
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 2941 - Laura C. Saunders Elementary School

FeederPattern: Homestead Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: grace Nebb

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Laura C. Saunders Elementary School

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

Given instruction based on the Sunshine State Standards (SSS), students in grades three through five will improve their reading skills as evidenced by 44 percent of students scoring at or above Achievement Level Three on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), Black students in grades three through five will improve their reading skills as evidenced by 44 percent of students scoring at or above Achievement Level Three on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), LEP (Limited English Proficient) students in grades three through five will improve their reading skills as evidenced by 44 percent of students scoring at or above Achievement Level Three on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of students in grades three through five scoring at FCAT Achievement Level 3 or higher will achieve 50 percent or higher on the 2006 FCAT Sunshine State Standards.

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

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

Given instruction using the Sunshine State Standards, students in grade five at Laura C. Saunders Elementary School will demonstrate improvement in science as evidenced by an increase in the mean scale score to meet or exceed the District's mean scale score as evidenced on the 2006 administration of the FCAT Science Test.

Given school wide emphasis on community outreach, parental involvement will increase as evidenced by a minimum of five percent of students having a parent attend at least one school sponsored event during the 2005-2006 school year as documented in teacher sign in rosters.

Given an emphasis on safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of student referrals during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the use of educational technology, all teachers will attend a minimum of four workshops on the use of technology during the 2005-2006 school year as documented by the sign in rosters as compared to the sign in rosters from the 2004-2005 school year.

Based on the recommendations of the Florida Department of Education, students in grades three through five will improve their fitness as evidenced by 3 percent increase in the number of students passing the 2005-2006 FITNESSGRAM as compared to the 2004-2005 school year.

There will be an increase in the number of enrichment classes offered to students in the 2005-2006 school year as compared to the number of enrichments classes offered during the 2004-2005 school year.

Laura C Saunders Elementary School will improve its ranking on the State of Florida ROI index publication from the 41st percentile in 2003 to the 44th percentile on the next publication of the index.

Laura C. Saunders Elementary School, as a member of the School Improvement Zone, recognizes that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will occur. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities into classroom instruction. School site administrators, as the instructional leaders of the schools, will be involved in the professional development activities in order to effectively monitor instruction. The administrative team for the School Improvement Zone will be at the core of the professional development effort, monitoring and supporting the direct services to Laura C. Saunders Elementary School.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Laura C. Saunders Elementary School

VISION

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

MISSION

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

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School Demographics

Laura C. Saunders Elementary School is a full service, federally funded school which serves 1021 students including standard curriculum students, ESE (Exceptional Student Education) students, ESOL (English for Speakers of Other Languages) students, and economically disadvantaged students. The ethnic/racial makeup of the student population is 52 percent Black, 47 percent Hispanic, and one percent other. Ninety nine point three percent of the school's population is eligible for free or reduced rate lunch. The mobility rate of the school is 45 percent. The State Attorney's Truancy Intervention Program is in place at the school.

The faculty and staff at Laura C. Saunders are as diverse as the student body. Twenty six percent of the faculty is White, 33 percent Black, 40 percent Hispanic and one percent other. Forty three percent of the teachers hold advanced degrees, 33 percent have their Masters and ten percent have a Specialist or Doctorate. The average teaching experience is 8 years. This year, 16.4 percent of the faculty are beginning teachers.

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

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

School Foundation

Leadership:

According to the percentage of staff who have responded to the online survey, LEADERSHIP received a ranking of 4.1, which is slightly above the "FREQUENTLY" mark. The staff agreed the most with question 1a. I know my organization's mission (what it is trying to accomplish). Whereas the staff least agreed with item 1g. My organization asks me what I think.

District Strategic Planning Alignment:

According to the percentage of staff who have responded to the online survey, DISTRICT STRATEGIC PLANNING ALIGNMENT received a ranking of 3.8, which is slightly below the "FREQUENTLY" mark. The staff agreed the most with question 2c. As it plans for the future, my organization asks for my ideas. Whereas the staff least agreed with item 2a. My organization asks me what I think.

Stakeholder Engagement:

According to the percentage of staff who have responded to the online survey, CUSTOMER AND MARKET FOCUS received a ranking of 4.0, which is right at the "FREQUENTLY" mark. The staff agreed the most with question 3a. I know who my most important customers are. Whereas the staff least agreed with item 3d. I ask my customers if they are satisfied or dissatisfied with my work.

Faculty & Staff:

According to the percentage of staff who have responded to the online survey, HUMAN RESOURCES FOCUS received a ranking of 4.0, which is right at the "FREQUENTLY" mark. The staff agreed the most with question 5a. I can make changes that will improve my work. Whereas the staff least agreed with items 5b The people I work with cooperate and work as a team., 5d I am recognized for my work., and 5f My supervisor and my organization care about me.

Data/Information/Knowledge Management:

According to the percentage of staff who have responded to the online survey, MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT received a ranking of 4.2, which is slightly above the "FREQUENTLY" mark. The staff agreed the most with questions 4a. I know how to measure the quality of my work., 4b I know how to analyze (review) the quality of my work to see if changes are needed., and 4c I use these analyses for making decisions about my work. Whereas the staff least agreed with items 4e. I get all of the important information I need to do my work. and 4f. I get the information I need to know about how my organization is doing.

Education Design:

According to the percentage of staff who have responded to the online survey, PROCESS MANAGEMENT received a ranking of 3.9, which is slightly below the "FREQUENTLY" mark. The staff agreed the most with questions 6b. I collect information (data) about the quality of my work., and 6c. We have good processes for doing our work. Whereas the staff least agreed with items 6a I can get all of the resources I need to do my job.

Performance Results:

According to the percentage of staff who have responded to the online survey, BUSINESS RESULTS received a ranking of 3.9, which is slightly below the "FREQUENTLY" mark. The staff agreed the most with question 7b. My work products meet all requirements for high quality and excellence. Whereas the staff least agreed with item 7c. I know how well my organization is doing financially.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

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

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

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

• Highly Qualified, Certified Administrators:

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

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

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

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

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

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

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

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

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

• Teacher Mentoring:

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

• School Advisory Council:

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

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

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

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

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

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

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

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

• Extended Learning Opportunities

As one of the 39 schools in the Superintendent's School Improvement Zone, our school day has been extended by one hour a day and our school year has been increased by ten school days a year. The Zone's mandated extended day learning began with the first day of school. All students will participate in an extended day literacy program. A structured tutorial will address each student's identified reading deficiencies. The programs to be used are Houghton Mifflin's research based EARLY SUCCESS and

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

• **School Wide Improvement Model**

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

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

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Increase reading performance of all NCLB populations.

Needs Assessment

Scores on the 2005 FCAT Reading Test indicate that 66 percent of the third graders, 53 percent of the fourth graders, and 70 percent of the fifth graders tested did not meet the state required mastery level. Additionally, third grade students earned two out of six possible points for 50 percent in the Words and Phrases cluster, which is a seventeen percent decrease over the 2004 FCAT Reading test administration; twelve out of twenty six possible points for 46 percent in Main Idea/Purpose, a decrease of seven percent over the 2004 FCAT Reading test administration; four out of eight possible points for 50 percent in the Comparison cluster, which remains the same as the 2004 FCAT Reading test administration; and two out of five possible points for 40 percent in the Reference/Research section, which is a ten percent decrease as compared to the 2004 FCAT Reading test administration. Moreover, fourth grade students earned three out of seven possible points for 43 percent in the Words and Phrases cluster, which is a seven percent decrease over the 2004 FCAT Reading test administration; thirteen out of twenty four possible points for 57 percent in Main Idea/Purpose, an increase of seven percent over the 2004 FCAT Reading test administration; ten out of nineteen possible points for 53 percent in the Comparison cluster, which is a decrease of seven percent over the 2004 FCAT Reading test administration; and one out of two possible points for 50 percent in the Reference/Research section, which remained the same from the 2004 FCAT Reading test administration. Furthermore, fifth grade students earned four out of eight possible points for 50 percent in the Words and Phrases cluster, which remains the same from the 2004 FCAT Reading test administration; eleven out of twenty possible points for 55 percent in Main Idea/Purpose, an increase of five percent over the 2004 FCAT Reading test administration; nine out of thirteen possible points for 69 percent in the Comparison cluster, which is an increase of twenty five percent over the 2004

FCAT Reading test administration; and three out of four possible points for 75 percent in the Reference/Research section, which is a twenty five percent increase over the 2004 FCAT Reading test administration. In accordance with the No Child Left Behind Act, all tested sub-groups for Laura C. Saunders achieved AYP with the exception of the Black and the Limited English Proficient students. In addition, 47 percent of students are reading at or above grade level and 54 percent of students are making a year's worth of progress in reading. Finally, 45 percent of struggling students are making a year's worth of progress in reading. In conclusion, 39 percent of all students tested made Adequate Yearly Progress.

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

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), students in grades three through five will improve their reading skills as evidenced by 44 percent of students scoring at or above Achievement Level Three on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), Black students in grades three through five will improve their reading skills as evidenced by 44 percent of students scoring at or above Achievement Level Three on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), LEP (Limited English Proficient) students in grades three through five will improve their reading skills as evidenced by 44 percent of students scoring at or above Achievement Level Three on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer weekly, monthly, and interim assessments aligned to the Sunshine State Standards tested benchmarks.	Teachers Reading Coaches Zone Curriculum Support Specialist Administrators	8/1/2005	5/26/2006
Employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core literacy program.	Reading Coaches Zone Curriculum Support Specialist Administrators	08/01/2005	05/26/2006
Implement an immediate intensive intervention program that addresses student reading deficiencies as identified by diagnostic assessments.	Reading Coaches Zone Curriculum Support Specialist Teachers Reading Tutors Administrators	08/01/2005	05/26/2006
Provide in-class support to teachers and students in both effective teaching strategies and learning techniques to improve students reading skills.	Reading Coaches Zone Curriculum Support Specialist Paraprofessionals Administrators	08/01/2005	05/26/2006
Provide staff development for administrators and faculty on Florida's Formula, the five essential components of reading, the school site CCRP and SRP, weekly assessment and analysis of data, and differentiated instruction for all students. Additionally, in-services will also include training on resources required for the implementation of the School Improvement Plan. Delivery of in-services	District Curriculum Support Personnel Reading Coaches Administrators	08/01/2005	05/26/2006

will include model lessons and mentoring of teachers.			
Identify the students scoring at levels one and two of the FCAT, as delineated in the AYP disaggregated data, and provide tutorial assistance during school hours to address the reading deficiencies of all subgroups represented.	Teachers Reading Coaches Zone Curriculum Support Specialist Administrators	08/01/2005	05/26/2006
Utilize a parent compact (Title I parent compact) to promote a positive learning environment at school and at home and to promote parents active participation in their child's education.	Community Involvement Specialist Administrators	08/01/2005	05/26/2006
Focus on the cluster of Main Idea/Purpose and instruct the remaining clusters of Comparisons, Words/Phrases, and Reference/Research according to the timeline identified in the Instructional Focus Calendar in Reading as well as in all content areas.	Teachers Reading Coaches Zone Curriculum Support Specialist Administrators	08/01/2005	05/26/2006
Implement a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.	Teachers Reading Coaches Zone Curriculum Support Specialist Administrators	08/01/2005	05/26/2006
Develop a scope and sequence and implement an instructional focus calendar based on the reading series that will align with Sunshine State Standards and will include weekly monitoring assessments.	Reading Coaches Zone Curriculum Support Specialist Administrators	08/01/2005	05/26/2006
Utilize and monitor computer-assisted programs such as Reading Plus, FCAT Explorer, Riverdeep, etc. to enrich and remediate students reading skills and monitor performance.	Reading Coaches Teachers Technology Facilitator Administrators	08/01/2005	05/26/2006
Notify parents in writing and in the home language of monthly meetings whereby the Reading Coaches will provide workshops and printed information regarding strategies for parents to use at home to support reading achievement.	Reading Coaches Community Involvement Specialist Administrators	08/01/2005	05/26/2006
Implement a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.	Teachers Reading Coaches Curriculum Support Facilitator Administrators	08/01/2005	05/26/2006
Attend transition academy training to articulate with middle school personnel.	Reading Coaches Administrators 5th grade Language Arts teachers	08/01/2005	05/26/2006
Provide and monitor additional tutorial services, during the school day and the extended day for students who scored at levels one & two on the	Reading Coaches Zone Curriculum Support Specialist Reading tutors	08/01/2005	05/26/2006

2005 FCAT Reading Test and provide differentiated instruction.	Administrators		
Implement the Extended Day School year according to the District Zone calendar to begin one week earlier and end one week later than non-zone schools.	School Improvement Zone Administrators	8/1/2005	5/26/2006
Implement the 8-Step Continuous Improvement Model for school reform.	Administrators Reading Coaches Teachers	08/01/2005	05/26/2006
Utilize both the SPI and Edusoft software to gather data in order to provide differentiated instruction.	Reading Coaches Technology manager Administrators	08/01/2005	05/26/2006
Infuse CRISS strategies in the implementation of all curriculum.	Teachers Reading Coaches Zone Curriculum Support Specialist Administrators	08/01/2005	05/26/2006

Research-Based Programs

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

Additional resources include Reading Plus, America Reads, Waterford, Early Success, Soar to Success, FCAT Explorer, Accelerated Reader, Voyager Passport, Fast ForWord, Quick Reads, and Riverdeep.

Professional Development

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

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

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

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

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

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

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

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

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

Evaluation

The success of meeting the objectives will be measured by scores on the 2006 administration of the FCAT Reading Test. Progress toward objectives will be monitored by district assessments, interim assessments, and by school developed weekly and cumulative benchmark assessments.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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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 2 STATEMENT:

Increase the mathematics performance of all NCLB populations.

Needs Assessment

Scores on the 2005 FCAT Math test indicate that 39 percent of the third graders, 49 percent of fourth graders, and 61 percent of fifth graders tested did not meet the state required masterly level. Moreover, 54 percent of students tested achieved AYP.

Additionally, third grade students earned six out of twelve possible points for 50 percent in the Number Sense strand, which remained the same as compared to the 2004 FCAT Mathematics test administration; five out of eight possible points for 63 percent in Measurement, which was a 13 percentage point increase as compared to the 2004 FCAT Mathematics test administration; five out of seven possible points for 71 percent in the Geometry strand, with results remaining the same as the 2004 FCAT Mathematics test administration; three out of six possible points in Algebraic Thinking for 50 percent, with results remaining the same as the 2004 FCAT Mathematics test administration; and five out of seven points for 71 percent in the Data Analysis and Probability strand with results remaining the same as the 2004 FCAT Mathematics test administration.

Moreover, fourth grade students earned six out of eleven possible points for 55 percent in the Number Sense strand with results remaining the same as the 2004 FCAT Mathematics test administration; four out of eight possible points for 50 percent in Measurement, which is a decrease of 13 percentage points compared to the 2004 FCAT Mathematics test administration; four out of seven possible points for 57 percent in the Geometry strand, which is a decrease of fourteen percentage points over the 2004 FCAT Mathematics test administration; four out of seven

possible points for 57 percent in Algebraic Thinking, with results remaining the same as the 2004 FCAT Mathematics test administration; and four out of seven points for 57 percent in the Data Analysis strand with results remaining the same as the 2004 FCAT Mathematics test administration.

Furthermore, fifth grade students earned four out of thirteen possible points for 31 percent in the Number Sense strand, with results remaining the same as the 2004 FCAT Mathematics test administration; five out of eleven possible points for 45 percent in Measurement, with results remaining the same as the 2004 FCAT Mathematics test administration; six out of thirteen possible points for 46 percent in the Geometry strand, which is an increase of eight percentage points over the 2004 FCAT Mathematics test administration; five out of eleven possible points for 45 percent in Algebraic Thinking, with an increase of nine percent when comparing the 2004 FCAT Mathematics test administration; and five out of twelve points for 42 percent in the Data Analysis and Probability strand, which is an increase of nine percentage points as compared to the 2004 FCAT Mathematics test administration.

In accordance with the No Child Left Behind Act, all tested sub-groups for Laura C. Saunders achieved AYP.

Finally, we need to continue to make improvements in the strands of Measurement and Geometry using the scope and sequence along with all other strategies to provide instruction to all students. Additionally, an increase in focus on the strands that remained unchanged by providing differentiated and flexible tutoring groups in mathematics both during the day and extended day programs.

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, the percentage of students in grades three through five scoring at FCAT Achievement Level 3 or higher will achieve 50 percent or higher on the 2006 FCAT Sunshine State Standards.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement weekly, monthly, and interim assessments that are aligned to the Sunshine State Standards tested benchmarks using a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.	Teachers Mathematics support personnel Administrators	08/01/2005	05/26/2006
Employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core mathematics program.	School site mathematics resource personnel Zone Curriculum Support Specialists Administrators	08/01/2005	05/26/2006
Implement Riverdeep technology program for students scoring at Achievement Levels 1 and 2 on the 2005 FCAT Sunshine State Standards administration.	Teachers Mathematics support personnel Technology facilitator Administrators	08/01/2005	05/26/2006
Develop a scope and sequence and implement an instructional focus calendar based on the mathematics series that will align with Sunshine State Standards and will include monthly monitoring assessments in conjunction with the District's suggested long range plan.	Mathematics support personnel Administrators	08/01/2005	05/26/2006
Utilize and monitor computer-assisted programs, to enrich and remediate students mathematical skills and monitor performance.	Mathematics support personnel Technology facilitator Administrators	08/01/2005	05/26/2006
Provide differentiated, yet flexible, tutorial programs in mathematics to all students during the school day to improve mathematics performance and increase mathematics skills of students who scored Levels one and two on the 2005 FCAT.	Teachers Mathematics support personnel Administrators	08/01/2005	05/26/2006
Notify parents in writing and in the home language of monthly meetings whereby the Mathematics Facilitators will provide workshops and printed	Teachers Mathematics support personnel Community Involvement Specialist	08/01/2005	05/26/2006

information regarding strategies for parents to use at home to support mathematics achievement	Administrators		
Provide staff development for administrators and faculty on instructional strategies in mathematics, assessment and analysis of assessment of data, and differentiated instruction for all students. Additionally, in-services will also include training on resources required for the implementation of the School Improvement Plan. Delivery of in-services will include model lessons and mentoring of teachers.	Mathematics support personnel Administrators	08/01/2005	05/26/2006
Utilize a parent compact (Title I parent compact) to promote a positive learning environment at school and at home and to promote parents active participation in their child's education.	Community Involvement Specialist Administrators	08/01/2005	05/26/2006
Provide professional development on the Transition Academy to fifth grade teachers.	District/Zone mathematics support personnel Administrators	08/01/2005	05/26/2006
Focus on the cluster of Number Sense and instruct the remaining content strands of Measurement, Geometry, Algebraic Thinking, and Data Analysis and Probability according to the timeline identified in the Instructional Focus Calendar in mathematics as directed by data.	Teachers Mathematics support personnel Administrators	08/01/2005	05/26/2006
Provide mathematics enrichment academy during the extended day extra hour to those students scoring at or above a level three in Reading on the 2005 administration of the FCAT test	Teachers Math Support Personnel Administrators	08/01/2005	05/26/2006
Implement a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.	Teachers Mathematics support personnel Administrators	08/01/2005	05/26/2006
Implement the Continuous Improvement Model for school reform.	Teachers Administrators Mathematics support personnel	08/01/2005	05/26/2006
Utilize CRISS strategies in insure implementation and infusion of Mathematics curriculum.	Reading Coaches Math support personnel Zone Curriculum Support Specialist Administrators	08/01/2005	05/26/2006

Research-Based Programs

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

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

Professional Development

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

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

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

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

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

Evaluation

Success of meeting the objectives will be measured by the scores on the 2006 FCAT Mathematics Test. Formative weekly benchmark assessments and interim cumulative assessments will be administered by the teacher. Generated data will be scored by the data management system to redirect classroom instruction and create flexible tutorials.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Increase the writing performance of all NCLB populations.

Needs Assessment

The results attained from the School Performance Accountability Report indicate that 76 percent of the students tested met the state standard of 3.5 or above in writing. Students will show a one percent gain on the 2006 Writing Test. The needs assessment reveals that Black students require further development in writing benchmarks. The data revealed test improvement is needed in narrative writing benchmarks. The data indicates the strength is in expository writing, continuous instruction is required as we seek to raise student achievement levels. Professional development is needed in the areas of pre-writing skills; vocabulary development, editing and using the rubric to score student writings will be addressed.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 on the Sunshine State Standards, the number of students in fourth grade scoring at or above achievement level 4.0 or above on the FCAT Florida Writing Plus Test will increase by at least one percent.

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize CRISS strategies.	Reading Coaches Zone Curriculum Support Specialist Teachers Administrators	08/01/2005	5/26/2006
Provide coaching and mentoring with the implementation of the monthly prompts, interpretation of the U-6 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.	Teachers Reading Coaches Curriculum Specialists Administrators	08/01/2005	05/26/2006
Administer and analyze the Pre- and Post- Test narrative/expository writing prompts.	Reading Coaches Teachers Curriculum Support Specialist Administrators	08/01/2005	05/26/2006
Use analyzed data from the Pretest narrative/expository writing prompts to establish differentiated instruction groups.	Reading Coaches Teachers Curriculum Support Specialist Administrators	08/01/2005	05/26/2006
Incorporate writing throughout all content areas including strategies specific to each subgroup.	Teachers Reading Coaches Administrators	08/01/2005	05/26/2006
Implement a scope and sequence for writing that emphasizes writing techniques and student self-evaluation.	Teachers Reading Coaches Curriculum Support Specialist Administrators	08/01/2005	05/26/2006
Provide students with monthly writing prompts to assess the skills that were addressed during instruction.	Reading Coaches Administrators	08/01/2005	05/26/2006
Notify parents in writing and in the home language of monthly meetings whereby the Reading Coaches will provide workshops and printed	Reading Coaches Community Involvement Specialist Administrators	08/01/2005	05/26/2006

information regarding strategies for parents to use at home to support reading achievement.			
Provide staff development for administrators and faculty on instructional strategies in writing, assessment and analysis of assessment of data, and differentiated instruction for all students.	Reading Coaches Curriculum Support Specialist Administrators	08/01/2005	05/26/2006
Utilize a parent compact (Title I parent compact) to promote a positive learning environment at school and at home and to promote parents active participation in their child's education.	Community Involvement Specialist Administrators	08/01/2005	05/26/2006
Identify and organize fourth grade students by ability for small group instruction.	Teachers Reading Coaches Administrators	08/01/2005	05/26/2006
Provide a Creative Writing academy for the extended day component of the School Improvement Zone extended day and extended year for those students scoring at or above a level three on the administration of the 2005 FCAT Reading test.	Reading Coaches Teachers Administrators	08/01/2005	05/26/2006
Implement writing centers as part of the School Improvement Zone extended day and extended year model.	Teachers Reading Coaches Zone Curriculum Support Specialist Administrators	08/01/2005	05/26/2006

Research-Based Programs

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

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

Professional Development

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

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

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

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

Evaluation

This objective will be measured by the scores of the 2006 FCAT Writing Plus test. As well as scores on monthly writing prompts. Furthermore, this objective will be assessed by comparing the scores on Pre and Post test writing prompts.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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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 4 STATEMENT:

Increase the science performance of all NCLB populations.

Needs Assessment

Fifth grade students scored a Mean Scale Score of 254 as evidenced from the result of the 2005 FCAT Science test. This shows that this result is below the District's Mean Scale Score of 286.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five at Laura C. Saunders Elementary School will demonstrate improvement in science as evidenced by an increase in the mean scale score to meet or exceed the District's mean scale score as evidenced on the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Establish a long range Science plan, aligned with the Mathematics scope and sequence, in order to provide opportunities for the integration of the two subjects so that students can experience the relationship between Mathematics and Science.	Mathematics support personnel Teachers Administrators Curriculum support specialist	08/01/2005	05/26/2006
Utilize interim assessments to analyze progress and redirect instruction through the use of the Sunshine State Standards.	Teachers Science Lab teacher Curriculum Support Specialist Administrators	08/01/2005	05/26/2006
Increase students' participation in hands-on science activities by conducting experiments that demonstrate concrete applications of the scientific method by the utilization of the science lab for students in fourth and fifth grades.	Teachers Administrators Science lab teacher	08/01/2005	05/26/2006
Notify parents in writing and in the home language of various parent meetings whereby the Science teachers will assist in providing workshops and printed information regarding strategies for parents to use at home to support reading achievement via science.	Reading Coaches Mathematics support personnel Science Lab Teacher Community Involvement Specialist Administrators	08/01/2005	05/26/2006
Provide staff development for administrators and faculty on instructional strategies in science, assessment and analysis of assessment of data, and differentiated instruction for all students. Additionally, in-services will also include training on resources required for the implementation of the School Improvement Plan. Delivery of in-services will include model lessons and mentoring of teachers by the Science lab teacher and curriculum support personnel.	Curriculum Support Personnel Science lab teacher Administrators	08/01/2005	05/26/2006
Utilize a parent compact (Title I parent compact) to promote a positive learning environment at school and at home and to promote parents active participation in their child's education.	Community Involvement Specialist Administrators	08/01/2005	05/26/2006

Provide a hands on science academy during the School Improvement Zone's extended day and extended year.	Teachers Science Lab teacher Administrators	08/01/2005	05/26/2006
Implement the District's Suggested Long Range Science Plans for elementary school.	Teachers Science Lab Teacher Curriculum Support Specialist Administrators	08/01/2005	05/26/2006
Integrate CRISS strategies throughout the science curriculum.	Reading Coaches Science lab teacher Teachers Administrators	08/01/2005	05/26/2006
Engage students in science investigage through exhibits and science projects.	Teachers Science lab teacher Curriculum support facilitator Adminstrators	08/01/2005	05/26/2006

Research-Based Programs

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

Professional Development

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

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

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

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

Evaluation

This objective will be evaluated by the scores of the 2006 FCAT science test, as well as school developed Science interim assessment tests.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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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 5 STATEMENT:

To increase communication and parental involvement.

Needs Assessment

Parent attendance rosters and PTA membership indicate a low percentage of parent participation with an average of one percent of parents attending workshops while four percent of parents are members of the PTA. Improvement is still needed since less than 20 percent of parents are participating in parental activities. Efforts need to be highly focused on improved communication and increased participation and support from parents.

Measurable Objective

Given school wide emphasis on community outreach, parental involvement will increase as evidenced by a minimum of five percent of students having a parent attend at least one school sponsored event during the 2005-2006 school year as documented in teacher sign in rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Offer classes such as Family Literacy and ESOL to be held at the school in conjunction with the Miami Sunset Adult Education Center.	Administrators Community Involvement Specialist Full Service Coordinator Adult Education Department	08/01/2005	05/26/2006
Boost the PTA membership by offering incentives for attendance at meetings and events.	Community Involvement Specialist PTA Administrators Social Worker Reading Coaches	08/01/2005	05/26/2006
Offer parent breakfast/workshops on a monthly basis by offering incentives and topical subjects such as workforce readiness and parenting skills.	Full Service Coordinator Community Involvement Specialist Social Worker Administrators Reading Coaches Math support personnel Science lab teacher	08/01/2005	05/26/2006
Utilize non-emergency clinic referrals to insure 100 percent registration for use of the full service clinic and the services provided.	Full Service Coordinator School Social Worker Guidance Counselor Community Involvement Specialist Teachers Administrators	08/01/2005	05/26/2006
Increase positive parent-school communication through the use of student progress reports, flyers, report cards, newsletters, parent-teacher conferences, home visits, and Parent planned or initiated activities.	Teachers Community Involvement Specialist Social Worker Full Service Coordinator Guidance Counselor Administrators	08/01/2006	05/26/2006
Provide and maintain a Parent Resource Center with instructional materials and activities that support student learning and achievement.	Community Involvement Specialist Social Worker Full Service Coordinator Math Support Personnel Reading Coaches PTA President	08/01/2005	05/26/2006

	Administrators		
Encourage and promote increased community involvement through collaboration with Dade Partners and the School Volunteer Program and other local family-oriented initiatives.	Community Involvement Specialist Social Worker Full Service Coordinator Guidance Counselor Curriculum Support Facilitator Administrators	08/01/2005	05/26/2006
Inform parents of the District offered Parent Academy.	Administrators Community Involvement Specialist	8/1/2005	5/26/2006

Research-Based Programs

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

Professional Development

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

Evaluation

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

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

To create a safe and orderly environment.

Needs Assessment

Analysis of the Executive Summary for Student Case Management forms for 2004-2005 indicates that one of the greatest needs is to improve student behavior. This report shows that there were 698 referral processed for general disruptive conduct, 88 for fighting, 225 for defiance of school personnel or authority, and 33 for use of provocative language. An analysis of this report indicates a need for a decrease in the behaviors indicated above. Decrease in negative behaviors along with a proactive approach to discipline, will help to create a safe and orderly environment.

Measurable Objective

Given an emphasis on safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of student referrals during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide workshops with parents on parenting and alternative discipline strategies as needed.	Community Involvement Specialist Full Service Coordinator Guidance Counselor Administrators	08/01/2005	05/26/2006
Implement Bullying Prevention Program.	Guidance Counselor Social Worker Full Service Coordinator Administrators	08/01/2005	05/26/2006
Miami-Dade County Public Schools Police will come out and speak to students about various subjects including bullying, gang prevention and vandalism.	Community Involvement Specialist Full Service Coordinator Counselor Social Worker Administrators	08/01/2005	05/26/2006
Form an ad-hoc committee together with all stakeholders to create a school-wide discipline plan.	EESAC Committee Teachers Administrators	08/01/2005	05/26/2006
Implement a school wide character education calendar will with strategies all teachers will use throughout the year.	Counselor Social Worker Full Service Coordinator Administrators	08/01/2005	05/26/2006
Participate in the school based BAM (Be A Mentor) program to help guide selected students and mentor them on a one-on-one basis.	Teachers Social Worker Counselor Administrators	08/01/2005	05/26/2006

Research-Based Programs

Project ACHIEVE, PK - 8

Bullying Prevention Program (Olweus), K - 8

Project PROUD (Peacefully Resolving Our Unsettled Differences)

Professional Development

All teachers will receive professional development in the following areas:

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

Evaluation

The Discipline Committee will meet regularly to monitor referrals. This objective will be met when there is a ten percent decrease of the number of discipline referrals for the 2005-2006 school year as compared to the 2004-2005 school year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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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:

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

Needs Assessment

Due to the implementation of the electronic gradebook, all teachers will need enhanced skills in the use of technology. Furthermore, the students will be using technology for at least one of their literacy based centers, therefore, both teachers and students will need further training in the use of technology. Moreover, according to the 2004 STaR School Profile, our school scored at a 0.5, well below the entry stage for Teacher Access to Technology, 0.8, also below the entry stage for Teacher Use of Technology and a 0.5, in Student Use of Technology. Furthermore, students are at the zero level for Student Technology Standards.

Measurable Objective

Given an emphasis on the use of educational technology, all teachers will attend a minimum of four workshops on the use of technology during the 2005-2006 school year as documented by the sign in rosters as compared to the sign in rosters from the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase and improve student achievement, delivery of instruction, and teacher technological awareness teachers will be trained in the following areas: <ul style="list-style-type: none"> • Edusoft • Electronic Grade Book • Microsoft Office Applications • FCAT Explorer • Voyager • Reading Plus 	Technology Facilitator Teachers Administrators	08/01/2005	05/26/2006
Infuse the student-based programs into the curriculum, giving students daily opportunities to utilize technology.	Teachers Technology Coordinator Administrators	08/01/2005	05/26/2006
Utilize technology to retrieve, evaluate, and use information related to student progress.	Teachers Administrators	08/01/2005	05/26/2006
Employ skills that foster higher level thinking to produce various projects electronically.	Teachers Technology Coordinator Administrators	08/01/2005	05/26/2006

Research-Based Programs

National Education Technology Standards System for Technology.

Professional Development

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

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

Evaluation

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

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

To improve Student Health and Physical Fitness.

Needs Assessment

Based on the results of the 2004-2005 FITNESSGRAM, 30% of all 4th and 5th grade students tested had passing scores. These results indicate a need for students to become more physically active and health conscious.

Measurable Objective

Based on the recommendations of the Florida Department of Education, students in grades three through five will improve their fitness as evidenced by 3 percent increase in the number of students passing the 2005-2006 FITNESSGRAM as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide activities that promote the attainment of knowledge in food and nutrition to raise health consciousness.	Physical Education teachers Teachers Science lab teacher Administrators	08/01/2005	05/26/2006
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Adminstrators	08/01/2005	05/26/2006
Direct and oversee students participation in the following activities in order to prepare for the FITNESSGRAM.	Physical Education teachers Administrators	08/01/2005	05/26/2006
Provide activities that promote the attainment of knowledge in hygiene and cleanliness to raise health consciousness.	Physical Education teachers Science teachers Administrators	08/01/2005	05/26/2006
Notify parents in writing when students are not meeting Physical Education requirements.	Physical Education Teachers Teachers Community Involvement Specialist Administrators	08/01/2005	05/26/2006

Research-Based Programs

2005-2006 FITNESSGRAM

Professional Development

District-wide physical fitness workshops.

Evaluation

Evaluation will be made based upon results of the 2005-2006 FITNESSGRAM.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

To increase the number of enrichment classes offered to students who achieve FCAT levels 3 and above.

Needs Assessment

In assessing the extended day program for the 2004-2005 school year, it was established that students who had achieved an FCAT level three and above would benefit from other activities, rather than staying in the Reading remediation groups. These students would therefore benefit from courses that offer enriching activities.

Measurable Objective

There will be an increase in the number of enrichment classes offered to students in the 2005-2006 school year as compared to the number of enrichments classes offered during the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students achieving at or above level 3 on the FCAT so they may be placed in an enrichment group.	Reading Coaches Math Support Personnel Administrators	08/01/2005	05/26/2006
Offer students who have achieved FCAT level 3 and above a variety of enrichment classes to include but not limited to: Science Club Chess Club Math Academy Public Speaking Book Club Chorus Recorder Ensemble Percussion Ensemble Art Club Organized Sports	Physical Education Teachers Music Teachers Art Teachers Science Lab Teachers Media Specialist Reading Coaches Zone Curriculum Support Specialist Administrators	08/01/2005	05/26/2006
Create a schedule whereby students will receive 2 grading period in one enrichment class and 2 grading periods in a different enrichment academy.	Reading Coaches Curriculum Support Facilitator Zone Support Specialist Administrators	08/01/2005	05/26/2006

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

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

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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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:

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

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Laura C. Saunders Elementary School ranked at the 41st percentile on the State of Florida ROI (Return On Investment) index.

Measurable Objective

Laura C Saunders Elementary School will improve its ranking on the State of Florida ROI index publication from the 41st percentile in 2003 to the 44th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Administrators Teachers	08/01/2005	05/26/2006
Collaborate with the district on resource allocation.	Administrators	08/01/2005	05/26/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	08/01/2005	05/26/2006
Consider shared use of facilities, partnering with community agencies.	Administrators Full Service Coordinator	08/01/2005	05/26/2006

Research-Based Programs

NA

Professional Development

NA

Evaluation

On the next State of Florida ROI index publication, Laura C Saunders Elementary School will show progress toward reaching the 44th 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:

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

Training:

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

Instructional Materials:

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

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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

School Safety & Discipline:

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

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