
SCHOOL IMPROVEMENT PLAN

2006-2007



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 in a state of change. We work to accommodate the faculty and facility restructuring essential to meet the needs of its growing community and population. Located at 14312 N.E. 2nd Court, it boasts the distinction as its Regional Center's first K-8 Center. Serving 1,242 students from pre-kindergarten through seventh grade, we teach a truly diverse population largely composed of Haitian, Hispanic, African-American and Emotionally Handicapped children. With a commitment to the school's motto: "None of us is as great as all of us.", as well as this year's theme, "We're changing good to great.", the Educational Excellence School Advisory Council works tirelessly to fairly represent the needs and concerns of our students and staff. With a singular focus on student achievement, attendance and attitude, our school strives to provide quality programs for all learners. Our school maintained a "B", as evidenced by the results of the 2006 Florida Comprehensive Assessment Test. A review of our school's trend data over a three year period revealed opportunities for growth, as well as our strengths. As we enter another school year staff members continue to work closely with all stakeholders to analyze indicators of school success. Certain indicators include our performance on student attendance, academic achievement and the perception that the school learning environment promotes the safety and well being of its students and faculty members. At this time, several provisions are in place to ensure that the needs of our student population are met. The school provides in-school tutorials and extended day services for students identified in the lowest 25 percent in grades three through seven. To address the needs of our upper 25 percent, students are enrolled in the Academic Excellence Program, five team classes and a Gifted Resource program which is comprised of two units. 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 seven will increase their reading comprehension skills as evidenced by a 52 percent increase of students achieving a Level 3 or above, as documented by the test results on 2007 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students in grades three through seven, will improve mathematics skills as evidenced by 56 percent of the students achieving a Level 3 or above, as documented by the test results on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Limited English Proficiency students, in grades three through seven, will improve their mathematics skills as evidenced by 56 percent of the students achieving a Level 3 or above, as documented by the test results on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students who are classified as African-Americans in grades three through seven, will improve their mathematics skills as evidenced by 56 percent of the students achieving a Level 3, or above, as documented by the test results on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students who are classified as Economically Disadvantaged in grades three through seven, will improve their mathematics skills as evidenced by 56

percent of the students achieving a Level 3 or above, as documented by the test results on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by students achieving a Level 3.5 or above on the 2007 administration of the FCAT Writing Assessment.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills, as evidenced by 36 percent of the students achieving a Level 3 or above, as documented by the test results on the 2007 FCAT Science Assessment.

Given a school-wide initiative to increase parental and community involvement as documented by the number of registered volunteers, as compared to the number of volunteers (102) during 2005, the school will document a one percent gain in the number of registered volunteers during the 2006-2007 school year.

Given the District Code of Student Conduct, Linda Lentin K-8 Center will reduce the number of suspensions by five percent, from 44 to 41 suspension cases, as documented by the 2006-2007 Student Case Management System report.

Given instruction using the Sunshine State Standards, students in grades three through seven will increase their computer/technology proficiency skills as evidenced by a five percent average increase in the reference and research cluster, as documented by the test results on the 2007 FCAT Reading Assessment.

Given instruction based upon the Sunshine State Standards, the percentage of students recognized with awards on the Presidential Physical Fitness Test will increase from 33 percent to 43 percent during the 2006-2007 school year.

Given the opportunity to participate in cultural and enrichment activities, students will gain exposure and awareness through field trips to enhance academic, social and behavior aspirations to become world class citizens. Student participation in field trips, as compared to the number of field trips (9) held during 2005, will increase by one percent during the 2006-2007 school year as documented by field trip event logs.

Linda Lentin K-8 Center will improve its ranking on the State of Florida ROI index publication from the 58th percentile in 2004-2005 to the 59th percentile on the next publication of the Index, subsequent to the implementation of our 2006-2007 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 will foster rigorous educational continuity and emotional stability for all our students. We are currently preparing to serve our upcoming eighth grade population for the next school year. This year will be characterized with innovative scheduling, character building initiatives and a 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-seven 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 is 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 two 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 Pre-Kindergarten through seven 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 the 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 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 two science laboratories: an art suite, a music suite, and a cafeteria equipped with the latest lighting, sound equipment and dressing rooms. Recently, Linda Lentin K-8 Center opened its doors to the six and seven grade facility, as well as an additional cafeteria and physical education shed. The media center houses a closed-circuit television system and Internet access via two hundred computer stations that are connected to the wide area network. Linda Lentin K-8 Center serves 1,242 Pre-Kindergarten through seven 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 are provided an appropriate and nurturing instructional environment. The ethnic/racial makeup of the student population is eighty percent African-American, fifteen percent Hispanic and five percent Other. Students that need extra support the skills are served through tutoring programs to include Saturday Academy, Bilingual Before and After tutorials, Quality Achievement Centers (in-school tutorials), and required Intensive Reading and Mathematics courses.

Linda Lentin K-8 Center is in transition from an elementary school to 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 percent White Non-Hispanic, 47 percent Black, and 27 percent Hispanic faculty members. A total of 116 staff members work together to serve the educational, nutritional and health needs of all of our students. Eighty-five percent of our instructors met the criteria to be considered Highly Qualified teachers. Eighty percent of our teachers possess only a Bachelor's Degree. The remaining twenty percent of our teachers have earned a Master's Degree or higher. 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.=4.4) Weekly communication of the school's mission and operational agenda are provided to all staff members. (1a. I know my organization's mission.=4.6) 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.=4.4) 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 2006-2007 Organization Performance Improvement Snapshot self-assessment survey indicate that the leadership category received the highest ranking with a 4.4 on a 5 point scale.

District Strategic Planning Alignment:

Opportunities to align our school and district's goals are discussed in faculty and team meetings. (2c. I know how to tell if we are making progress on my work groups part of the plan.=4.2) 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 will be promoted. (2c. I know how to tell if we are making progress on my work group's part of the plan.=4.2) Alignment to District Strategic Planning secured an average category score of 4.2 points on the 5 point scale on the 2006-2007 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 of the school. (3c. My customers tell me what they need and want.=4.1) 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 satisfied or dissatisfied with my work.=4.0) Results from the 2006-2007 Organizational Performance Improvement Snapshot self-assessment survey indicate that the Customer and Market Focus(s) category was the second highest ranking with a 4.3 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.=4.3) Results from the 2006-2007 Organizational Performance Improvement Snapshot self-assessment survey indicate that the Human Resources category was third

out of the seven indicators with a 4.2 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.=4.3) 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.=3.4) The administration also 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 4.4 points on a 5 point scale on the 2006-2007 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.=4.2) 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 4.2 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.=4.6) The question receiving the lowest rating was in the Business Results category. (7c. I know how my work location is doing financially.=3.4) Overall, the staff perceived that their work meets quality and excellence as evidenced by an average score of 4.1 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 twenty seven 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 for student achievement. 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 to become acclimated to the day to day operations of the school. 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 at 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 23 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's 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 in 2003-2004 increased from 354 to 373 resulting in a 19 point gain, in 2004-2005 school year Performance Grade points increased from 373 to 391, resulting in an 18 point gain. During 2005-2006, the Linda Lentin K-8 Center performance Grade points increased from 391 to 393, resulting in a three 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 at Linda Lentin K-8 Center, has been employed with the Miami-Dade County School Board for 27 years with the completion of his sixth year as an Assistant Principal at Linda Lentin K-8 Center. 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 Education 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 completed the Principal's Preparation Program for Principalship. This past Summer 2006, Mr. MacBride was afforded the opportunity to attend the Summer Institute at Harvard University in Cambridge, Massachusetts. He was accepted into the Leadership Institute for Principals.

Ms.Gigi Gilbert, Assistant Principal at Linda Lentin K-8 Center, has been employed with the Miami-Dade County School Board for 22 years. She has served as an elementary school administrator for the last 15 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/Supervision K-12 from Florida International University. She is presently pursuing 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 school-wide professional development. 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 its relationship to students receiving a world-class education.

Ericka Reed, Assistant Principal at Linda Lentin K-8 Center, has been employed with the Miami-Dade County School Board for 10 years. Prior to arriving at Linda Lentin K-8 Ms. Reed was a teacher and assistant principal in the MDCP-S alternative education program. She was voted to serve on several committees, including the 2005-2006 Assistant Principal liaison committee representing the alternative education program. Ms. Reed received her Bachelor of Science in English Education from Southern University A&M College, Masters of Science in English Education with an additional certification in Specific Learning Disabilities and a Specialists Degree from University of Miami in Reading and Learning Disabilities. As Assistant Principal, she has attended leadership workshops held at the district and state level in order to remain current on the of the latest trends in education. Presently, Ms. Reed serves as Assistant Principal for grades six and seven focusing on student achievement school wide. Ms. Reed continues to promote student achievement by supporting the implementation of the school's EESAC/School Improvement Plan as well as monitoring various on-site programs for students to be successful academically and behaviorally during their transition into the K-8 program.

• 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 and Science Leader provide continued mentoring experiences on how to develop and organize instruction, plan lessons and maintain classroom management. In addition, all beginning teachers will participate in the "Beginning Teacher Program" offered from the Office of Professional Development. Throughout the year videos focusing on teaching and handbooks developed by Dr. Harry Wong, Ed.D. will be used to support new teachers at the school.

• 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 school-wide. The EESAC together 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 variety of supplemental learning opportunities for Limited English Proficient (LEP), Economically Disadvantaged, African-American and Other students to receive extended academic support services. These

programs include but are not limited to, Voyager Passport, Reading Plus, Read 180, Bilingual Tutorial and Saturday Academy. Students are also given the opportunity to participate in extended day programs which offer researched-based strategies referenced by the Florida Center for Reading Research. The "Failure Free" intervention program is designed to improve sight vocabulary, fluency and comprehension skills. In addition, students receive extended support through web-based programs such as Learning Today. For the 2006-2007, school year the Saturday Academy will offer tutorials for students to receive additional academic support in the areas of reading, writing, math and science. The Curriculum Team engages in the progress monitoring of all tutorial services by analyzing data to determine benchmarks strengths and provide on site Professional Development.

• 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 will use the Continuous Improvement Model to engage in reflective practice in an effort to drive instruction, promote academic growth and improve classroom management. We reviewed the trend data over a three year period. Student performance was organized by quartile. The lowest twenty-five percent in Reading, Math and Science were identified. We engaged in Curriculum Mapping and aligned our instructional calendar to address student's academic performance. Benchmark weaknesses have been aligned to our professional development needs. Publishers' assessments were administered in Reading (Houghton-Mifflin) and in math (Scott-Foresmen-Addison Wesley) in the areas of science, the Promoting Science Among English Language Learners (P-SELL). Pretest were administered to students in grades three through five. The District Writing pretest was provided in grades one through seven. District and State assessments include DIBELS, CELLA, MAZE and Interim Assessments. Our staff continuously engages in progress monitoring using the results of the evaluative measures. The analysis of instructional progress and test results are scheduled weekly, monthly and quarterly by all stakeholders. These sessions include but are not limited to, grade-level meetings, members of the curriculum team, and the administrative team. Informal professional development substitute funds are allocated for teachers to attend professional development. Student data is retrieved from Snapshot, Edusoft, and COGNOS. Using the student performance indicators (SPI) system to encourage data-driven-decision making, we selected the following tutorials for our students. These program include but are not limited to, Quality Achievement Centers for Reading and Math (QAC), Bilingual Program, for before and after school, Super Science Saturdays, Saturday Academy, Academic Excellence, (AEP), and Gifted. All stakeholders continuously use the continuous improvement model to drive instruction.

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 increase proficiency in Reading.

Needs Assessment

Results from the 2006 FCAT Reading Assessment indicates that 64 percent of our students scored at or above FCAT Achievement Level 3 according to the No Child Left Behind Act. Areas of specific need related to FCAT Content scores revealed that students in third grade showed a decrease in Comparisons (from 63 to 59 percent) and received an increase in Words/Phrases, Main Idea/Purpose and Reference/Research. Students scores in grade four showed a decrease in Main Idea/Purpose (from 65 to 55 percent), Comparisons (from 58 to 53 percent) and maintained Reference and Research, along with an increase in Word/Phrases. Students in grade five showed decrease in word phrases (from 63 to 57 percent), Main Idea/Purpose (from 65 to 59 percent), Comparisons (from 77 to 67 percent) and Reference/Research (from 75 to 67 percent). Students scores in grade six showed a decrease in Reference/Research (from 57 to 63 percent), maintained Main Idea/Purpose and increased in Words/Phrases and Comparisons in 2006. Students will benefit from reading intervention programs to increase reading skills.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 seven will increase their reading comprehension skills as evidenced by a 52 percent increase of students achieving a Level 3 or above, as documented by the test results on 2007 FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct ongoing monthly Leadership Team meetings to oversee the implementation of school-wide reading initiatives and to analyze data.	Principal Assistant Principals Reading Coaches Teachers Math and Science Leader	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Infuse instructional focus calendar across the curriculum to motivate teachers to utilize the two-hour block to maximize learning which will enhance student achievement.	Reading Coaches Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement Eight- Step Continuous Model across grade levels to improve student achievement and ensure reading progress.	Reading Coach Leadership Team	8/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Provide academic experiences for students in Kindergarten to build upon word recognition utilizing the Waterford program.	Reading Coaches Teachers	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize data from pre-test and promote technological support for Reading Plus, Brainchild and Accelerated Reader to impact reading instruction across the curriculum.	Librarian Reading Coaches Teachers	8/14/2006	05/30/2007	District-wide literacy plan	\$14000.00
Implement the District's Comprehensive Research-based Reading Plan through the Houghton-Mifflin Reading Series.	Principal Reading Coaches Teachers	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Incorporate remedial reading instruction with Tier 2 students by utilizing Voyager Passport and Quick Reads pre and post assessments.	Reading Coaches (QAC) Coaches Teachers	9/30/2006	05/30/2007	Continuous Improvement Model	\$0.00
Implement tutorial programs on Monday, Tuesday, and Thursday in grades (4 and 5) for students identified as Level 1 and Level 2 and lowest 25% with the infusion of Soar to Success instruction by receiving pre-post assessments.	Reading Coaches Teachers (QAC) Coaches	8/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Disaggregate and analyze third through seventh grade student data from the 2006 FCAT Reading Assessment to identify	Reading Coaches Math and Science Leader Grade Level Chair	8/14/2006	05/30/2007	Continuous Improvement Model	\$0.00

strengths and weaknesses in student performance and develop an instructional focus calendar for reading.					
Maintain the Soliloquy computer based program for special education students in grades (K-7) to improve fluency, vocabulary and comprehension skills.	Reading Coaches Teachers	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Offer all teachers refresher inservice on the Comprehensive Research Based Reading Plan (CRRP) and CRISS in order to effectively maximize instructional delivery.	Reading Coaches Teachers Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Houghton-Mifflin Reading Series
 Voyager Passport
 Soar to Success
 Reading Plus
 Soliloquy

Professional Development

District inservice offerings:
 Regional Reading Plus training
 Effective Reading Strategies
 Houghton Mifflin K-5
 Secondary Reading and Language Arts

The Title 1 Reading Coach and the Primary Reading Coach will provide school site support:

FCAT Benchmark Training
 CRISS
 Read 180
 DIBELS
 Guided Reading
 Best Practices in Reading
 Reading Plus

Evaluation

District Interim Assessments

Houghton Mifflin Themed Skilled Assessments

School-Site Development Benchmark Assessment

DIBELS

MAZE

Soliloquy

2007 FCAT Reading Assessment

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 master skills on or above grade level in mathematics.

Needs Assessment

An analysis of the 2006 FCAT Mathematics Assessment indicates that 54 percent of all students made Annual Learning Gains showing a decrease, as compared to 70 percent on the 2005 FCAT Mathematics Assessment. All subgroups with the exception of LEP, African-American and Economically Disadvantaged made adequate progress. Areas of specific needs related to FCAT content scores begin with third grade. An analysis of the 2006 content strands indicate that students demonstrated growth in Number Sense (from 50 to 58 percent) and Algebraic Thinking (from 50 to 67 percent) and maintained the same level of achievement in Geometry and Data Analysis. Measurement results revealed a decline from 63 percent to 50 percent. Fourth grade students declined in the strands of Data Analysis (from 57 to 43 percent) and Algebraic Thinking (from 57 to 43 percent). Fourth grade students maintained the same level of achievement in Measurement and Geometry with an increase in Number Sense from (45 to 50 percent). Fifth Grade students demonstrated a decrease in all strands: Geometry (from 54 to 46 percent), Algebraic Thinking (from 55 to 36 percent), Data Analysis (from 50 to 33 percent), Number Sense (from 38 to 31 percent) and Measurement (from 45 to 36 percent). Results from the sixth grade indicate an increase in Number Sense (from 44 to 56 percent) and a decrease in Data Analysis from (56 to 33 percent) but maintained the same scores in all other strands. Based on these results, progress monitoring will be utilized in these areas so that students can master skills. Students will benefit from extensive problem solving, high order thinking and hands-on activities in Measurement, Algebraic Thinking and Data Analysis.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through seven, will improve mathematics skills as evidenced by 56 percent of the students achieving a Level 3 or above, as documented by the test results on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Limited English Proficiency students, in grades three through seven, will improve their mathematics skills as evidenced by 56 percent of the students achieving a Level 3 or above, as documented by the test results on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students who are classified as African-Americans in grades three through seven, will improve their mathematics skills as evidenced by 56 percent of the students achieving a Level 3, or above, as documented by the test results on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students who are classified as Economically Disadvantaged in grades three through seven, will improve their mathematics skills as evidenced by 56 percent of the students achieving a Level 3 or above, as documented by the test results on the 2007 FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide Limited English Proficiency students in grades K-7 with instruction in Mathematics through Curriculum Content in Home Language class.	Teachers	8/14/2006	5/30/2007	Dual Language Education	\$0.00
Provide an uninterrupted, daily, sixty minute block in mathematics for students in grades K-7.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Riverdeep, Learning Today and FCAT Explorer computer-assisted resources to reinforce and enhance mathematics skills.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify all students scoring at Levels 1 and 2/ Lowest 25% on the 2006 FCAT Mathematics Assessment and implement a tutorial program five days a week to address their deficiencies in mathematics according to the school site pre-, progress and post test.	Principal Math Coach Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement the District designed Mathematics Pacing Guide aligned to the Florida Sunshine State Standards/CBC to provide consistency within the delivery of mathematics content.	Math Coach Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Analyze the results of the District's Interim Assessments and the school site benchmark assessments to utilize the data as a tool to guide instruction.	Principal Math Coach Teachers	8/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Analyze data to identify student's strengths and weaknesses from school-site developed assessment to plan effective math instruction for African-American students in grades three through seven pre-, progress and post test.	Math Coach Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Infuse hands-on manipulatives, higher order thinking and problem solving strategies, in daily instruction to assist students with understanding mathematics concepts and mastering skills.	Math Coach Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify Economically Disadvantaged student's strengths and weaknesses to design structured mathematical assignments for students to master math skills in Saturday Academy tutorial through pre-, progress and post assessment.	Math Coach Teachers	8/14/2006	05/30/2007	Continuous Improvement Model	\$23000.00
Analyze Limited English Proficiency (LEP) student's data to implement a math tutorial for LEP students to strengthen math skills Monday through Friday utilizing a diagnostic assessment to determine needs for guided instruction.	Math Coach Principal Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Scott Foresman-Addison Wesley Elementary (K-5)

Glencoe Secondary (6-7)

Professional Development

District Inservice Offerings:

Mathematics Department Chairperson and Coaches Leadership

Mathematics Items of Specifications

Math Instruction Using Manipulatives

Promoting Science Among English Language Learners (P-SELL) in grades three through five

Evaluation

District Interim Assessments

(October 2006, January 2007, and May 2007)

School Site Quarterly Benchmarks Assessments

(October 2006, December 2006, March, 2007 and May, 2007)

The 2007 FCAT Mathematics Assessment.

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 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 3 STATEMENT:

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

Needs Assessment

Results from the 2006 FCAT Writing Assessment indicate that 85 percent of our fourth grade students scored at or above a 3.5, as compared to 76 percent in 2005. A specific analysis from the 2006 individual writing scores indicated an average score of 3.7 on the Narrative prompt. On the 2006 administration, students in grade four received a 4.1 average score on the Expository prompt, which is an increase from 3.6 in 2005. Intensive instruction on the elements of effective expository and narrative 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. Test results indicate a need to improve narrative writing. Students will receive instruction in storytelling, character and plot development and creative writing.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 students achieving a Level 3.5 or above on the 2007 administration of the FCAT Writing Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide professional development in writing which includes the latest pedagogy and best practices in writing.	Principal District Support Personnel Reading Coaches	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Review data, disaggregate data and analyze data from pre-test results and use the data as a guide to instruction.	Reading Coaches Teachers	8/28/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide intensive instruction and remediation to students in grade four who have not demonstrated competency in the area of writing.	Reading Coaches Teachers	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Administer monthly writing assessments in grades K-7 using narrative, expository, and persuasive prompts.	Reading Coach Teachers	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement Keys to Effective Writing in grades K-6 and utilize the strategies within to promote effective growth in the area of writing.	Reading Coaches Teachers	8/21/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Houghton Mifflin Reading Series

Prentice Hall Writing and Grammar Text

Professional Development

District Inservice Offerings:

Writing Plus grade three and four

Writing Items Specifications

The Title One Reading Coach will provide curriculum support:

Writing and Rubric Scoring

Evaluation

The 2007 FCAT Writing Assessment
District mandated pre and post assessments
School-Site monthly 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 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

An analysis of the results of the 2006 FCAT Science Assessment indicate that 13 percent of students in grade five scored at a Level 3 or above. There is a need to increase the percentage of students scoring at Level 3 or higher by at least 25 percent. A need to improve skills in all science content cluster areas include: Physical/Chemical strand which decreased from 54 to 50 percent, a decrease in Earth/Space from 46 to 36 percent, a decrease in Life/Environmental from 54 to 46 percent and decrease in Scientific Thinking from 58 to 42 percent. We anticipate that our enrollment in the Promoting Science Among English Language Learners (P-SELL) initiative will impact the improvement of science achievement.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills, as evidenced by 36 percent of the students achieving a Level 3 or above, as documented by the test results on the 2007 FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Reinforce grade appropriate science content with the reading curriculum through the use of non-fiction text during shared or guided reading.	Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Plan and implement instruction for students in all grades which encourages participation in inquiry-based investigations and highlights the use of scientific process skills to enhance science content knowledge.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Participation in SECME will be provided through the Academic Excellence Program.	Teacher	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Administer school site pre-, progress and post assessments and utilize data as an instrument to guide instruction and remediation.	Principal Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement the District Science Pacing Guide in grades K-2 and 6-7 and the P-SELL Pacing Guide in grades 3-5.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Emphasize the ongoing cross curricular utilization of the scientific method as an instructional tool applicable to grades K-7 and culminating in a school-wide Science Fair.	Science Fair Committee Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate hands-on-activities and inquiry-based instruction through the Promoting Science Among English Language Learners (P-SELL) program in grades 3-5.	Principal Teachers	8/14/2006	5/30/2007	Small Learning Communities	\$0.00

Research-Based Programs

MacMillan/McGraw Hill Science (Elementary K-5)

Glencoe Science Text (Secondary 6-7)

Professional Development

District inservice offerings:

Promoting Science Among English Language Learners (P-SELL)
Effective Implementation of Inquiry-Based Science Strategies in the Classroom
Secondary Department Chairpersons Leadership Institute
Hands on Science K-5 and Hands on Science 6-8
Science Items of Specifications

Evaluation

2007 FCAT Science Assessment
P-SELL Assessment
School-site developed pre-, progress and post assessments

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

District Strategic Plan

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

GOAL 5 STATEMENT:

Linda Lentin K-8 Center will provide an environment which 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 contacts made to the school in the 2005-2006 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 in home/school relationships are often very different in many of our student's countries of origin. We must provide workshops that help our parents play an active and effective role in their child's education.

Measurable Objective

Given a school-wide initiative to increase parental and community involvement as documented by the number of registered volunteers, as compared to the number of volunteers (102) during 2005, the school will document a one percent gain in the number of registered volunteers during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		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	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Increase PTA attendance by including student presentations at each PTA Meeting.	Principal Teachers	8/14/2006	05/30/2007	Communities of Practice	\$0.00
Expand the list of school volunteers and offer training for their participation as Listeners/Oyentes.	Principal Community Involvement Specialists	8/14/2006	05/30/2007	Communities of Practice	\$0.00
Provide continuous communication to parents through letters and newsletters available in three languages.	Principal	8/14/2006	05/30/2007	Communities of Practice	\$0.00
Develop workshops to be presented by staff members for parents of students in grades 3-7 to share information about state mandated assessments and to help parents understand the important role they play in their child's academic success.	Curriculum Team Teachers	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Establish a school site Parent Center housing computers to help parents improve their technology skills that assist them to support their children in academic areas across the curriculum.	Principal Community Involvement Specialists	8/14/2006	05/30/2007	Communities of Practice	\$0.00

Research-Based Programs

The National Parent Teacher Association(PTA) for Parent Family Involvement Program.

Professional Development

Parent Workshops

District approved Parent Academy course offerings

Beginning Teachers (How to Conduct Effective Parent Conferences)

Evaluation

Workshop attendance rosters

Parent Communication Logs

Documentation of PTA meetings

EESAC attendance sheets

Parent Academy Attendance

Parent Center Log

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

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

Needs Assessment

An analysis of the 2005-2006 Student Case Management System report indicates that 44 cases were referred to administration for suspension. The number of suspensions needs to be reduced by five percent. We need to ensure that our students utilize 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 the utilization of "Buddy" Teachers will help us achieve this goal.

Measurable Objective

Given the District Code of Student Conduct, Linda Lentin K-8 Center will reduce the number of suspensions by five percent, from 44 to 41 suspension cases, as documented by the 2006-2007 Student Case Management System report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement a School Wide Discipline Plan.	Principal Discipline Committee Teachers	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide recognition and incentives for students who consistently do the right thing.	Principal Counselors Teachers	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide professional development for teachers on effective discipline practices and classroom management.	Principal Assistant Principals	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize Buddy Teachers as an intervention in the School Wide Discipline Plan.	Principal Discipline Committee Teachers	8/14/2006	05/30/2007	Mentoring Opportunities	\$0.00
Implement a school wide peer mediation program as a means of preventing student conflicts.	Counselors Teachers	8/14/2006	05/30/2007	Mentoring Opportunities	\$0.00
Maintain a parental involvement program, "Keeping the Promise", where parents are encouraged to make monthly contact with their child's teacher.	Principal Counselors Teachers Parent Involvement Specialist	8/14/2006	05/30/2007	Communities of Practice	\$0.00
Utilize COGNOS to provide communication updates between school and home for early intervention for all students.	Principal Assistant Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Not applicable

Professional Development

District inservice offerings

School Wide Discipline Plan presentation

Quarterly Student Forums on Code of Student Conduct

Evaluation

2006-2007 Student Case Management System Suspension 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 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 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 2006 FCAT Reference and Research Reading Content Cluster indicate a 15 percent increase in grade three (from 75 to 60 percent). Grade four maintained the same score as in 2005 of 50 percent. Grade five demonstrated a 25 percent increase (from 75 to 50 percent). Grade six demonstrated a six percent increase (from 63 to 57 percent). Although these scores compare favorably to state and district results on the 2006 FCAT Reading Test, it is an area we seek to improve. It is our endeavor to increase the level of student's computer and technology proficiency by enabling them to use web-based information sites, reference materials on compact disc and power point software to complete research projects.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through seven will increase their computer/technology proficiency skills as evidenced by a five percent average increase in the reference and research cluster, as documented by the test results on the 2007 FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Schedule classes in the computer lab to utilize computer assisted programs to enhance students academic and technological skills.	Teachers Media Specialist Technology Coordinator	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Promote Reading Plus in grades three through seven to enhance reading instruction for the 2007 FCAT Reading Assessment.	Reading Coaches Teachers	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Design and implement lessons that enable students to use computers and online resources and educational websites.	Teacher, Media Specialist, Technology Coordinator	8/14/2006	05/30/2007	School-to-Career	\$0.00
Implement the Waterford program for students in Kindergarten to increase word recognition.	Reading Coaches Teachers	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Infuse the Soliloquy computer based program for special education students in grades K-7 to increase reading skills.	Reading Coaches Teachers	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Incorporate the Accelerated Reader Program in grades 1-7 to enhance instruction across the curriculum.	Media Specialist Teacher	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Provide students in grades K-7 with structured Media Center time to utilize media resources for research across the curriculum.	Media Specialist Teachers	8/14/2006	05/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

Not applicable

Professional Development

District course offerings:

The Office of Instructional Technology

School site training utilizing print media and web-based research tools conducted by the site technology coordinator/committee and

Media Specialist

Evaluation

Reading Plus

Accelerated Reader

Read 180

RiverDeep

Soliloquy

Waterford

2007 FCAT

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"/>

Miami-Dade County Public Schools

District Strategic Plan

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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 2005-2006, 33 percent of the students tested were award winners. Sixty-five students were awarded gold, seventy-five 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 do not 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 33 percent to 43 percent during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop a means of monitoring individual children's fitness levels by implementing pre and progress fitness measures.	Physical Education Teachers	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Develop and implement lessons that assist students in understanding the correlation between physical fitness, proper nutrition, and maintaining physical endurance through pamphlets and brochures.	Physical Education Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implementation of contracts with individual students are set to increase attainment of goals in meeting their fitness potentials.	Physical Education Teachers	8/15/2006	05/30/2007	District Strategic Plan	\$0.00
Inform parents, students and other stakeholders in the school regarding the importance on physical health and well-being with fitness celebration three Saturdays during the year.	Physical Education Teachers	08/14/2006	05/30/2007	Communities of Practice	\$0.00
Promote the implementation of the Jump Rope for Heart program for cardiovascular fitness.	Physical Education Teachers	08/14/2006	05/30/2007	Community Partnerships	\$0.00

Research-Based Programs

Not applicable

Professional Development

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

Elementary School Human Growth and Development

Middle School Health Program

Evaluation

2006-2007 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

District Strategic Plan

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

GOAL 9 STATEMENT:

All students will be given the opportunity to participate and to become exposed through enrichment programs to enhance their social and academic development in order to become world class citizens.

Needs Assessment

The students of Linda Lentin K-8 Center are experiencing innovative academic programs to enhance student achievement across the curriculum, in turn students will gain exposure by engaging in enrichment programs as they transition to a K-8 center. After reviewing the results of the 2006 FCAT, data revealed that students in grades three through seven will benefit from enrichment programs to meet high standards: Reading at 64 percent, Mathematics at 54 percent and Writing at 85 percent. There is a need to provide enrichment services for all students to gain awareness of academic skills needed to develop skills to adapt socially, behaviorally and academically. In an effort to provide such services it is expected that students will receive a solid enrichment activity where they will gain experiences to develop socially for the next grade level. Here at Linda Lentin K-8 Center, students are given the opportunity to participate in the Cat Attack, Leaders Program, Leopard Patrol, Gentlemen's Club, and Phenomenal Young Ladies students groups.

Measurable Objective

Given the opportunity to participate in cultural and enrichment activities, students will gain exposure and awareness through field trips to enhance academic, social and behavior aspirations to become world class citizens. Student participation in field trips, as compared to the number of field trips (9) held during 2005, will increase by one percent during the 2006-2007 school year as documented by field trip event logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Allow students to participate in the school's band program to expose them to the importance of music appreciation.	Band Teacher	8/14/2006	05/30/2007	Mentoring Opportunities	\$0.00
Offer a Chess program for students to learn the history of chess as well as the strategy of playing chess.	Chess Instructor	8/14/2006	05/30/2007	Mentoring Opportunities	\$0.00
Incorporate "Cat Attack" for students to enhance their academic skills and provide community service.	Teachers	8/14/2006	05/30/2007	Mentoring Opportunities	\$0.00
Provide innovative educational experiences for students in the Gifted Program	Gifted Teacher, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Allow students to be a part of the Academic Excellence Program to promote advanced academic studies.	Teachers	8/14/2006	5/30/2007	Mentoring Opportunities	\$1000.00
Provide male students in grades five through seven opportunities to participate in The Gentlemen's Club to learn the importance and value of being a male during the adolescent years.	Teachers	8/14/2006	05/30/2007	Mentoring Opportunities	\$0.00
Incorporate the Bilingual Enrichment program for students in grades K-7 for students to receive remedial reading and math strategies to prepare for the 2007 FCAT Assesement.	ESOL Chairperson	8/14/2006	05/30/07	District Strategic Plan	\$0.00
Provide female students in grades five through seven the opportunity to participate in the Phenomenal Young Ladies Club so that they can understand the importance and value of being a young lady.	Teachers	8/14/2006	05/30/2007	Mentoring Opportunities	\$0.00

Research-Based Programs

Not Applicable

Professional Development

The principal and assistant principal will provide training and an informational packet on procedures when overseeing an enrichment program.

Evaluation

Field Trip Logs
Maintaining Sign-in-logs
Meeting Agendas
2007 FCAT

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 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 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 59th percentile Statewide on the next publication of the State of Florida ROI Index to reflect the value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2004-2005, Linda Lentin K-8 Center ranked at the 58th percentile on the State of Florida ROI Index.

Measurable Objective

Linda Lentin K-8 Center will improve its ranking on the State of Florida ROI index publication from the 58th percentile in 2004-2005 to the 59th percentile on the next publication of the Index, subsequent to the implementation of our 2006-2007 strategies.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Collaborate with the District on resource allocation.	Principal	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources and taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/14/2006	05/30/2007	Community Partnerships	\$0.00
Consider shared use of facilities and partnering with community agencies.	Principal	08/14/2006	05/30/2007	Community Partnerships	\$0.00

Research-Based Programs

Not applicable

Professional Development

Provide all stakeholders inservice on the efficiency and effectiveness of the school's program.

Evaluation

The State of Florida Return On Investment Index publication.

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 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 be allocated to support student achievement incentives.

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.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$14,000.00
Goal 2: Mathematics	\$23,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$1,000.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$38,000.00

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