
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 2911 - Linda Lentin Elementary School

FeederPattern: North Miami Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Agenoria Powell

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Linda Lentin Elementary School

Linda Lentin K-8 Center, formerly known as Linda Lentin Elementary is undergoing significant academic, faculty and facility restructuring to meet the needs of it's growing community. Located at 14312 N.E. 2nd Court, it boasts the distinction as it's Regional Center's first K-8 Center. Serving 1,140 students from pre-kindergarten through sixth grade, we teach a truly diverse population largely composed of Haitian, Hispanic, African-American and Emotionally Handicapped children. With a committment to the school's motto: "None of us is as great as all of us", the Educational Excellence School Advisory Council works tirelessly to fairly represent the needs and concerns of our students and staff. Our singular focus on the Sunshine State Standards was evidenced in last year's performance on the Florida Comprehensive Assessment Test (FCAT 2005) where the school moved from a grade designation of "C" to "B". We work closely with all stakeholders to analyze areas we believe indicate school success, such as attendance, academic achievement, and the perception that the school learning environment promotes the safety and well-being of it's students and staff members. Several programs are in place at Linda Lentin K-8 Center to ensure that the needs of our student population are met. These include the Academic Excellence Program, five TEAM classes, a Gifted Resource program, Emotionally Handicapped units and intensive and advanced academics courses in Reading and Math for sixth grade students. Aligned to State, District, and school-site goals, our School Improvement Plan is designed to address the following objectives:

Given instruction using the Sunshine State Standards, students in grades three through six will improve their reading skills as evidenced by 64 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through six will improve their mathematics skills as evidenced by 60 percent of the students reaching the state required mastery level as documented by the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficiency students in grades three through six will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by 90 percent of the students achieving high standards on the 2006 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet the District mean scale score of 286 on the 2006 administration of the FCAT Science Test.

Given a school wide emphasis on parental and community involvement, the school will demonstrate a 5 percent increase in parental and community interaction as evidenced by comparing the number of times parent/family members participate in district/school sponsored activities during the 2005-2006 school year as compared to the 2004-2005 school year.

Given the number of SCAM referrals generated for disciplinary action in 2004-2005 (699), Linda Lentin K-8 Center will reduce the percentage of referrals by 5 percent, as reflected in the 2005-2006 Student Case Management System report.

Given instruction using the Sunshine State Standards, students in grades three through six will improve their computer/technology proficiency as evidenced by a 5 percent average increase in the Reference and Research Cluster as documented by the 2006 FCAT Reading Test.

Given instruction based upon the Sunshine State Standards, the percentage of students recognized with awards on the Presidential Physical Fitness Test will increase from 38% in 2004-2005 to 43% in 2005-2006.

Given the opportunity to participate in a variety of contests and community art exhibits, the number of Linda Lentin K-8 Center students that participate in school, District and community art exhibits will increase by twenty percent in 2005-2006 from sixty-eight in 2004-2005.

Linda Lentin K-8 Center will improve it's ranking on the State of Florida ROI index publication from the 40th percentile in 2003 to the 90th percentile on the next publication of the index, subsequent to the implementation of our 2005-2006 strategies.

It is our endeavor to continue to meet the unique challenges and spiraled perspective required to establish a viable K-8 Center. Based on the concept that students benefit by reducing the number of school transitions they make, we are adapting to foster rigorous educational continuity and emotional stability in our students. We are currently preparing to serve seventh grade students next year, and subsequently the eighth grade. This year will be characterized with innovative scheduling, character building initiatives and a singular focus on providing personalized academic support programs for all learners.

The results of the Organizational Performance Improvement Snapshot self-assessment survey were largely favorable with all of the overall categories ranking a 4.0 or higher on a 5 point scale. Specifically by item, on thirty-two out of forty items, staff members responses averaged a 4.0 or better on the 5 point scale. The two areas selected for improvement from the seven categories reported include Process Management(6) and Business Results(7). Process management was selected to meet the need to increase stakeholder input. The School Climate Survey for parents, students and staff members will be distributed and reviewed every nine weeks. A suggestion box will be established for students, staff and parents to write and share their views throughout the year. The Business Results category was selected to improve communication and understanding of how instructional funds are allocated and expended. The principal will provide an informal financial summary report to our EESAC three times within the school year. Additional information regarding the findings of our school's Organizational Performance Improvement Snapshot self-assessment survey will be made available in the School Foundation section of this document.

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.

Linda Lentin Elementary School

VISION

Linda Lentin K-8 Center students will be educated to become lifelong learners. We will be technology literate, able to seek and use information, able to communicate effectively to pursue learning experiences, and to be productive members of society.

MISSION

The mission of Linda Lentin K-8 Center is to embrace the multicultural community of which we are a part. Through this action, we will improve academic skills, increase social maturity, physical potential, and the emotional growth of our prekindergarten through sixth grade students. The staff, parents, and community will promote respect for all ideas and cultures. We welcome the challenge of providing a safe environment which meets the needs of the students and helps them become resourceful and productive citizens of an ever-changing world. The daily implementation of our school wide attendance, safety and discipline plans will be used to monitor the progress of our mission. Each day, morning announcements to students and staff are used to affirm our beliefs. A weekly newsletter is distributed to all staff members. On-going counseling, parental involvement and professional development of our instructional staff enable all our stakeholders to fulfill this mission.

CORE VALUES

Student Achievement

We consistently implement research-based programs and promote on-going professional development to give our students a world-class education.

Safety

We monitor our facility, students and colleagues closely and adhere to recommended safety procedures at all times.

Diversity

We celebrate our diverse population and our differences and invite parents, community, business partners and other stakeholders to become involved in the school's vision.

Quality

We pursue the highest quality of educational experiences designed to support the whole child.

School Demographics

Linda Lentin K-8 Center is a Title I funded school located on ten acres in North Miami, Florida at 14312 N.E. 2nd Court. Our Zip Code is 33161. The building is state of the art and has many amenities, such as a science laboratory: an art suite, a music suite, and a cafeteria equipped with the latest lighting, sound equipment, and dressing rooms. The media center houses a closed circuit television system and Internet access (via twelve computer stations that are connected to the wide area network(WAN)). Linda Lentin K- 8 Center serves 1,140 pre-kindergarten through sixth grade students from the surrounding neighborhood and feeder schools. Exceptional Student Education(ESE)students (8.3percent), Limited English Proficient (LEP)students (27.9 percent) Economically Disadvantaged students (90.3 percent) and general education students who do not meet the criteria for any of the prior categories are provided an appropriate and nurturing instructional environment. The ethnic/racial makeup of the student population is 80 percent African-American, 15 percent Hispanic and 5 percent Other. Students that are in need of extra help in mastering the skills taught in the classroom are served through tutoring programs such as Waiting In the Wings, Saturday Academy and Quality Achievement Centers(In-school tutorials). We are pleased to announce our newest grant initiative entitled "Parent Chat". Monies were awarded by Verizon and the Citibank Success Program to implement an after school program designed for first graders and their parents. Parents are invited to come in between 2:00P.M. and 3:00P.M. to learn how to "chat" and interact with their child to maximize literacy in the home. Some students that require the extensive redirection of unproductive behaviors are managed through the the School Support Team.

Linda Lentin K-8 Center is in transition from being an elementary school to becoming a K-8 Center. During this transition, administration, staff and students face the challenge to remain a cohesive unit dedicated to providing quality programs for all learners.

Linda Lentin K-8 Center's staff is comprised of 26% White Non-Hispanic, 47% Black, and 27% Hispanic faculty members. A total of 129 staff members work together to serve the educational, nutritional and health needs of our students. Ninety-nine percent of our instructors met the criteria to be considered Highly Qualified teachers. Eighty percent of our teachers possess a Bachelor's Degree. Twenty percent of our teachers have earned a Master's Degree. Two teachers are National Board Certified. Each staff member is encouraged to seek opportunities to advance or improve their skills and share their individual strengths and talents to foster a learning community second to none.

School Foundation

Leadership:

The leadership team at Linda Lentin K-8 Center is characterized by a facilitative, inclusive approach toward student achievement. (1d. My organization shares information about the organization.=4.3) Weekly communication of the school's mission and operational agenda are provided to all staff members. (1a. I know my organization's mission.=4.4) New and experienced staff are counseled and encouraged to develop their own leadership skills and assume responsibility and credit for the school's continuous improvement. (1f. My organization lets me know what it thinks is most important.=4.3) Daily announcements include verbal and written acknowledgement for the positive acts or awards staff members achieve. An open-door policy exists between staff members and all members of the leadership team as we seek to find solutions to daily school site challenges. (1b. My supervisor uses our organization's values to guide us.=4.4) Results from the 2005-2006 Organizational Performance Improvement Snapshot self-assessment survey indicate that the leadership category received the second highest ranking with a 4.3 on a 5 point scale.

District Strategic Planning Alignment:

Opportunities to align with our school and district's goals will be discussed in faculty and team meetings. (2c. I know how to tell if we are making progress on my work groups's part of the plan.=4.1) Greater staff engagement in the plans and expected outcomes for the school will be conducted in the form of professional growth teams for new teachers. The organization and identification of staff members working as small learning communities whose goals are aligned with our district and school improvement plan during the bi-monthly student data review meetings will be promoted. (2c I know how to tell if we are making progress on my work group's part of the plan.=4.1) Alignment to District Stategic Planning secured an average category score of 4.0 points on the 5 point scale on the 2005-2006 Organizational Performance Improvement Snapshot self-assessment survey.

Stakeholder Engagement:

Customer satisfaction at Linda Lentin's K-8 Center is driven by the premise that quality service should be evident in key areas with the school. (3c. My customers tell me what they need and want.=4.0) Indicators will be: smooth registration processes in the main office, meaningful parent involvement, exemplary teaching practices in the classroom, reflective professional development by teachers, a clean working environment maintained by custodians and nutritious meals served by cafeteria staff. Such quality services can promote and enable student achievement. A school climate survey for students, parents and staff will be given to our stakeholders to provide information on how we can improve customer satisfaction. (3d. I ask my customers if they are statisfied or dissatisfied with my work.=3.8) Results from the 2005-2006 Organizational Performance Improvement Snapshot self-assessment survey indicate that the Customer and Market Focus(3)Category was the third highest ranking with a 4.1 on a 5 point scale.

Faculty & Staff:

Staff members believe they work in a safe and caring work environment. Team work will continue to be promoted between grade levels, assigned committees and special area staff. Daily announcements include verbal and written acknowledgement for the positive acts or awards staff members achieve. (5c. My supervisor encourages me to develop my job skills so that I can advance in my career.=4.2) Results from the 2005-2006 Organizational Performance Improvement Snapshot self-assessment survey indicate that the Human Resource(3 category was

fourth out of the seven indicators with a 4.1 on a 5 point scale.

Data/Information/Knowledge Management:

Instructional teams engage in a bi-monthly review of student data. (4e. I get all the important information I need to do my work.=4.1) An informal summary report regarding our financial status will be shared with the school's EESAC. (7c. I know how well my organization is doing financially.=3.3) The administration meets with staff members to measure, analyze, and manage student assessment. This category was ranked as the highest of seven with an average score of 4.3 points on a 5 point scale on the 2005-2006 Organizational Performance Improvement Snapshot self-assessment survey.

Education Design:

Linda Lentin K-8 Center utilizes the Eight-Step Continuous Improvement Model. All grade levels engage in the continuous improvement model to disaggregate student data and develop an instructional focus. (6c We have good processes for doing our work.=4.1) We work together to assess, remediate and enrich the student's learning experience. Teachers review lessons, check for knowledge acquired, and monitor for success. (5a. I can make changes that will improve my work.=4.1) The results of our ongoing analysis of student data drives the implementation of our before school, in school, after school, and Saturday tutorial programs. Our Grant Writing Committee is apprised of the school's needs and seeks funding for a variety of special purposes. Results from the Organizational Performance Improvement Snapshot self-assessment survey indicate that the staff rated this category with an average score of 4.0 on a 5 point scale.

Performance Results:

Schoolwide attendance, parental involvement and discipline plans are in place at our school. Counseling, scheduled parent conferences and home visits support our efforts to improve student achievement. The question receiving the highest rating was in the Leadership category. (1a. I know my organizations mission.=4.4) The question receiving the lowest rating was in the Business Results category. (7c. I know how well my organization is doing financially.=3.3) Overall, the staff views that their work meets high quality and excellence as evidenced by an average score of 4.3 on a 5 point scale on Organizational Performance Improvement self-assessment survey.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Linda Lentin K-8 Center enjoys a largely stable staff retention rate. A majority of staff members have been employed by Miami-Dade County Public Schools for more than ten years. We acquired fifteen additional teaching positions as a result of becoming a K-8 Center. Recruitment, placement and support for new teachers has become a major component of our school's attempt to retain bright and enthusiastic educators. Selected staff and the principal attend career fairs, advertise available positions and schedule interviews around the needs of the applicants. Each new staff member is paired with an administrator and staff member. Informal informational sessions concerning such items as copying procedures, e-mailing, discipline tips and conducting effective parent conferences are conducted weekly or as needed throughout the year. Substitute and stipend funds are allocated to facilitate professional growth of all instructional staff members.

• Highly Qualified, Certified Administrators:

Agenoria Paschal-Powell, Principal of Linda Lentin K-8 Center. She served as an assistant principal for seven years and a classroom educator for fourteen years. Mrs. Paschal-Powell has been employed with the Miami-Dade County School Board for 21 years. She has earned a Bachelor's Degree in Business Management and a Minor in Microeconomics from Florida Agricultural and Mechanical University. She earned a Master Teacher Masters Degree from the University of Miami and Florida Educational Leadership Certification from Nova Southeastern University. Mrs. Paschal-Powell successfully completed the two-year Executive Training Program for Principals. During the 2003-2004 school year, the Linda Lentin Elementary School Performance Grade points increased from 354 to 373, resulting in a 19 point gain. During the 2004-2005 school year, the Linda Lentin Elementary School Performance Grade points increased from 373 to 391, resulting in an 18 point gain. Mrs. Paschal-Powell uses a facilitative leadership style to promote successful team interactions and sustained professional development in the area of classroom management and student achievement.

Frank MacBride, Assistant Principal of Linda Lentin K-8 Center, has been employed with the Miami-Dade County School Board for 24 years. He has just completed his fifth year as the Assistant Principal of Linda Lentin Elementary. Prior to becoming an Assistant Principal, Mr. MacBride worked as a classroom teacher, program facilitator for Federal Programs, Lead Teacher of a large urban elementary school, and Educational Specialist for the school system's region and district offices. As Assistant Principal, Mr. MacBride works with all staff members and the Competency-Based Curriculum to ensure an appropriate education for all students. He is responsible for the Bilingual, Exceptional Student and basic education curriculums and materials. Mr. MacBride also serves as the test chairperson. He monitors several programs and grants, which work to remediate low performing students. Mr. MacBride also works with the students in a Saturday School Academy. Mr. MacBride holds a Bachelor of Science degree in Elementary Education from Florida State University, a Masters Degree from Nova Southeastern University in Elementary Education, Florida Education Leadership Certification from Nova Southeastern University and has recently been accepted into the Leadership Institute for Principals.

Ms.Gigi Gilbert, Assistant Principal of Linda Lentin K-8 Center has been employed with the Miami-Dade County School Board for 21 years. She has served as an elementary school administrator for the last 14 years. She earned a Bachelor of Science Degree in Business Education from Florida Agricultural and Mechanical University. She earned a Master of Science Degree in Business Education from Florida Agricultural and Mechanical University. She earned a Master of Science Degree in Administration/SupervisionK-12 from Florida International University. She is presently purusing a Doctorate Degree in Organizational Leadership with specialization in Educational Leadership at Nova Southeastern University. As Assistant

Principal, Ms. Gilbert works to inform and engage all staff members to actively participate in professional development activities held at the school site and at various locations throughout the school district. She coordinates before and after school tutorial programs and represents the principal on matters related to the Secondary School Reform Process. Ms. Gilbert also works with beginning teachers and the members of their Professional Growth Teams. She works closely with the Truancy Intervention Program to ensure that students and parents understand the importance of school attendance and it's relationship to student performance.

• Teacher Mentoring:

Professional Growth Teams for Annual Contract 1, 2, and 3 year teachers have been established to implement the mentoring component of the Professional Assessment and Comprehensive Evaluation System(PACES). The teams include Clinical Education trained and Professional Service Contract teachers. These teachers were selected because of their proficiency in classroom management, effective teaching strategies and subject area knowledge. Curriculum support specialists including the Reading Coaches and Mathematics Leader provide continued mentoring experiences on how to develop and organize instruction, plan lessons and classroom management. Teaching videos and handbooks developed by Dr. Harry Wong, Ed.D. are also used to support our new teachers.

• School Advisory Council:

The Education Excellence School Advisory Council(EESAC) assists in the writing of the School Improvement Plan. This process begins with a planning meeting where student data is interpreted and objectives are selected and written. Small groups of staff members work on specific strategies selected to help us meet our objectives. The EESAC then comes together to approve the School Improvement Plan. Our plan is presented to the faculty so that they understand, support and implement the objectives and strategies. The EESAC meets monthly, and as required, the EESAC serves as the communication vehicle throughout the year in regards to the on-going status of our School Improvement Plan. Members of the EESAC have an active role in providing input on the needs of the school community as it impacts the EESAC and school-wide budget.

• Extended Learning Opportunities

Linda Lentin K-8 Center offers a varied array of supplemental learning opportunities for students. For six years we have implemented the Waiting in the Wings grant, which is our after-school tutorial program. Students receive five days of academic instruction and motivational activities such as chess, drama and dance. This program extends the learning day by two hours. In addition, the Saturday Academy is offered to all students from grades two through six, where lessons are provided for three hours with an emphasis on small group instruction. Our Curriculum Team coordinates tutorial services by identifying and organizing the materials to be used in each tutorial program.

• School Wide Improvement Model

Linda Lentin K-8 Center will utilize the 8-Step Continuous Improvement Model as our research based School Wide Improvement Model. The model features the following eight steps:

1. Plan through test score disaggregation.
2. Plan by developing a timeline or calendar.
3. Do through instructional focus.
4. Study and check through assessment.
5. Act by using tutorials.
6. Act by using enrichment.
7. Maintain by using skills review.

8. Monitor by studying and checking progress.

The focus of our School Improvement Model is the Plan, Do, Study, Act Cycle. Teachers and staff members are asked to engage in reflective practice using this four step cycle in their approach to instruction, student academic growth and classroom management.

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 checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students will be able to read on or above grade level.

Needs Assessment

An analysis of the 2005 FCAT Reading Test indicates that 61 percent of our students scored at or above grade level. Students identified in subgroups met and exceeded federal standards on the "No Child Left Behind Act". The Students with Disabilities subgroup in Reading will continue to receive additional support and assistance through an improved ESE Inclusionary model. Areas of specific need related to FCAT Content scores begin with third grade. Students did not make significant gains in any of the strands. Fourth grade students made gains in Main Idea/Author's Purpose(from 58% to 65%). The scores declined in Comparisons(from 67% to 58%)and Words/Phrases (from 63% to 57%). Students maintained the same score in Reference/Research(50%). Fifth grade students made significant gains in Main Idea/Author's Purpose(from 53% to 65%)Comparisons (from 56% to 77%) and Reference/Research (from 50% to 75%). They maintained the same score in Words/Phrases(63%). Sixth grade students made gains in Words/Phrases and Reference/Research, but stayed the same in the other two strands. In school tutorial assistance and Saturday Academy will be made available to all students, with special emphasis on Vocabulary instruction. Improved scheduling in the Media Center and increased opportunities for research activities may assist students with making reading connections and interpreting a variety of data sources.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through six will improve their reading skills as evidenced by 64 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop grade level timelines that include the identification of skills to be taught.	Reading Coaches Teachers	08/08/2005	05/24/2006
Promote consistent use of the Accelerated Reader Program for Kindergarten through sixth grade students.	Librarian Reading Coaches Teachers	08/08/2005	05/24/2006
Provide differentiated instruction using the Voyager Passport, Soar to Success, Early Success and Read180 programs to supplement and reinforce instruction.	Teachers	08/08/2005	05/24/2006
Implement the district's Comprehensive Research-based Reading Plan through the Houghton-Mifflin Reading series.	Principal Reading Coaches Teachers	08/08/2005	05/24/2006
Utilize Lexia, FCAT Explorer and Riverdeep computer assisted resources to reinforce and enhance reading skills.	Teachers	08/08/2005	05/24/2006
Use a flexible scheduling model for the tutorial programs based on the results of bi-monthly and interim assessments.	Principal Reading Coaches Teachers	10/11/2005	05/24/2006
Identify all students scoring at Levels 1 and 2 on the FCAT Reading Test and implement a tutorial program three days a week to provide intensive remedial reading instruction.	Principal Reading Coaches Teachers	10/11/2005	05/24/2006

Research-Based Programs

The following reading resources will be used: Read 180, Voyager, Lexia, and the Houghton-Mifflin State adopted Reading series.

Professional Development

Professional development for teachers will be provided through district inservice offerings. The Title 1 Reading Coach and the Primary Reading Coach will provide school site support for teachers on FCAT Benchmark Training, CRISS, Read 180, DIBELS, Guided Reading, and Best Practices in Reading.

Evaluation

The objective will be evaluated by analyzing assessment data from district tests, bi-monthly benchmark tests, DIBELS, Oral Reading Fluency, and the results of the 2006 FCAT in Reading.

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 checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students will be able to function on or above grade level in mathematics.

Needs Assessment

An analysis of the 2005 FCAT Mathematics Test indicates that 70% of all students made Annual Learning Gains as compared to 64% on the 2004 FCAT Mathematics Test. All subgroups with the exception of LEP made adequate yearly progress. Areas of specific need related to FCAT Content scores begin with third grade. An analysis of the 2005 content strands indicate that students demonstrated growth in measurement (from 50% to 63%), maintained the same level of achievement in Number Sense, Algebraic Thinking and Data Analysis. Geometry results showed a decline from (71% to 57%). Fourth grade students declined in the strands of Number Sense (from 55% to 45%), Measurement (from 63% to 50%), and Geometry (from 71% to 50 %) and maintained the same level of achievement in Algebraic Thinking and Data Analysis. Fifth Grade students demonstrated improvement in Geometry (from 46% to 54%), Algebraic Thinking (from 45% to 55%), and Data Analysis (form 42% to 50%). Students in fifth grade maintained the same scores in Number Sense (38%), but declined in Measurement (from 55% to 45). Results from the sixth grade indicate an increase in Geometry (from 56% to 67%), but they maintained the same scores in all other areas. Based on these results, special strategies need to be utilized in these areas. Students would benefit from more hands-on activities in Measurement and Number Sense.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
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Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through six will improve their mathematics skills as evidenced by 60 percent of the students reaching the state required mastery level as documented by the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficiency students in grades three through six will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Promote the use of manipulatives in daily instruction to help students master mathematics skills.	Mathematics Leader Teacher	08/08/2005	05/24/2006
Provide an uninterrupted, daily, sixty minute block in mathematics for students in grades K-6.	Teachers	08/08/2005	05/24/2006
Utilize Riverdeep and FCAT Explorer computer-assisted resources to reinforce and enhance mathematics skills.	Teachers	08/08/2005	05/24/2006
Implement the district designed mathematics scope and sequence, aligned to the Florida Sunshine State Standards/CBC to provide consistency within the delivery of content.	Mathematics Leader Teachers	08/08/2005	05/24/2006
Provide Limited English Proficiency students with before school tutorial using ESOL Strategies.	Principal Teachers	09/19/2005	05/24/2006
Identify all students scoring at Levels 1 and 2 on the 2004-2005 FCAT Mathematics Test and implement a tutorial program five days a week to address their deficiencies in mathematics.	Principal Mathematics Leader Teachers	08/08/2005	05/24/2006
Provide Limited English Proficiency students in grades K-6 with instruction in Mathematics through Curriculum Content in Home Language class.	Teachers	08/08/2005	05/24/2006
Analyze the results of the district's interim assessments and the school wide bi-monthly assessments to utilize the data as a tool to guide instruction.	Principal Mathematics Leader Teachers	09/23/2005	05/24/2006

Research-Based Programs

The following mathematics resources will be used: the Scott Foresman State adopted mathematics series.

Professional Development

Professional development for teachers will be provided through district inservice offerings, Math Instruction Using Manipulatives and the Promoting Science Among English Language Learners (P-SELL) initiative in grades three through five.

Evaluation

The objective will be evaluated by analyzing assessment data from district tests, bi-monthly benchmark assessments , and the results of the 2006 FCAT in Mathematics.

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
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Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

All students will be able to incorporate the following elements into their writing: focus, organization, support and conventions.

Needs Assessment

The 2005 administration of the FCAT Writing Test results indicate that 76 percent of our students are meeting State Standards in writing. A specific analysis of individual writing scores indicated an average of 3.7 on the Narrative prompt and an average of 3.6 on the Expository prompt. Focused instruction on the elements of effective Expository Writing will be scheduled via ability groups. Utilizing Writing Across the Curriculum, the district's "Keys to Effective Writing", and spiraling instruction in the writing process at all grade levels will provide additional writing support.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by 90 percent of the students achieving high standards on the 2006 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Integrate Writing Across the Curriculum into all areas including Mathematics, Social Studies and Science.	Teachers	08/08/2005	05/24/2006
Implement monthly testing in all grades where students respond to FCAT Writes styled prompts.	Reading Coaches Teachers	10/3/2005	05/24/2006
Provide professional development in writing which includes the latest pedagogy and best practices in writing.	Principal District Support Personnel Reading Coaches	08/08/2005	05/24/2006
Utilize strategies from the district's Keys to Effective Writing in grades K-6.	Teachers	08/08/2005	05/24/2006
Group Grade Four students homogenously and provide intensive focused instruction in writing.	Reading Coaches Teachers	10/03/2005	02/03/2006
Analyze the district writing pre-test results and use the data as a guide to instruction and remediation.	Reading Coaches Teachers	09/19/2005	05/24/2006
Host Writing Workshops for parents.	Reading Coaches Teachers	08/08/2005	05/24/2006

Research-Based Programs

The following state adopted textbooks will be used: Houghton Mifflin Reading series, Prentice Hall Writing and Grammar Text.

Professional Development

Professional development for teachers will be provided through district inservice offerings. The Title I Reading Coach and Primary Reading Coach will provide support for teachers through team meetings scheduled throughout the year.

Evaluation

The objective will be evaluated by the results of the 2006 FCAT Writing Test. District mandated pre and post assessments and school-site monthly writing prompts will be monitored to address individual writing needs.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

All Linda Lentin K-8 Center students will be able to apply the scientific method.

Needs Assessment

Analysis of the results of the 2004-05 FCAT Science Test indicate an increase of 11 points(276 mean scale score) as compared to the 2003-04 FCAT Science Test results.(265 mean scale score) These gains are directly attributed to improvement in all of the content cluster areas with the exception of the Physical/Chemical strand which maintained a score of 54%. There were significant gains in Earth/Space(from 36% to 46%), Life/Environmental(from 46% to 54%), and Scientific Thinking(from 42% to 58%). We anticipate that our enrollment in Promoting Science Among English Language Learners(P-SELL) initiative will support the trends of improved science achievement.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet the District mean scale score of 286 on the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement District Science scope and sequence, aligned with the Florida Sunshine State Standards/CBC and designed to provide consistency and purpose within the delivery of content.	Teachers	8/8/2005	5/24/2006
Emphasize the ongoing cross curricular utilization of the scientific method as a problem solving tool applicable to all grade levels and culminating in a school wide Science Fair.	Science Fair Committee Teachers	8/8/2005	2/28/2006
Plan and implement instruction for students in grades 3-5 that encourages participation in inquiry-based investigations and highlights the use of scientific process skills to increase science content knowledge.	Teachers	8/8/2005	5/24/2006
Reinforce grade appropriate science content with the reading curriculum through the use of non-fiction text during shared or guided reading.	Teachers	8/8/2005	5/24/2006
Implement school site pre and progress tests and utilize data as a tool to guide instruction and remediation.	Principal Teachers	10/24/2005	5/24/2006
Implement Promoting Science Among English Language Learners(P-SELL) project in grades 3-5.	Principal Teachers	8/8/2005	5/24/2006

Research-Based Programs

The following state-adopted textbooks will be used: MacMillan/McGraw Hill Science and the Glencoe Science Text.

Professional Development

Professional development for teachers will be provided through district inservice offerings, Promoting Science Among English Language Learners(P-SELL).

Evaluation

The objective will be evaluated by the results of the 2006 FCAT Science Test. School-site pre-, progress, and post tests will be used to address individual and class needs.

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

Linda Lentin K-8 Center will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

An analysis of Parent Contact and Sign-In Logs indicate that the total number of parental visits made to the school in the 2004-2005 school year was 4,542. We need to utilize the potential of these visits by ensuring clear and effective communication between our staff and parents. Many of our parents speak Haitian Creole or Spanish only. This facilitates the need to provide communication in the home language, both through written communication and verbal interaction. Cultural perspectives on home/school relationships are often very different in many of our student's countries of origin. We must provide trainings and workshops that help our parents play an active and effective role in their child's education.

Measurable Objective

Given a school wide emphasis on parental and community involvement, the school will demonstrate a 5 percent increase in parental and community interaction as evidenced by comparing the number of times parent/family members participate in district/school sponsored activities 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
Implement a monthly parent sign-in log, "Keeping the Promise" for all classroom teachers encouraging parents to make monthly contact with their child's teacher.	Principal Teachers	08/08/2005	05/24/2006
Increase PTA attendance by including student presentations at each PTA Meeting.	Principal Teachers	08/08/2005	05/24/2006
Develop workshops to be presented by staff members for parents of students in grades 3-6 to share information about state mandated testing and to help parents understand the crucial role they play in their child's FCAT success.	Curriculum Team Teachers	08/08/2005	05/24/2006
Expand the list of school volunteers and offer training for their participation as Listeners/Oyentes.	Principal Community Involvement Specialists	08/08/2005	05/24/2006
Establish a school site Parent Center, housing computers to help parents improve their technological skills so they can support their children in academic areas.	Principal Community Involvement Specialists	08/08/2005	05/24/2006
Provide continuous communication to parents through letters and newsletters available in three languages.	Principal	08/08/2005	05/24/2006

Research-Based Programs

The following recommendations will be used to guide our efforts, The National Parent Teacher Association(PTA) for Parent and Family Involvement Program.

Professional Development

Professional development will be provided for parents through the District approved Parent Academy course offerings. Faculty and staff will support training programs that address establishing consistent and effective communication between home and school.

Evaluation

The objective will be evaluated by workshop attendance rosters, parent communication logs, documentation of PTA meetings and EESAC attendance sheets.

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

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

GOAL 6 STATEMENT:

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

An analysis of the 2004-2005 Student Case Management System report indicates that 699 students were referred to administration for disciplinary action. We need to ensure that our students are utilizing their learning time effectively by not spending unnecessary amounts of time outside of the classroom. We need to adhere to the steps of the School Wide Discipline Plan in an effort to avert discipline problems before they require administrative intervention. Effective communication with parents and utilization of Buddy Teachers will help us achieve this goal.

Measurable Objective

Given the number of SCAM referrals generated for disciplinary action in 2004-2005 (699), Linda Lentin K-8 Center will reduce the percentage of referrals by 5 percent, as reflected in the 2005-2006 Student Case Management System report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a School Wide Discipline Plan.	Principal Discipline Committee Teachers	08/08/2005	05/24/2006
Provide recognition and incentives for students who consistently do the right thing.	Principal Counselors Teachers	08/08/2005	05/24/2006
Provide professional development for teachers on effective discipline practices and classroom management.	Principal	08/08/2005	05/24/2006
Utilize Buddy Teachers as a step in the School Wide Discipline Plan.	Principal Discipline Committee Teachers	08/08/2005	05/24/2006
Implement a school wide peer mediation program as a means of preventing student conflicts.	Counselors Teachers	08/08/2005	05/24/2006
Maintain a parental involvement program, "Keeping the Promise", where parents are encouraged to make monthly contact with their child's teacher.	Principal Teachers	08/08/2005	05/24/2006

Research-Based Programs

Not applicable

Professional Development

Professional development for staff members will be provided through district inservice offering. The following resources will be utilized by staff members in improving discipline throughout the school: Student Code of Conduct, Peer Mediation, School Wide Discipline Plan.

Evaluation

This objective will be evaluated by a reduction in the number of SCAM Referrals for disciplinary action as reflected in the 2005-2006 Student Case Management System 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

GOAL 7 STATEMENT:

Linda Lentin K-8 Center students will increase their computer/technology proficiency.

Needs Assessment

Scores on the 2005 FCAT Reference and Research Reading Content Cluster indicate a 15 percent decrease in grade three(60% percent in 2005 and 75% in 2004). Grade four maintained the same score of 50%. Grade five demonstrated a 25 percent increase(75% in 2005 and 50% in 2004). Grade six demonstrated a 7 percent increase(57% in 2005 and 50% in 2004). Although these scores compare favorably to state and district results on the 2005 FCAT Reading Test, it is an area we seek to improve. It is our endeavor to increase the level of our student's computer and technology proficiency by enabling them to use web-based information sites, reference materials on compact disc and powerpoint software to complete research projects.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through six will improve their computer/technology proficiency as evidenced by a 5 percent average increase in the Reference and Research Cluster as documented by the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide instruction so the students will be able to utilize a variety of on-line search tools to locate appropriate study topics.	Media Specialist Teachers	08/08/2005	05/24/2006
Train classroom teachers to utilize computer labs to provide student access to available resources.	Teachers Media Specialist Technology Coordinator	08/08/2005	05/24/2006
Design and implement lessons that enable students to use online reference resources and traditional resources	Teacher, Media Specialist, Technology Coordinator	08/08/2005	05/24/2006
Provide students in grades 3-5 with structured media time to orient students to reference materials.	Media Specialist Teacher	08/08/2005	05/24/2006
Log the number of on-line research projects completed by each class.	Media Specialist Teachers	08/08/2005	05/24/2006

Research-Based Programs

Not applicable

Professional Development

Teachers will enroll in course offerings at the Office of Instructional Technology and attend in-house training utilizing print media and web-based research tools conducted by the site technology coordinator/committee and media specialist.

Evaluation

This objective will be evaluated by the results of the 2006 FCAT Reading Reference and Research Cluster and the number of completed reference and research projects completed by class.

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 checked="" type="checkbox"/>

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

GOAL 8 STATEMENT:

Linda Lentin K-8 Center will promote the overall health and fitness of students.

Needs Assessment

An analysis of the results of the Presidential Physical Fitness Test indicate that in 2004-05, 38% of the students tested were award winners. Fifty-five students were awarded gold, seventy students were awarded silver and one hundred twenty-five students were awarded bronze certificates. Nationwide studies indicate an increase in childhood obesity. Many of our students dwell in the confines of apartments and don't have access to areas to run and play. Many also lack healthy eating habits. We need to provide information that informs them about the necessity for a healthy lifestyle and provide opportunities for our students to exercise.

Measurable Objective

Given instruction based upon the Sunshine State Standards, the percentage of students recognized with awards on the Presidential Physical Fitness Test will increase from 38% in 2004-2005 to 43% in 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop contracts with individual students to set goals to assist them in meeting their fitness potential.	Physical Education Teachers	08/08/2005	05/24/2006
Develop and implement lessons that assist students in understanding the correlation between physical fitness, proper nutrition, and maintaining physical endurance.	Physical Education Teachers	08/08/2005	05/24/2006
Inform parents, students and other stakeholders in the school about our emphasis on physical health and well-being with fitness celebration three Saturday's during the year.	Physical Education Teachers	08/08/2005	05/24/2006
Continue with the implementation of the Jump Rope for Heart program.	Physical Education Teachers	08/08/2005	05/24/2006
Inform parents, students and other stakeholders in the school about our emphasis on physical health and well-being with fitness celebrations three Saturday's during the year.	Principal Community Involvement Specialists Physical Education Teachers	08/08/2005	05/24/2006
Develop a means of monitoring individual children's fitness levels by implementing pre and progress fitness measures.	Physical Education Teachers	08/08/2005	05/24/2006

Research-Based Programs

Not applicable

Professional Development

Provide opportunities and information for staff and parents to attend workshops about health and personal fitness.

Evaluation

The objective will be evaluated by the results of the 2006 Presidential Physical Fitness Awards.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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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:

All students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

The students of Linda Lentin K-8 Center have a rich cultural heritage of artistic expression. There is a need to develop a stronger cultural awareness through increased participation in art exhibitions. During the 2004-2005 school year, sixty-eight Linda Lentin K-8 Center students were participated in school, District or community exhibits. To help our students develop their own talents, we need to increase their opportunities for participation in school site, District and community cultural events.

Measurable Objective

Given the opportunity to participate in a variety of contests and community art exhibits, the number of Linda Lentin K-8 Center students that participate in school, District and community art exhibits will increase by twenty percent in 2005-2006 from sixty-eight in 2004-2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide opportunities for students to participate in community-wide art contests and exhibits.	Principal Art Teachers	08/08/2005	05/24/2006
Provide materials to create works of art using various mediums in order to encourage student's creative expression.	Art Teachers	08/08/2005	05/24/2006
Sponsor field trips to local art museums to help increase students exposure to works of art.	Art Teachers	08/08/2005	05/24/2006
Provide students opportunities to research different artists and art mediums.	Art Teachers	08/08/2005	05/24/2006
Invite local artists/museum curators to speak to students to increase their exposure to careers in art.	Art Teachers	08/08/2005	05/24/2006

Research-Based Programs

Not applicable

Professional Development

Art teachers in the school will participate in District and Regional workshops to enhance their skills in delivering their art curriculum.

Evaluation

The objective will be assessed by teacher logs of participation in art exhibits outside the school.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

Linda Lentin K-8 Center will rank at or above the 90th percentile statewide in the ROI index value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2003, Linda Lentin K-8 Center ranked at the 40th percentile on the State of Florida ROI index.

Measurable Objective

Linda Lentin K-8 Center will improve it's ranking on the State of Florida ROI index publication from the 40th percentile in 2003 to the 90th percentile on the next publication of the index, subsequent to the implementation of our 2005-2006 strategies.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on resource allocation.	Principal	08/08/2005	05/24/2006
Become more informed about the use of financial resources in relation to school programs.	Principal	08/08/2005	05/24/2006
Consider shared use of facilities, partnering with communtiy agencies.	Principal	08/08/2005	05/24/2006
Consider reconfiguration of existing resources or taking advantage of broader resource base, e.g. private foundations, volunteer networks.	Principal	08/08/2005	05/24/2006

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

On the State of Florida Return On Investment index publication, subsequent to the implementation of the 2005-2006 strategies, Linda Lentin K-8 Center will show progress toward reaching the 90th percentile.

EESAC Compliance

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 allocated that EESAC monies be used to purchase additional Accelerated Reader books for the library with an emphasis on non-fictional materials.

Training:

EESAC received school budget training that was provided by the principal.

Instructional Materials:

The EESAC recognized the importance of teachers input when selecting instructional materials for students.

Technology:

EESAC recognized the importance of maintaining technology-based programs.

Staffing:

EESAC recommended additional personnel to support the overall academic achievement of our students.

Student Support Services:

EESAC receives the student attendance quarterly and School Support Team (SST) reports.

Other Matters of Resource Allocation:

The EESAC recommended that funding available to the school is allocated to support student achievement.

Benchmarking:

The EESAC recommended that benchmarking data be reviewed on a regular basis to ensure the successful implementation of the School Improvement Plan.

School Safety & Discipline:

The EESAC supported procedures outlined in the Student Code of Conduct and supported the implementation of a school wide discipline plan that contributes to establishing a safe learning environment for all the students at Linda Lentin K-8 Center.

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:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

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.

Region Superintendent