2006 FCAT Mathematics performance data, 62% of 3rd grade students; 75% of 4th grade students; and 68% of 5th grade students scored below FCAT Achievement Level 3. Overall, 60% of students in grades 3-5 scored below FCAT Achievement Level 3. Forty-eight percent of all students in grades 3-5 did not demonstrate acceptable annual learning gains.

Third grade students achieved a mean score of 50% in Number Sense, a mean score of 38% in Measurement, a mean score of 43% in Geometry, a mean scored of 50% in Algebraic Thinking, and a mean score of 43% in Data Analysis & Probability; 4th grade students achieved a mean score of 50% in Number Sense, a mean score of 50% in Measurement, a mean score of 43% in Geometry, a mean score of 43% in Algebraic Thinking, and a mean score of 43% in Data Analysis & Probability; and 5th grade students achieved a mean score of 31% in Number Sense, a mean score of 36% in Measurement, a mean score of 46% in Geometry, a mean score of 36% in Algebraic Thinking, and a mean score of 33% in Data Analysis & Probability. It is evident that improvement is needed in all five (5) mathematics content strands.

The following subgroups did not meet Adequate Yearly Progress (AYP): African American, Hispanic, English Language Learners (ELL), Students With Disabilities (SWD), and Economically Disadvantaged.

Objective Given instruction based on the Sunshine State Standards, all students in

grades 3-5 will increase their mathematics skills as evidenced by a minimum of 56% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the African American students in grades 3-5 will increase their mathematic skills as evidenced by a minimum of 56% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades 3-5 will increase their mathematics skills as evidenced by a minimum of 56% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) in grades 3-5 will increase their mathematics skills as evidenced by a minimum of 56% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) students in grades 3-5 will increase their mathematics skills as evidenced by a minimum of 56% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 3-5 will increase their mathematics skills as evidenced by a minimum of 56% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in the lowest 25% in grades 3-5 will increase their mathematics skills as evidenced by a minimum of 56% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Strategies

- Administer biweekly assessments of addressed benchmarks using the schoolwide Instructional Focus Calendar and the suggested pacing guides provided by the District.
- Provide small group tutoring (grouped by content clusters) during and/or after school for students in the lowest 25%, 3rd grade retainees, Student With Disabilities (SWD), and English Language Learners (ELL), to improve their mathematic skills and competencies.
- Support 3rd grade retainees, Student With Disabilities (SWD), English

Language Learners (ELL), and students in the lowest 25% in grades 3-5 with pull-out tutoring and additional after school tutoring provided by Rocket Learning Center.

- Provide Level 1 and 2 English Language Learners (ELL) instruction in their home language as required by school board policy.
- Collaborate weekly with teachers during grade level meetings to analyze data and make informed decisions concerning the ongoing progress of their students.
- Implement Special Education (SPED) inclusion classes in grades 4-5 by utilizing the Mathematics Facilitator, SPED teacher, and the classroom teacher to team teach and share best practices.
- Utilize the Mathematics Facilitator to provide staff development opportunities and resources through mentoring, modeling of lessons, and training for teachers to improve delivery and monitoring of mathematics instruction, based on needs analysis.
- Implement Pearson Learning SuccessMaker schoolwide, for 15 minutes daily, to address students' individual educational needs.
- Provide students with tutoring through a 21st Century Communities Learning Center in collaboration with Miami Jackson Adult and Community Education Center.

Evaluation

Summative assessments will consist of the following:

- 2007 FCAT Mathematics

Formative assessments will be administered in order to progress monitor students, and will include the following:

- Harcourt Brace Assessments - Classroom (weekly); Schoolwide (biweekly)
- District Interim Assessments
- Biweekly Benchmark Assessments
- Mock FCAT Simulation Test - February 2007

Research-based Programs

Research-based mathematic programs focus on student outcomes.

- Harcourt Brace Mathematics Textbook Series
- Pearson Learning SuccessMaker for grades K-5

Professional

Professional Development and resources in mathematics will be provided for

Development teachers by the District, school-site Mathematics Facilitator and Region 4 Curriculum Support personnel. This will include mentoring, coaching, in-class demonstrations and Edusoft training.

- Mentoring
- Coaching
- In-class demonstrations
- Effective Use of Manipulatives
- Effective Use of the FCAT Mathematics Test Item Specifications
- Edusoft Training
- SMILE Training

Highly Qualified Instructors

Budget			
Issues to Address	Describe Resources	Funding Sources	Total Available
Research-based Program(s)	Harcourt Brace Mathematics	Textbook Funds	28000
Research-based Resource(s)	Supplementary materials for tutoring and manipulatives	IDEA Funds Title I Funds	5000
Technology			135000
Professional Development	Curriculum Mapping	Title I Funds	10000
Other	Mathematics Facilitator Technology Facilitator (1/2)	Title I Funds	90000
Total:			268000.00

Goal:	Writing
--------------	---------

Needs Assessment Results of the 2006 FCAT Writing Test indicate that 54% of the students in grade 4 achieved high standards in writing by scoring a 3.5 or higher. Scores on the 2006 FCAT Narrative Writing test indicate that 68% of students in grade 4 did not score a 3.5 or higher. Scores on the 2006 Expository Writing indicate that 47% of the students in grade 4 did not score a 3.5 or higher. The results on the 2006 FCAT Writing+ show that 57% of our students made a 3.5 or higher on the expository prompt and 31% on the narrative prompt. Therefore, special emphasis and instruction will be placed on narrative writing and continuing maintenance on high scoring on expository writing.

Objective

Given instruction using the Sunshine State Standards, students in grade four will increase writing skills as evidenced by a one percent increase in the percentage of students achieving high standards on the 2007 FCAT Writing+ Test.

Strategies

- Utilize modes of writing strategies across the curriculum to enhance student grammar and usage skills in grades K-5.
- Examine monthly writing samples of students in grades K-5 to establish the standard for monthly instructional focus.
- Administer a Narrative and Expository Pre- and Post- writing assessment to students in grades K-5 to monitor progress in writing to provide tutorial and/or enrichment and continuous monitoring during and after school.
- Utilize writing activities as outlined in the Houghton Mifflin Comprehensive Reading Program to improve writing skills.
- Provide one-on-one feedback to students in grade four to provide performance enhancement throughout the school year.
- Introduce and continuously reinforce the six traits of writing through various writing techniques such as Magnified Moments, Great Beginnings Great Endings, Author's Chair/Tea, and Building Strong Verb Sentences to enhance writing proficiency for all students in grades K-5.
- Provide fourth grade students the opportunity to develop their creativity through various modes of writing, including genres and journal writing during Saturday Academy.
- Provide grade levels the opportunity to meet during common planning time to score student work. Teachers will participate in holistic scoring and professional conversations about the students' compositions.
- Meet with the data analysis team and the grade levels on a monthly basis to review the pre/post tests and share the assessment data with the teachers so they can adjust instruction based on students' needs.
- Provide students with tutoring through a 21st Century Communities Learning Center in collaboration with Miami Jackson Adult and Community Education Center.

Evaluation

Summative assessment will consist of the following:

- 2007 FCAT Writing+

Formative assessments will be administered to monitor the following:

- District's pre and post tests - August (pre test); April (post test)
- Monthly Writing Assessments
- Review of portfolios for After-School and Saturday Academy Tutoring
- MOCK FCAT Writing+ Test - January 2007

Research-based Programs

- Houghton Mifflin Reading Series
- Creating Independence through Student-Owned Strategies (CRISS)
- 6 + 1 Write Traits

Professional Development

- Holistic Scoring for K-5 teachers
- Houghton Mifflin Reading/Writing Workshops
- In-house technology workshop to instruct staff members how to access educational websites to obtain activities and resources for writing instruction enhancement in the classroom
- District writing workshops
- Demonstrate best practices in writing at faculty meetings

Budget			
Issues to Address	Describe Resources	Funding Sources	Total Available
Research-based Program(s)			0
Research-based Resource(s)			0
Technology			0
Professional Development	8-Step Continuous Improvement Model, CRISS Writing Institute	Regional Center IV	0
Other			0
Total:			00.00

Goal: Science

Needs Assessment Based on the 2006 FCAT Science performance data, 96% of fifth grade students scored below FCAT Achievement Level 3. The lowest scored benchmarks were Earth/Space with a score of 36% and Life/Environmental with a score of 38%. Students also demonstrated a deficiency in Physical/Chemical and Scientific Thinking with a score of 42% in both benchmarks.

Objective Given instruction based on the Sunshine State Standards, students in grade 5 will increase their science skills as evidenced by a minimum of 10% of students scoring at or above Achievement Level 3 on the 2007 FCAT Science Test.

Strategies

- Provide all students in grades K-5 with detailed and extensive science based instruction in their individual classroom through the use of inquiry based learning, exploration discovery, critical thinking, hands on instruction, and problem solving.
- Provide all students in grades 1-5 with a daily science reinforcement check-up through supplemental science activities to monitor science process skills.
- Incorporate Lab materials, technologies, and reading in science content that supports the district curriculum and instruction across grade levels. The manipulative component will include the use of Full Option Science Systems (FOSS) Kits and grade level Science Curriculum Kits; whereas the technological component will be comprised of Kidspiration.
- Reinforce science benchmarks for students in grades K-5 by participation in Science field studies at local and formal Science institute.
- Demonstrate student knowledge of the scientific process and the 5E Model of Instruction (which guides students to Engage, Explore, Explain, Extend and Evaluate through the scientific process) through the creation of a science project to be presented in a schoolwide science fair.
- Increase the teacher's level of understanding in current science practices through rigorous professional development that will enhance Science content and Pedagogy knowledge.

- Provide teachers with data analysis training to become familiarized with the content limits of the benchmarks.
- Utilize the Science Item Specifications provided by the state.
- Collaborate within grade levels to establish professional scientific learning communities, using theme based instruction to design mini-lessons and assessments to be given on a biweekly basis. These mini lessons and assessments will incorporate science into the reading and mathematic benchmarks.
- Plan vertically and horizontally with grades K – 5 to monitor student performance data on the Sunshine State Standards for intervention, remediation or enrichment.
- Utilize Edusoft Assessment Management System to collect, analyze, and act on student performance data to improve instruction.
- Support students with during, before and after school tutoring, including additional after school tutoring provided by Rocket Learning Center.

Evaluation

Summative assessments will consist of the following:

- 2007 FCAT Science

Formative assessments will be administered in order to progress monitor students, and will include the following:

- District Interim Assessments
- Biweekly Benchmark Assessments
- Mock FCAT Simulation Test - February 2007

Research-based Programs

Research-based science programs focus on student outcomes.

- Harcourt Brace Science Textbook Series
- FOSS Kits and grade level Science Curriculum Kits

Professional Development

The following Professional Development will be provided:

- Integration of Reading and Mathematics in Science.
- Effective Use of the Science Item Specifications, understanding benchmark and assessments
- Data Analysis and decision making

- Inquiry Based Learning
- Utilization of FOSS Kits

**Highly Qualified
Instructors**

Budget			
Issues to Address	Describe Resources	Funding Sources	Total Available
Research-based Program(s)	Harcourt Brace	Title I Funds	1000
Research-based Resource(s)	Supplementary - Hands-on materials for experiments Science Kits	Title I Funds	2000
Technology			0
Professional Development	8-Step Continuous Improvement Model Harcourt Brace Science Series Training District/ACCESS Center 4 training		0
Other	Science Coach	District Funds	60000
Total:			63000.00

Goal:	Parental Involvement
--------------	----------------------

Needs Assessment Analysis of the 2005-2006 Parental Involvement Monthly Rosters indicates that for 45 parent activities, a total of 1,854 parents were in attendance. Of those activities, 51% were related to the teaching of reading, writing, mathematics and science and 49% were non-academic. Thirty-nine percent of the parents participated in acquiring strategies that would assist them in helping their child improve academically, while 61% of the parents participated in non-academically related activities. Data indicates that there is a lack of parental and community participation and interest that demonstrates a need to foster communication to increase parental and community involvement.

Objective Given the need to establish a link between school, home and community, Lenora Braynon Smith Elementary will increase parental participation in Pre-K to 5th grade school-sponsored workshops, trainings and hands-on activities

by 2.5% during the 2006-2007 school year as evidenced by the parent sign-in rosters.

Strategies

- Communicate with parents in a variety of ways such as, newsletters, e-mails, home visits, and phone calls.
- Send all written notifications, including meetings and parent workshops to parents in their home language.
- Encourage immediate contact between parents and teachers as concerns arise.
- Assign extended learning activities regularly that require students to discuss and interact with their parents about academic progress.
- Provide hands-on workshops for parents related to the teaching of reading, writing, mathematics, science and technology to assist them in helping their children in achieving academic success.
- Provide parents with an introductory training of the Science Process Skills during our monthly Second Cup of Coffee Meetings and inform them of the new fifth grade FCAT Test.
- Encourage parents' participation in decision-making groups such as the Parent-Teacher Association (PTA) and School Advisory Council (SAC) as evidenced by sign-in and participation logs.
- Encourage parents and educators to share information such as student strengths and learning preferences during parent-teacher conferences.
- Utilize the Community Involvement Specialist (CIS) to provide and maintain a Parent Resource Center with materials and activities for parents that will inform them on how to assist their children's academic progress.
- Recognize student improvement and success in reading, mathematics, and writing through award presentations.
- Encourage parents to volunteer and participate in schoolwide activities at Lenora Braynon Smith Elementary School.
- Utilize Parent Academy to offer workshops for parents.

Evaluation

Parent involvement will indicate a 2.5% increase above the 2005-2006 level of participation as reflected by the following documents:

- Annual District and Title I Survey

- Workshop attendance sign-in rosters
- SAC attendance sign-in rosters
- The Parent Resource Center Visitation Logs.

Research-based Programs National Standards for Parent/Family Involvement Programs

Professional Development • The Community Involvement Specialist will receive Community Involvement Specialist training (CIS) and District Advisory Council (DAC) training at district-scheduled inservices.

- Parents and teachers will participate in in-house professional development activities designed to improve communication between both stakeholders in regards to all aspects of the curriculum and school activities.

Budget			
Issues to Address	Describe Resources	Funding Sources	Total Available
Research-based Program(s)	PASSport to Success	District Funds	0
Research-based Resource(s)	Supplementary Materials	Title I Funds	500
Technology			0
Professional Development	Parental workshops	Title I Funds	3000
Other	Hourly Community Involvement Specialist (CIS)	Title I Funds	10000
Total:			13500.00

Goal: Return on Investment

Needs Assessment Compared to similar schools, Lenora Braynon Smith Elementary School’s percentile ranking is thirteenth and the percent of the highest ROI value is 45%.

Objective Lenora Braynon Smith Elementary School will improve its ranking on the state ROI data publication from thirteenth percentile to the fourteenth

percentile on the next publication.

Strategies

The strategies to improve learning gains will include the following:

- Use student data analysis results to identify effective educational strategies that are tailored to fit the needs of the students being serviced.
- Identify the lowest 25% in reading, mathematics, and science early and provide extended learning opportunities.
- Collaborate with the District on resource allocation.
- Utilize District in-service and professional development training.
- Consider reconfiguration of existing resources or utilize a broader resource base (private foundations, volunteers).
- Provide high quality teachers with professional development and monitor its implementation.

Evaluation

On the next State of Florida ROI index publication, Lenora Braynon Smith Elementary School will show progress toward reaching the fourteenth percentile.

SCHOOL ADVISORY COUNCIL

- Yes No The majority of the SAC members are not employed by the school. The 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.

SAC Involvement

The purpose of the Lenora Braynon Smith Elementary's School Advisory Council (SAC) is to work together to ensure an active partnership with families and the community to improve student achievement. One of the ways the council will do this is by preparing and evaluating the School Improvement Plan as required by Florida's System of School Improvement and Education Accountability. The council meets every third Wednesday of each month. Furthermore, the SAC and

staff will assist the principal in the development of the annual budget, and make decisions to determine the appropriation of School Recognition Funds allocated by the Florida Legislature.

FINAL BUDGET

Issues to Address	Describe Resources	Funding Sources	Total Amount Available
Research-based Program(s)	Reading: Houghton Mifflin Basals for grades K - 5 Mathematics: Harcourt Brace Mathematics Writing: Science: Harcourt Brace Parental Involvement: PASSport to Success	Reading: Textbook Funds Available: \$23000 Mathematics: Textbook Funds Available: \$28000 Writing: Available: \$0 Science: Title I Funds Available: \$1000 Parental Involvement: District Funds Available: \$0	52000.00
Research-based Resource(s)	Reading: Houghton Mifflin Supplementary Materials Burns and Roe Assessment Voyager Passport Mathematics: Supplementary materials for tutoring and manipulatives Writing: Science: Supplementary - Hands-on materials for experiments Science Kits Parental Involvement: Supplementary Materials	Reading: Textbook Funds Discretionary Funds District Funds Available: \$15000 Mathematics: IDEA Funds Title I Funds Available: \$5000 Writing: Available: \$0 Science: Title I Funds Available: \$2000 Parental Involvement: Title I Funds Available: \$500	22500.00
Technology	Reading: Fast ForWord Service Agreement Reading Plus Mathematics: Writing: Science: Parental Involvement:	Reading: IDEA Funds SAC Funds Title I Funds Region IV Funds Available: \$34600 Mathematics: Available: \$135000	169600.00

		Writing: Available: \$0 Science: Available: \$0 Parental Involvement: Available: \$0	
Professional Development	Reading: CRISS PROJECT Right Beginnings Reading Institute Curriculum Mapping 8-Step Continuous Improvement Model Mathematics: Curriculum Mapping Writing: 8-Step Continuous Improvement Model, CRISS Writing Institute Science: 8-Step Continuous Improvement Model Harcourt Brace Science Series Training District/ACCESS Center 4 training Parental Involvement: Parental workshops	Reading: District Funds Language Arts Department Title I Funds Available: \$5000 Mathematics: Title I Funds Available: \$10000 Writing: Regional Center IV Available: \$0 Science: Available: \$0 Parental Involvement: Title I Funds Available: \$3000	18000.00
Other	Reading: (2) Teachers - Reading Coach/Technology Facilitator (1/2) (2) Paraprofessionals - Tutoring Mathematics: Mathematics Facilitator	Reading: Reading First District Funds Title I Funds Student Achievement Enhancement Program Available: \$148000 Mathematics: Title I Funds Available: \$90000	308000.00

	Technology Facilitator (1/2) Writing: Science: Science Coach Parental Involvement: Hourly Community Involvement Specialist (CIS)	Writing: Available: \$0 Science: District Funds Available: \$60000 Parental Involvement: Title I Funds Available: \$10000	
		Total:	570100.00

IMPLEMENTATION EVALUATION

The District 's Assistance Plus Team will utilize the Schoolwide Instructional Review (SIR) form - Elementary for monitoring principals and schools in the implementation of the School Improvement Plan (SIP). These reviews will be conducted quarterly at Lenora Braynon Smith Elementary School.

Based upon the feedback provided by the SIR, the District will support Lenora Braynon Smith Elementary through the provision of professional development and site-based support.

Members	Signature
1) Frantz Prospere , Teacher	
2) Arlothias Allen , Teacher	
3) Ladema Smith , SAC Chair	
4) Melissa Reeves , School Support Personnel	
5) Lorleen McGhee , Parent	
6) Transita Gonzalez , Parent	
7) Michael LeCounte , Business Member	
8) Yvonne Bynum , Business Member	
9) Satarria Level , Teacher	
10) Cristina Rubio , Teacher	
11) Dr. Edward G. Robinson , Principal	
12) Hazel Florence , Parent	
13) Crystal Bell , Parent	
14) Katrina Orr , Parent	
15) Maria Madison , Parent	
16) Loren Castillo , Student	
17) Frantz Prospere , Union Steward	