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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 0081 - Lenora Braynon Smith Elementary School

*FeederPattern:* Miami Jackson Senior

*Region:* Regional Center IV

*District:* 13 - Miami-Dade

*Principal:* Edward Robinson

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



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Lenora Braynon Smith Elementary School*

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Lenora Braynon Smith Elementary School is an inner-city school composed of students who speak English, Spanish, and Haitian-Creole. The students attending this school come from predominately low socio-economic backgrounds and the primary source of income is generated by a single parent. Of the student population, eleven percent are Limited English Proficient (LEP); sixteen percent are Exceptional Student Education (ESE); and ninety-five percent are on free or reduced lunch. The school has a mobility index of thirty-eight percent and an absentee rate of ninety-five percent.

After analyzing and evaluating pertinent data such as the School Demographic and Academic Profile, the School Improvement Plan (SIP), and the Florida School Report, the faculty and staff of Lenora Braynon Smith Elementary School, collaboratively with the Educational Excellence School Advisory Council (EESAC), have identified the following objectives as school wide priorities for the 2005-2006 school year.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading comprehension skills as evidenced by a five percentage point in the percent of students scoring at or above FCAT Achievement Level 3 on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through five will increase their reading comprehension skills as evidenced by a twenty percentage point increase to attain the NCLB requirements of forty-four percent of students scoring at or above FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by five percentage point increase in the percent of students scoring at or above FCAT Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the Economically Disadvantaged students in grades three through five will increase their mathematics skills as evidenced by a five percentage point increase to attain the NCLB requirements of scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the African American students in grades three through five will increase their mathematics skills as evidenced by a five percentage point increase to attain the NCLB requirements of scoring at or above FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through five will increase their mathematics skills as evidenced by a thirty percentage point increase to attain the

NCLB requirements of fifty percent of students scoring at or above FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

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 scoring at or above State mastery level on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by a mean scale score that meets or exceeds the District mean scale score on the administration of the 2006 FCAT Science Test.

Given a schoolwide focus on parental involvement, parenting skills will be promoted and supported as evidenced by an increase of two percentage points in the number of parents attending school-sponsored events during the 2005-2006 school year.

Given focus to the school wide discipline plan, the amount of discipline referrals will be reduced by two percent during the 2005-2006 school year.

Given an emphasis on the use of technology in education, the average of third through fifth grade students who will meet or surpass the SuccessMaker Enterprise's target FCAT score will show an increase of five percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Given instruction in Physical Fitness, students in grades four and five will increase in Physical Fitness as evidenced by three percent of students reaching either the Gold or Silver Award as measured by the FITNESSGRAM.

Given instruction in art, students will increase the number of art exhibits entered into art shows by five percent during the 2005-2006 school year.

Lenora Braynon Smith Elementary School will improve its ranking on the State of Florida ROI index publication from the twelfth percentile in 2003 to the thirteenth percentile on the next publication of the index.

The stakeholders who participated in the Organizational Performance Improvement Snapshot Survey ranked Strategic Planning and Business Results lower than other sections surveyed. More support will be provided to staff in addressing these areas and improving communication, strategic planning (school wide goals and objectives), and financial/business matters.

# 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.

## **Lenora Braynon Smith Elementary School**

### 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.

## CORE VALUES

Lenora Braynon Smith Elementary School holds the following beliefs as the motivation for all endeavors undertaken by the school: We are dedicated to excellence - We believe that all children can learn and that all teachers can teach, given the necessary materials and support; We believe that our responsibility is to our students, to our employees, and to the community and the society that we serve; We are dedicated to providing a high quality education for our students, a welcoming atmosphere for our parents, and a support system for our teachers.

## *School Demographics*

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Lenora Braynon Smith Elementary School is located at 4700 N. W. 12th Avenue on 10 acres in the city of Miami. It is an inner-city school composed of students who speak English, Spanish, and Haitian-Creole. Most of the students come from single parent families where the median income is at or below the poverty level. The school has a mobility index of thirty-eight and an attendance rate of ninety-five percent. Of the student population, eleven percent are Limited English Proficient (LEP); sixteen percent are in Exceptional Student Education (ESE); and ninety-five percent are on free or reduced lunch. Of the ESOL population, eight are Level 1, four are Level 2, four are Level 3, and seventeen are Level 4. Within the ESE population, there are nine exceptionalities represented: nine students in Speech Impaired, forty-two students in Emotionally Handicapped, thirty-one in Specific Learning Disabilities, six in Gifted, one in Orthopedically Impaired, five in Other Health Impaired, one in Language Impaired, two in Developmentally Delayed and four in Educably Mentally Handicapped.

Lenora Braynon Smith Elementary School is a federally funded school that provides fundamental educational services, based on the Sunshine State Standards, enhanced through computer-based activities (SuccessMaker and Accelerated Reader), to 607 students (including standard curriculum students, ESE students, ESOL students, and economically disadvantaged students) in grades pre-kindergarten through five. The ethnic/racial makeup of the student population is eight percent Hispanic, ninety percent African American, one percent Anglo, and one percent Other. The mobility rate of the school is thirty-eight percent. Instruction is provided in traditional/inclusion classroom settings. School-to-home connections are fostered through access to a school web page, home learning, parent workshops and the Second Cup of Coffee Meetings. Lenora Braynon Smith Elementary School employs a total of eighty-five staff members. The group consists of: two administrators, twenty-five classroom teachers, five exceptional student education teachers, two Spanish teachers, one ESOL teacher, three special areas (art, music, physical education) teachers, one itinerant (physical education) teacher, one media specialist, one guidance counselor, six full time paraprofessionals, one part time Community Involvement Specialist, two part time paraprofessionals, five clerical/office employees, nine cafeteria workers, and four full time and one part time custodial service workers. We have a reading coach, a mathematics facilitator/reading resource teacher, a technology facilitator/mentor and a computer technician. We employ four security monitors, three full time and one hourly, one cafeteria monitor, a pool substitute, and a Full Service Clinic Coordinator. Of the teaching staff, forty percent are teachers new to this school, with the average length of time teaching in Florida being eight years. Because of the relatively low income bracket of the area surrounding the school, students are in need of support to secure the basic resources that will enable them to participate fully the life of the community. The Full Service Clinic is instrumental in identifying the families most in need and providing both direct assistance and referrals to appropriate social service agencies. In addition, students who are 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 and thus are referred to the Child Study Team for Assistance.

# *School Foundation*

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## ***Leadership:***

The stakeholders who participated in this survey are very satisfied with the organization's leadership.

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

The stakeholders who participated in this survey are very satisfied with the goals and objectives in the District Strategic Plan.

## ***Stakeholder Engagement:***

The stakeholders who participated in this survey are interested in the satisfaction of its customers.

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

The stakeholders who participated in this survey are highly involved with a team approach to setting the goals and objectives that affect the overall function of the school.

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

The stakeholders who participated in this survey fully integrate and utilize data to monitor both their own progress and the functions of the school.

## ***Education Design:***

Through the implementation of the School Improvement Plan, continued efforts will be placed on the improvement of attendance, school wide discipline plan and providing highly qualified teachers.

## ***Performance Results:***

The stakeholders who participated in this survey addressed some concerns that related to budgetary and financial matters that impacted school operation.

## 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 type="checkbox"/>	<input type="checkbox"/>	<input 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:**

Our goal is to have all students reading at or above grade level.

**Needs Assessment**

Results of the 2005 FCAT Reading Test indicate that forty-eight percent of students in grades three through five have scored below the State required mastery level; thirty-two percent have not demonstrated acceptable learning gains and forty-seven percent of students scoring in the lowest twenty-five percent have not demonstrated acceptable learning gains.

**Grade Level**

Scores of the 2005 FCAT Reading Test indicate that sixty-nine percent of students in grade three, thirty-seven percent of students in grade four, and fifty-five percent of students in grade five did not score at or above FCAT Achievement Level 3. The weakest content cluster was Main Idea/Purpose with 15 out of 23 points earned in grade four and 12 out of 20 points earned in grade five.

NCLB SUBGROUP TARGET



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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading comprehension skills as evidenced by a five percentage point in the percent of students scoring at or above FCAT Achievement Level 3 on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through five will increase their reading comprehension skills as evidenced by a twenty percentage point increase to attain the NCLB requirements of forty-four percent of students scoring at or above FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement and monitor the Comprehensive K-12 Research Based Reading Plan wherein students are given reading instruction to kindergarten through grade five for 90 minutes daily.	Assistant Principal Classroom Teachers Reading Coach	8/8/2005	5/24/2006
2. Develop and implement curriculum maps in reading for grades kindergarten through five to ensure effective delivery of instruction.	Assistant Principal Classroom Teachers	8/8/2005	5/24/2006
3. Utilize assessment data to identify areas of deficiencies, as well as develop and implement strategies for improvement. This will be monitored on an ongoing basis to ensure effective implementation of the Continuous Improvement Model (CIM).	Assistant Principal Classroom Teachers Reading Coach	8/8/2005	5/24/2006
4. Provide small group tutoring during and/or after school for students in the lowest 25 percent, third grade retainees (Tier 2 and 3), and identified students in all subgroups scoring below the State required mastery level of the FCAT Reading Test, as delineated in AYP disaggregated data that will emphasize remediation in the Sunshine State Standards.	Assistant Principal Resource Teachers	8/8/2005	5/24/2006
5. Implement the collaboration/support facilitation inclusion model in grades kindergarten through five during the 90 minute reading block.	Assistant Principal Classroom Teachers ESE Teachers	8/8/2005	5/24/2006
6. Utilize the Reading Coach and Curriculum Support Specialist - Regional Center 4 to provide professional development opportunities and resources in reading for teachers. This will include	Assistant Principal Reading Coach Regional Center 4 Ed Specialist	8/8/2005	5/24/2006

mentoring, coaching, and in-class demonstrations.	
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## **Research-Based Programs**

Core: Houghton Mifflin Comprehensive K-12 Research Based Reading Plan

Supplemental: Soar to Success, Early Success, Voyager Passport, Riverdeep, and Fast ForWord.

## **Professional Development**

Professional development and resources in reading have been provided for teachers by the reading coach and Regional Center 4 personnel. This will include mentoring, co-teaching, coaching, and in-class demonstrations. Additional inservices will include training on the resources required for the implementation of the School Improvement Plan: Academic Improvement Plan (AIP), Houghton Mifflin , CReating Independence through Student-owned Strategies (CRISS), Project RIGHT Beginnings, Project BEAR (Becoming Effective Active Readers), Project OWL (Opening Worlds of Literacy), Project DRAW (Developing Reading and Writing), and Edusoft Training. Other inservices will be scheduled based on teacher surveys, data driven analysis, and/or District and Regional Center 4 initiatives.

## **Evaluation**

This objective will be evaluated by the results of the 2006 FCAT Reading Test, 2006 Stanford Achievement Test, Interim Assessment in Reading, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Peabody Picture Vocabulary Test, Diagnostic Assessment of Reading (DAR), and site-authored 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 type="checkbox"/>	<input type="checkbox"/>	<input 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:**

Our goal is to improve mathematics skills in all grade levels.

**Needs Assessment**

Results of the 2005 FCAT Mathematics Test indicate that forty-eight percent of students in grades three through five did not score at or above the State required mastery levels; and twenty-four percent did not demonstrate acceptable annual learning gains.

Grade Level -

Scores of the 2005 FCAT Mathematics Test indicate that fifty-seven percent of students in grade three, fifty-two percent of students in grade four, and fifty-eight percent of students in grade five did not score at or above FCAT Achievement Level 3. The weakest strand overall was Number Sense and Performance Task questions in grade five.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by five percentage point increase in the percent of students scoring at or above FCAT Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the Economically Disadvantaged students in grades three through five will increase their mathematics skills as evidenced by a five percentage point increase to attain the NCLB requirements of scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the African American students in grades three through five will increase their mathematics skills as evidenced by a five percentage point increase to attain the NCLB requirements of scoring at or above FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through five will increase their mathematics skills as evidenced by a thirty percentage point increase to attain the NCLB requirements of fifty percent of students scoring at or above FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Develop and implement Suggested Mathematics Long-Range Plans (curriculum maps) for grades kindergarten through five to ensure effective delivery of instruction.	Assistant Principal Classroom Teachers Mathematics Facilitator	8/8/2005	5/24/2006
2. Administer Interim Assessment in Mathematics to monitor student progress and instruction.	Assistant Principal Classroom Teachers Mathematics Facilitator	8/8/2005	5/24/2006
3. Identify students in all subgroups scoring at Achievement Levels 1 and 2 on the FCAT Mathematics Test, as delineated in the adequate yearly progress disaggregated data.	Assistant Principal Leadership Team Mathematics Facilitator Classroom Teachers	8/8/2005	5/24/2006
4. Provide small group tutoring during and/or after school for targeted students in all subgroups to improve their mathematics skills and competencies using a diagnostic/prescriptive approach.	Assistant Principal Mathematics Facilitator Resource Teachers	8/8/2005	5/24/2006
5. Involve teachers in data-driven decision making by providing teachers with all available data to enable them to analyze the ongoing progress of their students as they monitor student progress.	Assistant Principal Mathematics Facilitator Resource Teachers	8/8/2005	5/24/2006

6. Utilize the Mathematics Facilitator, Regional Center 4, as well as the District staff to provide staff development opportunities and resources through mentoring, modeling of lessons, and training for teachers to improve the delivery and monitoring of mathematics instruction, based on needs analysis.	Assistant Principal Mathematics Facilitator Resource Teachers	8/8/2005	5/24/2006
7. Utilize computer programs such as Pearson Learning SuccessMaker, FCAT Explorer, and Brainchild to provide supplementary instruction in grades three through five.	Assistant Principal Classroom Teachers Technology Facilitator	8/8/2005	5/24/2006

### **Research-Based Programs**

Core: Harcourt Brace Mathematics Textbook Series.

Supplemental: Pearson Learning SuccessMaker

### **Professional Development**

Professional development and resources in mathematics will be provided for teachers by school-site Mathematics Facilitator, Regional Center 4 and District personnel. This will include mentoring, coaching, in-class demonstrations and Edusoft training.

### **Evaluation**

This objective will be evaluated by the results of the 2006 FCAT Mathematics Test.

### GOAL 3: WRITING

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 3 STATEMENT:**

Our goal is to continue to meet State standards in writing.

**Needs Assessment**

Results of the 2005 FCAT Writing Test indicate that one percent of the students in grade four did not meet the State required mastery level by scoring a 3.5 or higher. Scores on 2005 FCAT Narrative Writing Test indicate that six percent of students in grade four did not score a 3.5 or higher. Scores on 2005 FCAT Expository Writing Test indicate that eleven percent of students in grade four did not score a 3.5 or higher.

NCLB SUBGROUP TARGET

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

## Measurable 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 scoring at or above State mastery level on the 2006 FCAT Writing Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Administer the District FCAT Writing pre and post tests to assess and monitor student progress.	Assistant Principal Reading Resource Teacher	8/8/2005	5/24/2006
2. Implement and monitor journal writing and the writing process schoolwide to enhance and develop students' writing, by providing monthly prompts.	Assistant Principal Reading Resource Teacher Classroom Teacher	8/8/2005	5/24/2006
3. Provide and monitor remedial writing activities, for students who did not meet the State required level of mastery as delineated in AYP disaggregated data results, through the team teaching writing class for one hour daily.	Assistant Principal Reading Coach Resource Teachers	8/8/2005	5/24/2006
4. Provide staff development opportunities and resources through mentoring, modeling of lessons, and training for teachers in grades kindergarten through five to enhance their techniques in writing instruction.	Assistant Principal Reading Coach Reading Resource Teacher Regional Center 4 Ed Specialist	8/8/2005	5/24/2006
5. Utilize writing across the curriculum strategies to enhance writing skills of all students in grades kindergarten through five.	Assistant Principal Classroom Teachers	8/8/2005	5/24/2006
6. Train staff how to access and "surf" educational websites to obtain lesson plans, resources, and best practices in order to enhance writing instruction.	Assistant Principal Technology Mentor	8/8/2005	5/24/2006

## Research-Based Programs

Core: Houghton Mifflin Reading Series

Supplemental: Fast ForWord and Creating Independence through Student-owned Strategies (CRISS)



## **Professional Development**

Houghton Mifflin Reading/Writing Workshop, FCAT Writing Plus workshop, Model writing lessons and provide kindergarten through fifth grade teachers with training in holistic scoring, utilizing the reading coach, reading resource, and/or fourth grade teachers as facilitators and mentors.

## **Evaluation**

This objective will be evaluated by analyzing scores collected from the District's pre and post tests, monthly prompts and the 2006 administration of the FCAT Writing Test.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

Our goal is to enhance science process skills.

### ***Needs Assessment***

Results of the 2005 FCAT Science Test were 35 points below the District's mean scale score of 286. The weakest strand was Earth & Science with 5 out of 13 points earned.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by a mean scale score that meets or exceeds the District mean scale score on the administration of the 2006 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Develop and monitor the implementation of a schoolwide scope and sequence curriculum map, which includes the identification of skills in alignment with the textbook series and the Sunshine State Standards.	Assistant Principal Classroom Teachers Science Chairperson	8/8/2005	5/24/2006
2. Establish and utilize a science lab to expose students to the scientific method.	Assistant Principal Science Chairperson	8/8/2005	5/24/2006
3. Provide professional development opportunities and resources for the faculty and staff through mentoring, modeling of lessons, and training on utilizing hands-on activities with emphasis on critical thinking and problem solving skills.	Assistant Principal Resource Teachers Science Chairperson	8/8/2005	5/24/2006
4. Implement the use of FOSS and science investigation kits in order for students to gain a conceptual understanding of the scientific process.	Assistant Principal Classroom Teachers	8/8/2005	5/24/2006
5. Reinforce grade-appropriate science content within the language arts and mathematics block through the use of non-fiction texts during individualized or whole group reading.	Assistant Principal Classroom Teachers	8/8/2005	5/24/2006
6. Utilize software such as Riverdeep that will facilitate computer-assisted instruction to reinforce science skills and reflect the Sunshine State Standards.	Assistant Principal Classroom Teachers Technology Mentor	8/8/2005	5/24/2006

### Research-Based Programs

Core: Harcourt Brace Science

Supplemental: Full Option Science System (FOSS) kits.

## **Professional Development**

8-Step Continuous Improvement Model, FCAT Item Specifications, and Edusoft Training

### **Evaluation**

This objective will be evaluated by the results of the 2006 FCAT Science Test. Site-authored formative assessments will be used to monitor progress toward the objective.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

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

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

Our goal is to enhance parental involvement.

### ***Needs Assessment***

Results from the 2004-2005 Title I Parent Outreach Monthly School Report indicates a need to still enlist more parental involvement at academically related events.

## Measurable Objective

Given a schoolwide focus on parental involvement, parenting skills will be promoted and supported as evidenced by an increase of two percentage points in the number of parents attending school-sponsored events during the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide workshops to train parents how to help their children with reading, writing, mathematics, and science assignments, through monthly "Second Cup of Coffee" meetings.	Assistant Principal Community Involvement Specialist (CIS)	8/8/2005	5/24/2006
2. Coordinate a Family Math and Science Night and a Family Literacy Night workshop to showcase student projects, disseminate information, and provide strategies for home learning.	Assistant Principal Reading Coach Mathematics Facilitator Science Chairperson	8/8/2005	5/24/2006
3. Host monthly ESSAC meetings to update parents on school improvement efforts.	Principal ESSAC Chairperson	8/8/2005	5/24/2006
4. Utilize the Community Involvement Specialist (CIS) as a liaison to make telephone calls and home visits to inform parents of their children's progress and activities at school.	Assistant Principal Community Involvement Specialist (CIS)	8/8/2005	5/24/2006
5. Invite parents to participate in quarterly honor roll assemblies and special programs to honor the achievements of selected students in grades kindergarten through five.	Assistant Principal Community Involvement Specialist (CIS) Honor Roll Chairperson	8/8/2005	5/24/2006
6. Establish a Parent Resource Center with computers and other resources to support parents and families with training, resources, and other services.	Assistant Principal Community Involvement Specialist (CIS)	8/8/2005	5/24/2006

## Research-Based Programs

The National Standards For Parents /Family Involvement Programs

## Professional Development

Not Applicable

## **Evaluation**

Attendance rosters of PTA meetings, ESSAC, sign-in sheets from Family Math and Science Night, Family Literacy Night, Open House and Second Cup of Coffee meetings.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

Our goal is to improve school wide discipline.

### ***Needs Assessment***

Results from the Student Case Management Report (SCAM) report for the 2004-2005 school year indicate a need to decrease the number of discipline referrals.



## Measurable Objective

Given focus to the school wide discipline plan, the amount of discipline referrals will be reduced by two percent during the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Create a committee which consists of administration, teachers, parents, and a guidance counselor to form a school wide discipline committee.	Principal	8/8/2005	5/24/2006
2. Implement an incentive-based discipline plan that recognizes students that display good behavior.	Principal	8/8/2005	5/24/2006
3. Utilize the Information Technology System (ITS) to track students with an excessive Student Case Management (SCAM).	Assistant Principal Guidance Counselor	8/8/2005	5/24/2006
4. Implement a conflict resolution program to remediate student conflicts.	Assistant Principal Guidance Counselor	8/8/2005	5/24/2006
5. Provide parents with information regarding student behavior on a bi-weekly basis.	Assistant Principal Guidance Counselor	8/8/2005	5/24/2006

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

This objective will be evaluated based on the review of the Student Case Management Report (SCAM) report.

## 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"/>

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

### ***GOAL 7 STATEMENT:***

Our goal is to increase student achievement using the SuccessMaker Enterprise (SME) reading and math computer programs.

### ***Needs Assessment***

Results from the 2004-2005 SuccessMaker Enterprise's Prescriptive Scheduling Report indicates that the percentage of students meeting or surpassing the program's target FCAT score must increase by five percentage points in reading and math.

## Measurable Objective

Given an emphasis on the use of technology in education, the average of third through fifth grade students who will meet or surpass the SuccessMaker Enterprise's target FCAT score will show an increase of five percent during the 2005-2006 school year as compared to the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide students with access to SuccessMaker Enterprise program for monitoring purposes.	Assistant Principal	8/8/2005	5/24/2006
2. Provide incentives for students who show gains in reading and math on SuccessMaker Enterprise per grading period.	Assistant Principal	8/8/2005	5/24/2006
3. Analyze and interpret printed reports during student conferences.	Assistant Principal	8/8/2005	5/24/2006
4. Provide training for faculty and staff on Atomic Learning.	Assistant Principal Technology Facilitator	8/8/2005	5/24/2006
5. Celebrate student accomplishments throughout the year emphasizing student achievement on computer based programs.	Assistant Principal	8/8/2005	5/24/2006
6. Monitor Prescriptive Scheduling Reports monthly to track student achievement throughout the year.	Assistant Principal Technology Facilitator	8/8/2005	5/24/2006

## Research-Based Programs

Successmaker Enterprise(SME) computer program

## Professional Development

Provide Professional Development for staff on SuccessMaker Enterprise Computer program emphasizing FCAT forecasting in grades three through five.

## **Evaluation**

This objective will be evaluated by SuccessMaker's Prescriptive Scheduling Report reflecting data obtained on a monthly basis. Each strategy will be evaluated by the following method: to be monitored by classroom teachers/Technology Facilitator daily.

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 8 STATEMENT:**

Our goal is to provide quality physical education programs to develop health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles.

**Needs Assessment**

Results of the 2004-2005 FITNESSGRAM Test Summary indicates that twenty-seven percent of students met the minimum health-related standards. This indicates a need for more Gold and Silver award recipients.

## Measurable Objective

Given instruction in Physical Fitness, students in grades four and five will increase in Physical Fitness as evidenced by three percent of students reaching either the Gold or Silver Award as measured by the FITNESSGRAM.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Utilize the FITNESSGRAM to administer a pre-test to determine baseline measures.	Assistant Principal Physical Education Teachers	8/8/2005	5/24/2006
2. Devote instructional time to fitness related activities such as cardiovascular, flexibility, and muscular strength and endurance.	Assistant Principal Physical Education Teachers	8/8/2005	5/24/2006
3. Monitor the physical education program to ensure that teachers select activities which would enhance specificity of training.	Assistant Principal	8/8/2005	5/24/2006
4. Devise an action plan to meet the goals and objectives of the Sunshine State Standards.	Assistant Principal Physical Education Teachers	8/8/2005	5/24/2006
5. Encourage students to participate in Jump Rope for Heart.	Assistant Principal Physical Education Teachers	8/8/2005	5/24/2006
6. Implement a 15-minute recess three times per week.	Assistant Principal Classroom Teachers	8/8/2005	5/24/2006

### Research-Based Programs

Not Applicable

### Professional Development

Workshop on proper administration of the FITNESSGRAM Test provided by Life Skills Department.

### Evaluation

This objective will be evaluated by the 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

**GOAL 9 STATEMENT:**

Our goal is to increase students' visual art experiences beyond the scope of the classroom.

**Needs Assessment**

From observations of the 2004-2005 school year more art work needs to be entered in District wide contests.

## Measurable Objective

Given instruction in art, students will increase the number of art exhibits entered into art shows by five percent during the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide second, third, fourth, and fifth grade students the opportunity to enter District-wide art exhibits and contests.	Assistant Principal Art Teacher	8/8/2005	5/24/2006
2. Provide art students the opportunity to audition for expressive arts and magnet school programs.	Assistant Principal Art Teacher	8/8/2005	5/24/2006
3. Provide art students the opportunity to collaborate on community-based art projects.	Assistant Principal Art Teacher	8/8/2005	5/24/2006
4. Provide art students the opportunity to participate in multicultural programs.	Assistant Principal Art Teacher	8/8/2005	5/24/2006
5. Provide art students the opportunity to attend specific field trips to various art museums and centers to better understand visual arts.	Assistant Principal Art Teacher	8/8/2005	5/24/2006

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

This objective will be evaluated through performance assessments: art portfolios and art journals.



## GOAL 10: RETURN ON INVESTMENT

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

Lenora Braynon Smith Elementary School will increase their ranking percentile in the ROI index of value and cost effectiveness of its programs.

### ***Needs Assessment***

The most recent data supplied from the FLDOE indicate that in 2003, Lenora Braynon Smith Elementary School ranked at the twelfth percentile on the State of Florida ROI index.

## Measurable Objective

Lenora Braynon Smith Elementary School will improve its ranking on the State of Florida ROI index publication from the twelfth percentile in 2003 to the thirteenth percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal EESAC	8/8/2005	5/24/2006
2. Collaborate with the District on resource allocation.	Principal Assistant Principal	8/8/2005	5/24/2006
3. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer.	Principal Assistant Principal	8/8/2005	5/24/2006

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

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

## *EESAC Compliance*

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

### ***Budget:***

The EESAC recommended a review and discussion of the school's budget at the beginning of the school year and during the spring personnel/budget planning process.

### ***Training:***

The EESAC recommended ongoing training for teachers and staff to support the total school program.

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

The EESAC recommended that instructional materials be reviewed by teachers, EESAC members, and administration. Based on recommendations from these groups, instructional materials are to be purchased.

### ***Technology:***

The EESAC recommended the use of technology in the school. As a result, Lenora Braynon Smith Elementary School was one of the first schools to receive the Federal Government's E-rate Grant for Internet access and Miami-Dade County's Wide Area Network. The EESAC supports this grant 100 percent.

### ***Staffing:***

EESAC members recommended the hiring of new staff for the school. During the interview process, the EESAC Chairperson has been invited in providing input for the hiring process.

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

The EESAC recommended that additional student services be provided for students and parents. Information on these services is discussed at monthly meetings.

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

The EESAC recommended and provided funds to assist in the implementation of our School Improvement Plan (SIP). Our Dade Partners and PTA also support our plan through various contributions and donations.

***Benchmarking:***

The EESAC recommended the activities of the School Improvement Plan (SIP) and is being informed on the Sunshine State Standards and the programs that support these ideas.

***School Safety & Discipline:***

The EESAC recommended hiring additional staff if funds permit. The EESAC also supports the discipline committee created to improve schoolwide discipline.

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

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

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

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*Region Superintendent*