
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 3061 - Ludlam Elementary School

FeederPattern: South Miami Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Marisol Diaz

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Ludlam Elementary School

Ludlam Elementary, in conjunction with the Educational Excellence School Advisory Council, is committed to continuously improving student achievement. Ludlam is a multi-ethnic school with approximately 570 students, which houses a full-time gifted program, several exceptional student education programs, and a standard curriculum program for neighboring children in the South Miami area. Ludlam Elementary addresses the needs of students through its focus on curriculum, parental involvement, core values, special areas and infusion of technology throughout the curriculum. The following objectives will serve as the focus of our schoolwide priorities for the 2006-2007 school year.

Given instruction using the Sunshine State Standards, students will increase their reading skills, focusing on the areas of Main Idea/Author's Purpose, as evidenced by 81 percent of students demonstrating Adequate Yearly Progress on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students will increase their mathematics skills, focusing on Number Sense, as evidenced by 73 percent of students demonstrating Adequate Yearly Progress on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, fourth grade students will increase their high writing proficiency as evidenced by 86 percent of students scoring 3.5 or above on the 2007 administration of the FCAT Writing-Plus Test.

Given instruction using the Sunshine State Standards and hands-on science activities, students will increase their knowledge of science as evidenced by 48 percent of students scoring level 3 or above on the 2007 administration of the FCAT Science Test.

Given schoolwide emphasis on increasing parental involvement, the school will offer three Parent Academy workshops to further enhance parental involvement.

Given increased emphasis on school safety and discipline, an average of three students per class will be recognized monthly through our Core Values Character Education Program. Participation will be monitored through monthly logs during the 2006-2007 school year.

Given an increased emphasis on the infusion of technology into the curriculum, 50 percent of students in grades three through five will complete the FCAT Explorer program, as evidenced by the end-of-year FCAT Explorer Teacher Reports.

Given increased emphasis on health and physical fitness, 96 percent of students in grades 4 and 5 will be tested as measured by the 2006-2007 National Standards FITNESSGRAM Test Program.

Given increased emphasis on enrichment and school spirit, 50 percent of students will participate in enrichment programs during the 2006-2007 school year as evidenced by participation rosters.

Given increased attention to financial resources and their correlation with student performance, Ludlam Elementary School will improve its ranking on the State of Florida ROI index publication from 66 percentile in 2004-2005 to 68 percentile on the next publication of the index.

A review of the Organizational Performance Improvement Snapshot Survey recommends a focus on Process Management and Strategic Planning. This will be addressed as we continue to implement the Continuous Improvement Model with all stakeholders and increase communication with support staff as it relates to our School Improvement Plan. The accomplishment of these objectives will enhance our mission to work collaboratively with parents and community partners to increase student achievement and maximize the potential of each child.

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.

Ludlam Elementary School

VISION

Ludlam Elementary strives to set high expectations for academic, personal and civic achievement. The needs of our diverse student population are addressed through various instructional programs within an integrated technology infused curriculum. We strive to work collaboratively with parents and community partners to meet the challenge of preparing all of our students for their future roles in society.

MISSION

Ludlam Elementary works collaboratively with parents and community partners to increase student achievement and maximize the potential of each child.

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.

School Demographics

Ludlam Elementary School provides educational services to students in grades pre-kindergarten through five. It is located on 5.13 acres in central Miami-Dade County at 6639 SW 74 Street in the City of South Miami. The original facility was built in 1958 and an additional building was added in the mid 1970s. A new media center and art room were constructed in 2001. Ten portable classrooms have also been installed at the site. The school has been retro-wired to provide internet and intranet access to 100 percent of the classrooms. The new media center houses a state-of-the-art closed circuit television system. Funding provided by a QZAB grant was utilized to provide additional computers in each classroom, purchase additional software to support the curriculum, offer teacher training in technology, purchase Excelsior software program and create a computer laboratory. PTA and EESAC funds continue to support technology enhancements.

The school serves approximately 570 students, SPED students 11%, LEP students 19%, Gifted students 31% and economically disadvantaged students 41%. Approximately 200 students are from outside our school boundaries and are transported to our school to attend our severely emotionally disturbed program and our full-time gifted program.

The ethnic/racial make-up of the student population is 51% Hispanic, 25% White, Non-Hispanic, 14% African American, and 10% Asian/Indian or Multiracial. Ludlam Elementary School employs a total of 62 full-time staff members and 18 part-time staff members. Of this group, two are administrators, 18 are general education teachers, 14 are exceptional education teachers, one is a guidance counselor, one is a media specialist, one is a micro system technician, six are teachers of music, art, physical education and bilingual education, six are classroom paraprofessionals, six are clerical employees, five are custodians and six are cafeteria workers. Of the teaching staff, eight percent are beginning teachers. The average length of time teaching in Florida is 10 years, and 67% of the teachers have advanced degrees.

Ludlam Elementary has been designated an "A" School for six consecutive years. The Infinity Gifted program was awarded a Curriculum Challenge Grant. The ESE Program has been the recipient of the All Students All Schools Inclusion Development Grant. Two teachers have received National Board Certification.

School Foundation

Leadership:

A review of the Organizational Performance Improvement Snapshot Survey ranks leadership at a 4.6 on a scale of 5.0. The administration at Ludlam Elementary adheres to the belief that all decisions are student driven and works closely with staff to develop curriculum strategies that are meaningful and productive. The administration fully supports staff and encourages collaborative learning communities to address the continuous improvement process through curriculum committees. Curriculum committees meet quarterly to review school improvement plan strategies and curriculum needs. Vision and mission statements are posted in every classroom and throughout the school.

Good communication is of great value at Ludlam. In this effort, employees are kept informed via a weekly staff bulletin, e-mail and a positive message board in the staff production room. Staff recognition is provided consistently through these methods and a Staff Recognition Committee is comprised of representatives from all departments in selecting teacher, beginning teacher, clerical and support staff personnel of the year.

District Strategic Planning Alignment:

A review of the Organizational Performance Improvement Snapshot Survey ranks Strategic Planning at 4.4 on a scale of 5.0. School goals are selected based on careful data analysis, school needs and district priorities. These goals are discussed with the EESAC and faculty. Strategies are developed within curriculum committee meetings with grade level representatives. Support staff can be further involved by reviewing the School Improvement Plan and connecting their roles with the school's performance goals.

Stakeholder Engagement:

A review of the Organizational Performance Improvement Snapshot Survey ranks Customer and Market Focus 4.5 on a scale of 5.0. Parent Involvement is a priority at Ludlam and as a result a Parent Involvement Survey has been developed and implemented for the past three years. The results of the survey have led to a calendar of parent workshops to address specific parent needs. Translation, child care and varied schedules are all implemented to promote increased participation. Collaboration with PTA has increased PTA membership and attendance at school events. PTA sponsors events such as the Winter Festival, Book Fair and Night with the Arts. Through fundraising efforts, the PTA provides additional supplemental funds and resources to enhance the educational process. Communication is maintained through daily notices, monthly newsletter, conferences, school site web page, teacher phone mailboxes and e-mail. Parent climate survey results rate the school a B+.

The Educational Excellence School Advisory Council works together in the preparation, monitoring and evaluation of the School Improvement Plan. Consensus management is utilized to guide and improve student achievement. Specific activities include making decisions regarding school goals and strategies, expenditure of EESAC, student enhancement and recognition funds.

Faculty & Staff:

A review of the Organizational Performance Improvement Snapshot Survey ranks Human Resources 4.6 on a scale of 5.0. The teacher mentoring program at Ludlam consists of an orientation for new teachers once they begin and

developing a Professional Growth Team for all new teachers to our profession and any new teachers to Miami Dade County Public Schools. Each new teacher selects a colleague teacher for his or her team, while the administration selects a second mentor. These individuals work closely with the new teacher to assist in all aspects of school responsibilities including lesson planning, professional development and classroom management. The mentor teachers observe the new teacher two times per year to provide feedback in a collegial setting. This mentoring program is closely aligned with Miami-Dade County's Professional Assessment and Comprehensive Evaluation Program.

The reading coach and math/science coach hold classroom responsibilities, serve as department chairs and mentors to language arts and math/science teachers. They assist in facilitating planning, coordinating subject specific activities, reviewing assessments and sharing best practices.

Ludlam Elementary believes in collaboration and shared knowledge among colleagues. Teachers meet in curriculum meetings and as grade levels to review best practices, share strategies and collaborate on a continuous improvement process.

Data/Information/Knowledge Management:

A review of the Organizational Performance Improvement Snapshot Survey ranks Measurement, Analysis and Knowledge Management 4.7 on a scale of 5.0. Ludlam Elementary recognizes the value of data driven decisions and consequently reviews various data elements to monitor student progress, staff, parent needs and school functions.

Regular assessments are an integral part of the instructional process. DIBELS, FCAT Explorer, Riverdeep, Lexia, Accelerated Reader, STAR, district and school site interim assessments are reviewed via data and Edusoft Reports. Student Performance Indicators, WSPI, is utilized to access the FCAT and SAT data. These diagnostic and performance reports all assist in teacher, grade level and school data analysis. As a result of this data analysis the school develops tutoring groups, Promoting Achievement at Ludlam(PAL) mentoring groups and in class flexible instructional groups.

School Climate, Quality Improvement, and school developed Parent Involvement and School Improvement Survey results are reviewed with the EESAC and staff to further improve the continuous improvement process. The review of these surveys has led to a commitment to add paraprofessional support for classes, plan school activities and parent workshops.

Education Design:

A review of the Organizational Performance Improvement Snapshot Survey ranks Process Management 4.4 on a scale of 5.0. The Continuous Improvement Process drives the function of Ludlam Elementary. Careful planning is a joint effort between grade levels and departments to create a cohesive staff working towards the common goal of student achievement and excellence. Implementation is a team effort. Monitoring is done regularly and adaptations are done as needed. Extended learning opportunities are available with tutors from the America Reads Program, After School Tutoring, paraprofessional support and integration of technology.

Performance Results:

A review of the Organizational Performance Improvement Snapshot Survey ranks Leadership, Human Resource Focus and Measurement, Analysis and Knowledge Management as strengths. Process Management and Strategic

Planning are indicated as opportunities for improvement, ranking a 4.4 on a scale of 5.0. Including support staff in the review of the School Improvement Plan process will assist this rating.

Academically, the reading and mathematics gains of the lowest 25 percent of students in grade 3-5 is a primary academic concern. Increasing the performance of students in all NCLB subgroups will continue to be addressed.

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 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:

The goal of Ludlam Elementary School is to improve performance in reading for all students.

Needs Assessment

An analysis of the data from the 2006 Florida Comprehensive Assessment Test (FCAT) in Reading indicates that 80 percent of the students demonstrated Adequate Yearly Progress. The No Child Left Behind (NCLB) criteria was achieved with all subgroups. A summary report of 3rd through 5th grade Reading FCAT data identified Main Idea/Author's Purpose as the content area needing improvement.

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 will increase their reading skills, focusing on the areas of Main Idea/Author's Purpose, as evidenced by 81 percent of students demonstrating Adequate Yearly Progress on the 2007 administration of the FCAT Reading Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|-----------|------------|------------------------------|-----------|
| | | START | END | | |
| Provide small group interventions utilizing Voyager Passport, Read 180 and Lexia programs for low performing students. | Selected Classroom Teachers | 8/14/2006 | 5/22/2007 | Small Learning Communities | \$0.00 |
| Provide "Reading Under the Stars Night" to provide parents with reading strategies and encourage read alouds. | Principal, Language Arts Committee | 8/14/2006 | 9/20/2006 | Communities of Practice | \$0.00 |
| Utilize Riverdeep Reading, FCAT Explorer and regular reading assessments to target deficient reading skills and monitor progress. | Assistant Principal, Reading Coach, Technology Liason and Classroom Teachers | 8/14/2006 | 5/22/2007 | District-wide literacy plan | \$0.00 |
| Assign tutors from the "America Reads" program to lowest performing students in grades 1-3 to provide one-on-one assistance with vocabulary, comprehension and fluency during school hours. | Reading Coach | 8/14/2006 | 5/22/2007 | Community Partnerships | \$0.00 |
| Provide a "Literature Day" for Pre KG-3rd grade students to expand vocabulary, increase comprehension and promote love of literacy.. | Classroom Teachers and Language Arts Committee | 10/2/2006 | 10/31/2006 | Expanding arts opportunities | \$0.00 |
| Identify students scoring at the lowest 25 percent on the FCAT Reading Test and implement a tutorial program in grades 3-5 using Quick Reads to address the reading deficiencies during after-school tutoring programs. | Assistant Principal | 8/14/2006 | 4/30/2007 | Inclusion | \$2500.00 |
| Utilize the Accelerated Reader Program to enrich reading, increase comprehension skills and motivate students to read independently to increase and maintain student performance at Level 3 and above. | Media Specialist and Classroom Teachers | 8/14/2006 | 5/22/2007 | District-wide literacy plan | \$500.00 |
| Follow the Continuous Improvement Model to conduct grade level meetings to plan professional development in CRISS and Main Idea/Author's Purpose to address the needs of students not making adequate progress on the interim and DIBELS assessments. | Principal, Assistant Principal and Reading Coach | 8/14/2006 | 5/22/2007 | Continuous Improvement Model | \$0.00 |

Research-Based Programs

Ludlam Elementary implements the Houghton Mifflin Reading Program. America Reads, Lexia, Read 180, Riverdeep and the Voyager Passport Programs are utilized to further support the Houghton Mifflin Reading Program.

Professional Development

Reading Coach attends district training and supports staff in administering and interpreting reading diagnostic tests such as DIBELS.

Evaluation

This objective will be evaluated by the scores on the 2007 FCAT Reading Test as compared to the 2006 FCAT Reading Test. The effectiveness of the tutoring program will be evaluated through DIBELS assessments. Interim assessments will be used to monitor progress towards the objective.

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 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:

The goal of Ludlam Elementary School is to improve performance in mathematics for all students.

Needs Assessment

An analysis of the data from the 2006 Florida Comprehensive Assessment Test (FCAT) in Mathematics indicates that 72 percent of students demonstrated Adequate Yearly Progress. A summary report of 3rd through 5th grade Mathematics FCAT data identified Number Sense as the content area needing improvement. The No Child Left Behind (NCLB) criteria was achieved with all subgroups.

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 will increase their mathematics skills, focusing on Number Sense, as evidenced by 73 percent of students demonstrating Adequate Yearly Progress on the 2007 administration of the FCAT Mathematics Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|------------|-----------|------------------------------|-----------|
| | | START | END | | |
| Utilize the Continuous Improvement Model to develop mathematics assessments to monitor progress and plan instruction. | Assistant Principal, Classroom Teachers | 10/23/2006 | 5/7/2007 | District Strategic Plan | \$0.00 |
| Provide a parent workshop on how parents can assist their child with mathematics. | Principal, Selected Teachers | 9/26/2006 | 5/15/2007 | Communities of Practice | \$0.00 |
| Meet with grade level representatives to review pacing and adjust the district recommended long-range plans. | Principal, Assistant Principal and Grade Level Chairpersons | 8/11/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Conduct grade level/committee meetings to review and develop appropriate instructional strategies to address the needs of students not making adequate progress on assessments. | Principal, Assistant Principal and Math/Science Chairperson | 8/16/2006 | 5/30/2007 | Continuous Improvement Model | \$500.00 |
| Utilize Riverdeep and FCAT Explorer Mathematics software to target deficient skills and monitor progress to increase or maintain students scoring level 3 and above. | Technology Liason, Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Identify the students not demonstrating acceptable learning gains on the FCAT Mathematics Test and implement small group assistance to address, monitor and evaluate their deficiencies through after-school tutoring. | Assistant Principal, Classroom Teachers | 8/8/2006 | 2/28/2007 | District Strategic Plan | \$2500.00 |

Research-Based Programs

Ludlam Elementary implements Macmillan-McGraw Hill research-based program as its primary mathematics program. Riverdeep and FCAT Explorer are used to further support this program.

Professional Development

Math Coach will attend district training and provide support for teachers that will enhance instructional strategies for teaching Number Sense and Geometry.

Evaluation

This objective will be evaluated by the scores on the FCAT 2007 Mathematics Test as compared to the 2006 FCAT Mathematics Test. Interim assessments will be used to monitor progress and evaluate the tutoring program towards the objective.

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 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:

The goal of Ludlam Elementary School is to achieve improved performance in writing for all students.

Needs Assessment

An analysis of the data from the 2006 Florida Comprehensive Assessment Test (FCAT) Writing indicates that 85 percent of fourth grade students in all curriculum groups scored 3.5 or higher. A summary report of the fourth grade multiple-choice reporting categories for the Writing Plus FCAT data identified Conventions as the content area needing improvement. The No Child Left Behind (NCLB) criteria was achieved with all subgroups. As a result, the plan will focus on improving writing skills for all students in both narrative and expository writing and the use of conventions.

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, fourth grade students will increase their high writing proficiency as evidenced by 86 percent of students scoring 3.5 or above on the 2007 administration of the FCAT Writing-Plus Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|-----------|------------------------------|--------|
| | | START | END | | |
| Implement specific writing goals for each grade level according to school developed writing plan. | Language Arts/Reading Teachers | 8/8/2006 | 5/22/2007 | District-wide literacy plan | \$0.00 |
| Meet with 4th grade teachers to review year's plan to address deficiencies in student writing. | Assistant Principal, Fourth Grade Teachers | 9/18/2006 | 5/22/2007 | Continuous Improvement Model | \$0.00 |
| Administer monthly writing prompts to monitor progress in writing and to align instruction across grade levels. | Assistant Principal, Language Arts/Reading Teachers | 8/28/2006 | 4/30/2007 | District-wide literacy plan | \$0.00 |
| Continue to implement a schoolwide vocabulary plan to enhance vocabulary. | Principal, Assistant Principal | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Administer schoolwide writing pre-test in August 2006 and analyze writing to identify weak elements and plan instruction following the Continuous Improvement Model. | Assistant Principal, Classroom Teachers | 8/28/2006 | 9/25/2006 | Continuous Improvement Model | \$0.00 |
| Provide information through the Ludlam Lines for parents on the writing process and how they can assist their child. | Principal, Assistant Principal | 9/25/2006 | 2/1/2007 | Community Partnerships | \$0.00 |

Research-Based Programs

Ludlam Elementary implements the Houghton Mifflin Reading Program.

Professional Development

Coordinate selected staff members to attend district training and provide support for language arts teachers in the writing process.

Evaluation

This objective will be evaluated by the scores on the 2007 FCAT Writing-Plus Test as compared to 2006 FCAT Writing Test. Monthly formative assessments will be used to monitor progress towards the objective.

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

GOAL 4 STATEMENT:

The goal of Ludlam Elementary School is to improve the science skills of all our students.

Needs Assessment

An analysis of the data from the 2006 Florida Comprehensive Assessment Test (FCAT) in Science indicates that 46 percent of students scored at or above FCAT Achievement Level 3. An analysis of the 2006 FCAT Science Test indicates that Earth and Space Science and Scientific Thinking are the content strands that will be targeted with additional support.

Measurable Objective

Given instruction using the Sunshine State Standards and hands-on science activities, students will increase their knowledge of science as evidenced by 48 percent of students scoring level 3 or above on the 2007 administration of the FCAT Science Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|--|-----------|------------|------------------------------|--------|
| | | START | END | | |
| Provide professional development opportunities for teachers to incorporate science process skills and hands-on science lessons. | Principal, Assistant Principal, Math and Science Chairperson | 9/25/2006 | 5/22/2007 | Continuous Improvement Model | \$0.00 |
| Provide real world experiences in science by scheduling science related field trips, career day speakers and family landscaping days. | Principal, Classroom Teachers, Counselor | 9/25/2006 | 5/30/2007 | Career Development Programs | \$0.00 |
| Utilize materials within FOSS science kits to increase hands on experiences in the classroom. | Classroom Science Teachers | 8/14/2006 | 5/28/2007 | Continuous Improvement Model | \$0.00 |
| Implementing the Continuous Improvement Model teachers will administer schoolwide science pre-tests in Fall 2006 and analyze results to identify weak strands in science for grades 3-5. | Assistant Principal | 9/25/2006 | 10/31/2006 | Continuous Improvement Model | \$0.00 |
| Meet and plan with 5th grade teachers to develop strategies to address weak strands in science. | Assistant Principal | 10/2/2006 | 3/30/2007 | Continuous Improvement Model | \$0.00 |
| Develop monthly science monitoring tests for grade 5. | Assistant Principal and Fifth Grade Liaison | 9/11/2006 | 5/22/2007 | District Strategic Plan | \$0.00 |
| Follow the district science pacing guides to administer monthly assessments to monitor progress and align instruction to address deficiencies. | Science Teachers | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |

Research-Based Programs

Macmillan-McGraw Hill Science Program is the primary program. FOSS is used to further support the science program.

Professional Development

Coordinate selected staff members to attend district training and provide support for science teachers in the Earth and Space Science and Scientific Thinking strands in science.

Evaluation

This objective will be evaluated by the scores on the 2007 administration of the FCAT Science Test as compared to 2006 FCAT Science Test. Monthly interim tests through Edusoft in grade 5 will be used to monitor progress towards the objective.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

GOAL 5 STATEMENT:

The goal of Ludlam Elementary School is to increase parental involvement.

Needs Assessment

An analysis of the school parent workshop calendar indicates that one Parent Academy workshop and several on-site parent workshops were offered during the 2005- 2006 school year. As a result, this plan will focus on increasing Parental Academy offerings.

Measurable Objective

Given schoolwide emphasis on increasing parental involvement, the school will offer three Parent Academy workshops to further enhance parental involvement.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|--|------------|-----------|--|--------|
| | | START | END | | |
| Provide translation and child care for parent education workshops to facilitate attendance. (PTA Standards I and IV) | Principal, Assistant Principal, Teacher/Translator | 8/14/2006 | 5/22/2007 | Community Partnerships | \$0.00 |
| Work collaboratively with the PTA to establish a parental involvement calendar which pairs up parental involvement activities with student activities. (PTA Standards I, II, IV, V, VI) | Principal | 8/21/2006 | 5/7/2007 | Transition and Articulation Programs | \$0.00 |
| Work collaboratively with PTA, Dade Partners and Community Volunteers to establish a Walk-A-Thon and Family Day to promote school/community spirit and fitness. (PTA Standards I, IV, V, VI) | Principal, Assistant Principal and Counselor | 8/14/2006 | 5/30/2007 | Community Partnerships | \$0.00 |
| Schedule parent workshop in the use of technology to assist with student academic achievement. (PTA Standard III) | Principal, Technology Liaison, Media Specialist | 10/10/2006 | 5/22/2007 | Communities of Practice | \$0.00 |
| Utilize the Automated Phone Service to promote parent involvement activities and events. (PTA Standard I) | Principal | 8/3/2006 | 5/22/2007 | Community Partnerships | \$0.00 |
| Continue to use Ludlam Lines monthly newsletter, the school's website and marquee to communicate school events and information to parents and the community. (PTA Standard I) | Principal, Assistant Principal, Micro System Technician | 8/14/2006 | 5/22/2007 | Community Partnerships | \$0.00 |
| Continue to implement a Parental Involvement Day to allow parents to tour the school and familiarize themselves with the resources available to them. (PTA Standards III, IV, VI) | Principal, EESAC Chairperson, Counselor | 8/14/2006 | 5/22/2007 | Universal Pre-K | \$0.00 |
| Work collaboratively with the EESAC to revise and administer the parent involvement survey. (PTA Standards I-VI) | Principal, Assistant Principal, EESAC Chairperson | 8/14/2006 | 5/23/2007 | Continuous Improvement Model | \$0.00 |
| Continue to expand the Ludlam Parent Resource Center to include more parent | Principal, Media Specialist, Parent Liason/Counselor | 8/14/2006 | 5/22/2007 | Community Partnerships | \$0.00 |

| | |
|--|--|
| resources in both English and Spanish including the district initiated Parent Academy. (PTA Standards I, II, VI) | |
|--|--|

Research-Based Programs

Ludlam Elementary implements the following research-based program:
National PTA Standards for Parental/Family Involvement

Professional Development

Provide professional development opportunities at faculty meetings and EESAC meetings to review effective parental involvement strategies.

Evaluation

This objective will be evaluated by Parental Academy offerings and sign-in sheets.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 6 STATEMENT:

The goal of Ludlam Elementary School is to provide a positive environment with emphasis on Character Education.

Needs Assessment

During the 2005-2006 school year students participated in the Core Values Character Education Program. Each month teachers selected two students in their class which exhibited the following values: Knowledge, Determination, Gratitude, Generosity, Resourcefulness, Fairness, Hope, Conviction, and Obedience. As a result, the overall learning environment improved, effectively impacting student learning.

Measurable Objective

Given increased emphasis on school safety and discipline, an average of three students per class will be recognized monthly through our Core Values Character Education Program. Participation will be monitored through monthly logs during the 2006-2007 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|------------|-------------------------|--------|
| | | START | END | | |
| Establish behavior contracts with parents and students as needed. | Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Conduct whole class lessons targeting areas involved with discipline and safety including "Code of Student Conduct." | Counselor | 8/21/2006 | 5/21/2007 | District Strategic Plan | \$0.00 |
| Implement the "Do The Right Thing Program" to recognize positive behaviors of the students. | Counselor | 8/21/2006 | 5/7/2007 | District Strategic Plan | \$0.00 |
| Identify students each month that qualify under the monthly Core Value. | Counselor | 9/1/2006 | 5/21/2007 | School-to-Career | \$0.00 |
| Conduct Anti-Bullying workshops to support district initiative and provide students with effective strategies. | Counselor, Safe Schools Specialist | 9/11/2006 | 11/29/2006 | District Strategic Plan | \$0.00 |

Research-Based Programs

Core Values Character Education Program

Professional Development

Administrators and counselor will attend district training and provide support to classroom teachers that emphasize classroom management techniques that reduce discipline problems.

Evaluation

This objective will be evaluated by compiling data from monthly classroom rosters indicating student recognition in our Character Education program.

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

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 7 STATEMENT:

The goal of Ludlam Elementary School is to integrate the use of technology across the curriculum for all students.

Needs Assessment

Analysis of the end-of-year FCAT Explorer Teacher Reports indicated that less than 50 percent of student in grades 3-5 completed the FCAT Explorer program.

Measurable Objective

Given an increased emphasis on the infusion of technology into the curriculum, 50 percent of students in grades three through five will complete the FCAT Explorer program, as evidenced by the end-of-year FCAT Explorer Teacher Reports.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|-----------|------------------------------|-----------|
| | | START | END | | |
| Create a weekly schedule for teachers to use the technology lab in correlation with the Sunshine State Standards. | Technology Liaison | 8/21/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Utilize a technology liaison in planning with classroom teachers to deliver curriculum. | Technology Liaison | 8/21/2006 | 5/21/2007 | Communities of Practice | \$0.00 |
| Coordinate participation of teachers with two professional development activities which focus on the use technology in the classroom. | Principal, Assistant Principal, Technology Liaison | 9/25/2006 | 5/22/2007 | Communities of Practice | \$1500.00 |
| Schedule parent workshop in the use of technology to assist with student academic achievement and FCAT Explorer. | Principal, Technology Liaison, Media Specialist | 10/9/2006 | 5/21/2007 | District-wide literacy plan | \$0.00 |
| Incorporate the use of Riverdeep, Lexia, Read 180, Accelerated Reader, with emphasis on FCAT Explorer computer programs to monitor progress and target deficient skills. | Classroom Teachers | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |

Research-Based Programs

Ludlam Elementary implements the following research-based programs: Riverdeep, Lexia, and Read 180 Technology programs.

Professional Development

Technology Liaison will attend district training and provide support for classroom teachers in infusing technology into the curriculum.

Evaluation

This objective will be evaluated by the final FCAT Explorer Teacher Report.

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

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

GOAL 8 STATEMENT:

The goal of Ludlam Elementary is to provide physical education students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities.

Needs Assessment

After a review of Miami-Dade County Public School's 2005-2006 Physical Fitness Testing Elementary School Report Form, 94 percent of students were tested for the National Standards FITNESSGRAM Program.

Measurable Objective

Given increased emphasis on health and physical fitness, 96 percent of students in grades 4 and 5 will be tested as measured by the 2006-2007 National Standards FITNESSGRAM Test Program.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|------------|------------------------------|--------|
| | | START | END | | |
| Administer a pre-test to determine baseline measures for the 2006-2007 FITNESSGRAM test program. | Physical Education Teachers | 10/9/2006 | 10/30/2006 | District Strategic Plan | \$0.00 |
| Offer school-wide health and fitness programs such as "Jump Rope for Heart", "Walk Safe", AIDS Awareness Curriculum and Human Growth and Development. | Physical Education and Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Ensure that an appropriate amount of instructional time is dedicated to fitness related activities during physical education classes. | Principal, Assistant Principal, Physical Education Teachers | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Implement the FITNESSGRAM test program and selected activities that specifically relate to improvement in cardiovascular, flexibility, and muscular strength and endurance. | Physical Education Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

National Standards for Physical Education

Professional Development

Physical Education teachers will attend district training and provide support to classroom teachers and highlight the importance of physical activity for health, enjoyment, challenge, self-expressions and/or social interaction.

Evaluation

This objective will be evaluated by comparing the results of the FITNESSGRAM in 2005-2006 and the 2006-2007 school years.

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 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 9 STATEMENT:

The goal of Ludlam Elementary is to increase the number of students who participate in special programs.

Needs Assessment

A review of special enrichment programs participation rosters of the 2005-2006 school year, indicated that 45 percent of students were involved in a strings class, recorder ensemble, chorus, Academic Excellence Program (AEP) Chess and/or "Night of the Arts."

Measurable Objective

Given increased emphasis on enrichment and school spirit, 50 percent of students will participate in enrichment programs during the 2006-2007 school year as evidenced by participation rosters.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|------------|-----------|------------------------------|-----------|
| | | START | END | | |
| Implement chorus for participating students in grades 2-5, to establish a school performing group. | Music Teacher | 8/21/2006 | 5/21/2007 | Expanding arts opportunities | \$0.00 |
| Implement a "Night of the Arts" which will showcase students' talents across all special area curriculums. | Special Area Liason | 10/23/2006 | 5/30/2007 | Expanding arts opportunities | \$0.00 |
| Increase student participation in student clubs and themed assemblies during the school year. | Music Teacher, Club Sponsors | 10/16/2006 | 5/30/2007 | Mentoring Opportunities | \$0.00 |
| Implement school wide multicultural activities. | Multicultural Chairperson | 8/14/2006 | 5/30/2007 | Expanding arts opportunities | \$0.00 |
| Implement beginning and advanced strings classes for qualified students to offer instrument experience for students. | Music teacher | 9/4/2006 | 5/30/2007 | Expanding arts opportunities | \$0.00 |
| Implement Chess through AEP Program to develop problem solving skills. | AEP Teacher | 9/11/2006 | 5/30/2007 | Academic Teams | \$3979.00 |

Research-Based Programs

Not Applicable

Professional Development

Coordinate selected staff members to attend district training and provide support for classroom teachers on the importance of special area classes to the overall academics and self esteem of children.

Evaluation

This objective will be evaluated by comparing the percent of students who participated in special programs during the 2005-2006 school year and the 2006-2007 school year.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Ludlam Elementary School will rank at or above the 66th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2004-2005, Ludlam Elementary School ranked at the 64th percentile on the State of Florida ROI index.

Measurable Objective

Given increased attention to financial resources and their correlation with student performance, Ludlam Elementary School will improve its ranking on the State of Florida ROI index publication from 66 percentile in 2004-2005 to 68 percentile on the next publication of the index.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|------------------------------|------------|
| | | START | END | | |
| Collaborate with the district on resources allocation. | Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Promote expanding of existing resources by pursuing grants and additional America Reads volunteers to impact student performance. | Principal, Assistant Principal | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Analyze cost effectiveness of hourly paraprofessionals expenditures with student performance results. | Principal, Assistant Principal | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Analyze cost effectiveness of After School tutoring investment with measures of student performance. | Principal, Assistant Principal | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Review indicators that are reflected in the Return on Investment Index. | Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Review expenditures of EESAC, FCAT Enhancement Funds and discretionary funds to maximize student performance. | Principal | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$18446.00 |

Research-Based Programs

Return On Investment Index

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication Ludlam Elementary School will show progress toward reaching the 66 percentile.

EESAC Compliance

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

Budget:

The EESAC recommends a review of the school budget with the principal. The EESAC makes recommendations on the utilization of FCAT and EESAC funds.

Training:

The EESAC recommends allocating funds for staff professional development activities.

Instructional Materials:

The EESAC recommends instructional materials purchased through selected funds.

Technology:

The EESAC recommends reviewing the STaR Survey results. The school's technology committee reviewed recommendations regarding staff development and the school's technology plan with the EESAC.

Staffing:

The EESAC recommends the allocation of FCAT Enhancement funds toward increasing paraprofessional support for classrooms.

Student Support Services:

The EESAC recommends the review of attendance reports and discussed strategies for improving attendance.

Other Matters of Resource Allocation:

The EESAC recommends that PTA, Dade Partners and community representatives support activities and strategies within the School Improvement Plan.

Benchmarking:

The EESAC recommends monitoring the implementation of strategies addressed in the School Improvement Plan.

School Safety & Discipline:

The EESAC recommends a review of the school's discipline plan. Recommendations and issues addressed by the school's safety committee are also reviewed by the EESAC

Budget Summary

| BY GOAL | TOTAL BUDGET |
|-----------------------------------|---------------------|
| Goal 1: Reading | \$3,000.00 |
| Goal 2: Mathematics | \$3,000.00 |
| 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 | \$1,500.00 |
| Goal 8: Health & Physical Fitness | \$0.00 |
| Goal 9: Electives & Special Areas | \$3,979.00 |
| Goal 10: Return On Investment | \$18,446.00 |
| <hr/> | |
| Total: | \$29,925.00 |

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