

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Lenora Braynon Smith Elementary School (0081)

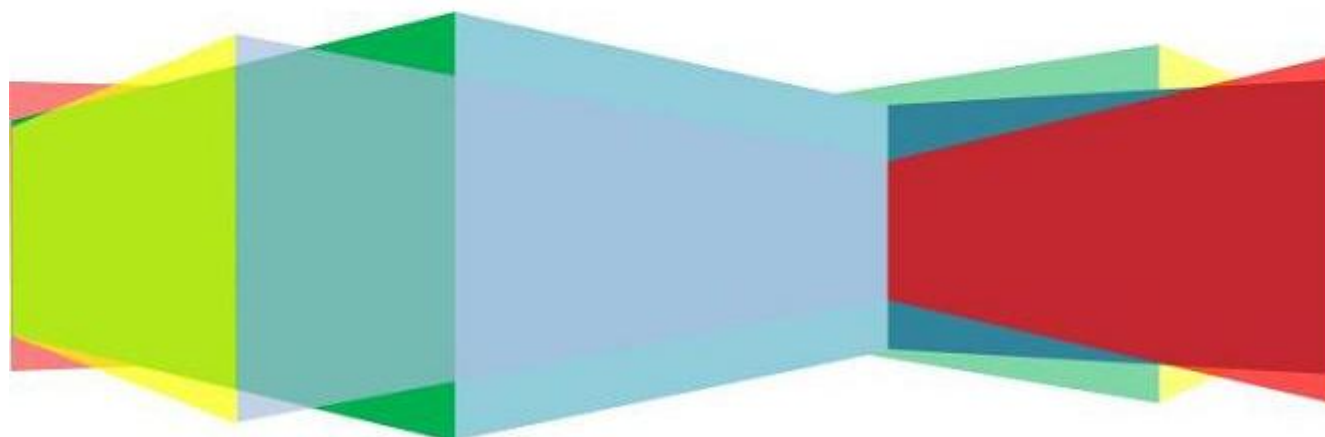
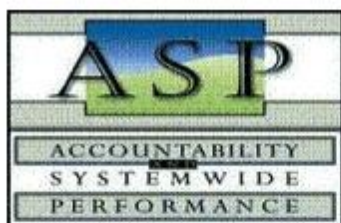
Feeder Pattern - Miami Jackson Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Wanda Heidelberg

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Lenora Braynon Smith Elementary School is an inner-city school located at 4700 Northwest 12th Avenue on 10 acres in the city of Miami. Most of the students come from single family homes where the median income is at or above the poverty level. The school has a mobility rate of thirty-six and an attendance rate of ninety-four percent. The main structure has 27 classrooms, a freestanding media center, an art room, a music room, an EH four-pack, a pre-kindergarten/kindergarten six pack and a full service clinic. Lenora Braynon Smith Elementary School is a Title I, federally funded school due to ninety-nine percent of the students are eligible for free and reduced lunch. It services about 500 students in Pre-Kindergarten through grade five which in which the student population consists of: seven percent Hispanic; ninety-one percent Black; one percent White; and one percent Other. Ninety-six are Special Education (SPED) students. The SPED student population includes: 8 exceptionalities: 25 Speech Impaired; 35 Emotionally Handicapped; 19 Specific Learning Disabled; 2 Other Health Impaired; 12 Gifted; 1 Orthopedically Impaired; 1 Developmentally Delayed; 2 Educable Mentally Handicapped students.

After analyzing and evaluating pertinent data such as the School Demographic and Academic Profile, the School Improvement Plan (SIP), and the School Climate Survey, the faculty and staff of Lenora Braynon Smith Elementary School, collaboratively with the Educational Excellence School Advisory Council (EESAC), have identified the following objectives as school wide priorities for the 2007-2008 school year.

Given instruction based on the Sunshine State Standards, all students in grades 3-5 will increase their reading skills as evidenced by a minimum of 58% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades 3-5 will increase their reading skills as evidenced by a minimum of 58% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, all students in grades 3-5 will increase their mathematics skills as evidenced by a minimum of 62% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade 4 will increase writing skills as evidenced by a two percent increase in the percentage of students achieving high standards on the 2008 FCAT Writing+ Test.

Given instruction based on the Sunshine State Standards, students in grade 5 will increase their science skills as evidenced by a minimum of 37% of students scoring at or above Achievement Level 3 on the 2008 FCAT Science Test.

Given the need to establish a link between school, home and community, Lenora Braynon Smith Elementary will increase parental participation in Pre-Kindergarten to 5th grade school sponsored workshops, trainings and hands-on activities by 5% during the 2007-2008 school year as evidenced by the parent sign-in rosters.

Given focus to the school wide discipline plan, the amount of discipline referrals resulting in suspensions will be reduced by two percent during the 2007-2008 school year as compared to twenty-two reported in 2006-2007.

Given an emphasis on the need to infuse technology in education, students in grades K-5 will expand their knowledge of basic computer application skills by five percent during the 2007-2008 school year.

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

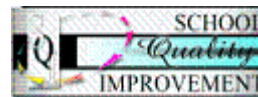
Given instruction in art, students will increase the number of art exhibits entered into art shows by five percent during the 2007-2008 school year.

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

The stakeholders who participated in the Organizational Performance Improvement Snapshot (OPIS) on May 18, 2007, ranked Strategic Planning, Business Results, Process Management, and Human Resource Focus on an average category score of 3.9 lower than other sections surveyed. In order to remediate these weaknesses, an improvement upon these areas will be to encourage staff, parents, and the community to participate in business planning and the decision making process for the school by regularly attending monthly Second Cup of Coffee meetings, Parent, Teachers, and Students Association (PTA) and EESAC meetings.



# School Improvement Plan 2007-2008



## 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.

## 0081 - LENORA BRAYNON SMITH ELEMENTARY SCHOOL

### VISION

In the pursuit of excellence and believing that every child can learn, we at Lenora Braynon Smith Elementary School strive to create a safe, nurturing environment conducive to teaching and learning, where students perform at or above grade level and where the needs of the whole child are met through our Full Service Concept. Additionally, the school is the heart of the community and works closely with parents and other community members to provide the best possible educational experiences for our students and other stakeholders.

### MISSION

Our mission at Lenora Braynon Smith Elementary School is to develop and nourish lifelong learners by creating high expectations for student achievement, building self-esteem, providing a sequential instructional program based on diagnosed needs, utilizing current technology with constant monitoring of children's learning, encouraging parental involvement and training, and providing conditions for a safe, orderly learning environment.

### CORE VALUES



# School Improvement Plan 2007-2008



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

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## **School Demographics**

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Lenora Braynon Smith Elementary employs a faculty of eighty-five full/part-time staff members. The staff includes 2 Administrators, 30 General Education Teachers, 7 Special Education Teachers, 1 Spanish Teacher, 1 ESOL/Spanish Teacher, 1 Art Teacher, 1 Music Teacher, 2 Physical Education Teachers, 1 Media Specialist, 1 Guidance Counselor, 7 full-time paraprofessionals, 2 part-time paraprofessionals, 1 full-time Community Involvement Specialist, 4 clerical/office employees, 8 cafeteria workers, 1 part-time custodian and 5 full-time custodial service workers. Also, Lenora Braynon Smith Elementary has 1 Reading First Coach, 1 Intermediate Reading Coach, 1 Mathematics Coach, 1 Science Coach, 1 Microsystems Computer Technician, 4 security monitors (3 full-time/1 part-time), 1 cafeteria monitor, and 1 pool substitute.

The ethnic composition of the school staff is 6% White (Non-Hispanic); 29% Black; and 13% Hispanic. Twenty percent of the instructional staff members hold a Master's, 5% hold a Specialist's degree, and 5% hold a Doctoral degree. During the 2006-2007 school year, twelve beginning teachers became members of our staff. Veteran teachers average twelve years of teaching experience.

Lenora Braynon Smith Elementary provides fundamental educational services based on the Sunshine State Standards and enhanced through computer-based activities (Pearson Learning SuccessMaker (SME), Accelerated Reader (AR), Reading Plus and FCAT Explorer), to at least 500 students (including standard curriculum students, SPED students, English Language Learners (ELL) and economically disadvantaged students in grades Pre-K-5.

Lenora Braynon Smith Elementary is a part of the Miami Jackson Senior High School Feeder Pattern. Lenora Braynon Smith Elementary feeds into Allapattah Middle School and Miami Jackson Senior High School.

Lenora Braynon Smith Elementary enjoys and welcomes the support from community-based organizations and local businesses. Special Academic Programs such as the Academic Excellence Program (AEP), Teaching Enrichment Activities to Minorities (TEAM), after-school tutorial and Saturday School Academy, Winter Intercession and summer camp enhance regular curricular offerings in which free tutorials are made eligible to our students through Supplemental Educational Service (SES) providers and the 21st Century Community Learning Center (CCLC) Grant. Other special programs include Embrace Girl Power, YWCA, 5000 Role Models, KAPOW, ALPHA and SEMAA.

Lenora Braynon Smith Elementary endeavors to serve the community in several ways. Parents/caregivers are employed in low income jobs and many are unemployed and have limited education and/or language skills which create a need for assistance. At the beginning of each school year, we survey our parents/caregivers to determine classes, training and workshops they would like us to provide. We then categorize these and set up a schedule of activities for our monthly Second Cup of Coffee meetings. In the past, teachers and other community members have facilitated some of these workshops. We plan to partner with outside resources through our 21st Century grant to offer parenting skills and academic workshops to better equip parents in working with their children at home to increase academic achievement. Additionally, opportunities for involvement by our stakeholders are provided as follows: parents and community members actively participate in the School Advisory Council (SAC); parents, local high school students, and college students volunteer in various capacities; community and businesses participate in our annual Career Fair; members of the health community sponsor an annual Health Fair; members of the mental health community provide ongoing tutoring and mentoring in the primary grades and on-site counseling on drug awareness/prevention for students in intermediate grades and the YWCA provides a year-round, after-school care program.

Lenora Braynon Smith Elementary has partnered with the following School Community Partners: the ALPHA Program has provided on-going counseling for at-risk children in grades 4-5; Embrace Girl Power! has provided mentoring, etiquette classes, tutoring, drug awareness and social activities for our girls at Lenora Braynon Smith Elementary; Kiwanis of Little Havana provides the children with back-to-school supplies in the fall; The Missionaries of the Virgin Mary provide incentives, back to school supplies and gifts at Christmas; The United States Customs provides the children with back-to-school supplies in the fall, gifts at Christmas and an on-site, drug awareness and prevention field; The YWCA provides low cost, quality childcare after school; and The Childrens Trust provides medical care for our students.

Through the Office of Intergovernmental Affairs, Lenora Braynon Smith Elementary School participates in the Title I, Reading First, and Qualified Zone Academy Bonds (QZAB) grants, and the 21st Century Community Learning Centers Program (21st CCLC) - The purpose of the program is to establish programs that provide at-risk students with opportunities for academic achievement, personal enrichment and other activities to compliment the students regular academic program. The programs also engage adult family members of actively participating students through educational and personal development opportunities.

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## ***School Foundation***

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### **Leadership:**

The stakeholders who participated in this survey are very satisfied with the organization's leadership. The average category score was 4.1.

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

The stakeholders who participated in this survey are very satisfied with the goals and objectives in the District Strategic Plan. The average category score was 3.9.

### **Stakeholder Engagement:**

The stakeholders who participated in this survey are interested in the satisfaction of its customers. The average category score was 4.2.

### **Faculty & Staff:**

The stakeholders who participated in this survey are highly involved with a team approach to setting the goals and objectives that affect the overall function of the school. The average category score was 4.2.

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

The stakeholders who participated in this survey fully integrate and utilize data to monitor both their own progress and the functions of the school. The average category score was 3.9.

### **Education Design:**

Through the implementation of the School Improvement Plan, continued efforts will be placed on the improvement of attendance, school wide discipline plan and recruiting highly-qualified teachers. The average category score was 4.2.

### **Performance Results:**

The stakeholders who participated in this survey addressed some concerns that related to budgetary and financial matters that impacted school operation. The average category score was 3.9.

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## ***Schools Graded 'C' or Below***

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### **Professional Development:**

The professional development will provide multiple instructional strategies for students of different ability levels, interests and learning needs to experience equal and appropriate opportunities to absorb, use and develop as a part of their daily learning process. The professional development will provide opportunities for peer coaching, modeling and cooperative learning. It will also assist teachers in becoming diverse in effective instructional styles.

Professional development that support, enhance, and differentiate instructional strategies in reading, mathematics, writing, and science are:

#### Reading

- Continuous Improvement Model (CIM)
- Houghton Mifflin Reading
- Big 5 with emphasis on Fluency
- Elements of Reading Vocabulary
- Implementation of Voyager Intervention and the Pacing Guide
- Differentiated Instruction
- Make-and-Take Reading Centers
- Best Practices in Reading
- Why Johnny Can't Read: Brain Research Professional Development
- Reviewing and Disaggregating Edusoft Reading Data
- Using Reading Data to Drive Instruction
- FCAT Item Specifications and FCAT Task Cards
- Creating Independence Through Student-Owned Strategies (CRISS)

#### Mathematics

- On Target Benchmark Mathematics
- How to use Math Manipulatives Effectively
- Developing Engaging Mathematics Centers
  - Integration of Mathematics Literature
- Math Acaletics
- Reviewing and Disaggregating Edusoft Mathematics Data
- Using Mathematics Data To Drive Instruction
- FCAT Item Specifications

#### Writing

- Holistic Scoring Using the Writing Rubric
- Implementing the Teach Me Writing Program
- Improving Strategies for FCAT Writing+
- Developing Writing Centers
- Utilizing Gator Writing Institute to Increase Writing Proficiency
- Using Writing Data to Drive Instruction

#### Science

- Implementation of the Newly Adopted Scotts Foresman Science Textbook/Curriculum
- Effectively Using the District's Science Pacing Guide
- Creating Effective Classroom Science Labs
- Creative Strategies for Student Science Projects
- Developing Science Activity Centers for Differentiated Instructions
- Reviewing and Disaggregating Edusoft Science Data
- Utilizing Science Data to Drive Instruction
- FCAT Item Specifications
- Power Writing in Science
- 5E Instruction Model
- NASA/SEMAA Teacher Training
- SECME Teacher Training
- Science Boot Camp Training for Teachers

### **Disaggregated Data :**

Based on the 2007 Florida Comprehensive Assessment Test (FCAT) results, this data was used to identify the students in the lowest 30% and their area of deficiency. Based on the findings, students will receive small group tutorial in the areas of need and the teachers will differentiate instructions in the classroom through learning/activity centers. The data was also used to develop a school-wide focus calendar to drive instruction during the school day and in the extended learning programs. As students are instructed and assessed, the data will continue to show necessary changes needed to tailor the instruction of the individual student.

During the month of August, the Data Analysis Team will meet with all faculty and participate in a school-wide data disaggregation professional development to assist teachers in reviewing and analyzing the 2007 FCAT results. Teachers will use the students' data to differentiate instruction, provide individual assistance, conduct parent-teacher conferences, recommend strategies to be used in the classroom, identify areas of need by benchmarks and to assist them in accurately preparing a Progress Monitoring Plan (PMP).

As a part of the Florida Continuous Improvement Model (FCIM) process, each subject/grade level team will discuss the data weekly, based on weekly, bi-weekly and benchmark assessments to determine the students' needs and to discuss instructional strategies to be implemented throughout the school year. In addition, during the months of October, January and May, the Data Analysis Team and the grade level teams will meet to review and disaggregate the data results from the District Interim Assessments and to adjust instruction to meet students' individual needs.

### **Informal and Formal Assessments:**

The formal assessments to be used during the 2007-2008 school year to measure student progress in reading, writing mathematics and science will be the District's Interim Assessments, DIBELS Assessment and the 2008 FCAT scores.

The informal assessments to be used during the 2007-2008 school year to measure student progress in reading will be the weekly Houghton Mifflin FCAT tests, the Houghton Mifflin weekly skills test, bi-weekly benchmark assessments, on-going progress monitoring (Voyager), vocabulary lesson assessments, fluency lesson assessments and the Mock FCAT Simulation Test for Reading.

The informal assessments to be used to measure student progress in writing will be the Pre, Progress and Post Narrative and Expository writing assessment tests, monthly writing prompt assessments, daily journal writing, daily Writing Blitz journals and the Mock FCAT Simulation Test for Writing.

The informal assessments for mathematics will be the bi-weekly mathematic benchmark tests, On-Target assessments, weekly teacher assessments and the Mock FCAT Simulation Test for Mathematics.

The informal assessments for science will include the Pre and Post Science test, weekly lab activities, benchmark assessments, weekly teacher assessments and the Mock FCAT Simulation Test for Science.

### **Alternative Instructional Delivery Methods :**

The alternative instructional delivery methods used to support remediation, acceleration and enrichment strategies will be:

- Pearson Learning SuccessMaker (Reading and Math)
- Reading Plus
- Voyager Reading Intervention
- small group pull-out tutorial (Reading, Mathematics, Writing and Science)
- differentiated instruction
- individual teacher instruction
- after school tutorial
- Saturday Academy
- Winter Intercession
- Cooperative learning groups
- Academic Excellence Program – Hands on Science
- Academic Excellence Program – Journalism
- SECME Science
- NASA/SEMAA





School Improvement Plan  
2007-2008



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***Schools Offering Primarily Grades 6 through 12***

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**Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :**

## Reading Goal

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

#### **Florida Education Priorities**

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"/>

### **Reading Statement**

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

### **Needs Assessment**

Based on the 2007 FCAT Reading Performance data 50% of all students in grades 3-5 met high standards, 60% made learning gains, and 74% of the lowest 25% made adequate progress. After further analysis of the data, it was revealed that an average of 50% of all 3rd - 5th grade students scored below the proficiency levels in accordance with the administration of the 2007 FCAT Assessment. Specifically, the data reflected that 55% of 3rd grade students, 55% of 4th grade students, and 65% of 5th grade students scored at levels 1 and 2. Reading content clusters mean score results were as follows:

Third grade students achieved a mean score of 56% in the area of Word/Phrases, a mean score of 47% in Main Idea/Purpose, a mean score of 53% in Comparisons, and a mean score of 50% in Reference/Research.

Fourth grade students achieved a mean score of 40% in the area of Word/Phrases, a mean score of 56% in Main Idea/Purpose, a mean score of 53% in Comparisons, and a mean score of 50% in Reference/Research.

Fifth grade students achieved a mean score of 44% in the area of Word/Phrases, a mean score of 43% in Main Idea/Purpose, a mean score of 56% in Comparisons, and a mean score of 50% in Reference/Research.

The following subgroups did not meet Adequate Yearly Progress (AYP): Blacks, Students With Disabilities (SWD), and Economically Disadvantaged. In addition, the results of this comprehensive data revealed that students need intensive reading intervention in literacy skills.

### **NCLB Subgroup Target**



# School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, all students in grades 3-5 will increase their reading skills as evidenced by a minimum of 58% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades 3-5 will increase their reading skills as evidenced by a minimum of 58% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Departmentalize grades 3-5 to enhance the delivery of reading instruction.	Principal Assistant Principal Classroom Teachers Reading Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement and monitor the Comprehensive Research Reading Plan K-12 wherein students are given reading instruction for 90 minutes daily using the Houghton Mifflin Comprehensive Reading Research Program.	Principal Assistant Principal Reading Coaches Classroom Teachers Curriculum Support Specialists	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide students with Supplemental Intervention Reading Programs (SIRP). SIRP's are intended for flexible use as part of differentiated instruction in order to meet students learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). Quick Reads, Elements of Reading, and Houghton Mifflin Vocabulary readers are intended to support initial instruction provided by Houghton Mifflin.	Principal Assistant Principal Classroom Teachers Reading Coach	8/20/2007	6/5/2008	District-wide Literacy Plan	8240
Create a classroom library including a variety of genres, reading levels and interest levels. Classroom library selections include easy and emergent reader book collections, fiction and non-fiction texts, poetry, and others. Teachers will utilize these resources during small group instruction to re-teach reading strategies	Principal Assistant Principal Reading Coaches Classroom Teachers Curriculum Support Specialists	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Increase educational technology by providing additional support in reading. This includes materials and programs, including educational software, to provide additional support in reading growth for all children (e.g. AR, Reading Plus, FCAT Explorer, Riverdeep, Tumblebooks).	Principal Assistant Principal Classroom Teachers Microsystems Tech	8/20/2007	6/5/2008	Business Process Redesign	0
Develop and implement curriculum maps in reading for grades K-5 to ensure effective delivery of instruction.	Principal Assistant Principal Reading Coaches Curriculum Support Specialists	8/20/2007	6/5/2008	Continuous Improvement Model	0
Administer DIBELS three times a year and administer on-going progress monitoring bi-weekly to all students in grades K-3 and FCAT Reading Level 1 and 2 students in grades 4-5 to monitor progress in order to improve intervention for struggling readers.	Principal Assistant Principal Reading Coaches DIBELS SWAT Team Interventionists	9/18/2007	5/15/2008	District-wide Literacy Plan	0
Provide SWD an inclusion model with additional assistance from SPED teachers within the general classroom setting as well as after school tutoring.	Principal Assistant Principal Reading Coaches SPED Teachers	8/20/2007	5/23/2008	Inclusion of SWD	0
Provide additional support in reading through tutoring for all ELL Level 1-5 students who are still being monitored with the post program.	Principal Assistant Principal Reading Coach ELL Teacher	8/20/2007	6/5/2008	Diversity & Educational Equity	0
Utilize Voyager Passport Intervention Program during school for students in grades K-5 in order to support the Big 5 Reading components: phonics, phonemic awareness, fluency, vocabulary, and comprehension.	Principal Assistant Principal Reading Coaches Classroom Teachers	9/14/2007	6/5/2008	District-wide Literacy Plan	5000

Provide 3rd grade retainees additional support on Word Study Skills using the Voyager Passport program to improve student performance in Words/Phrases.	Principal Assistant Principal Reading Coaches Classroom Teachers Interventionists	9/14/2007	5/23/2008	District-wide Literacy Plan	0
Utilize Reading Plus computer program, at least 2 hours a week, targeting SWD, ELL, 3rd grade retainees and Good Cause students in grades 3-5.	Principal Assistant Principal Reading Coach Computer Lab Assistant	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Utilize CRISS strategies to enhance the delivery of instruction and promote student ownership of the educational process.	Principal Assistant Principal Reading Coaches Classroom Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Utilize Pearson SuccessMaker schoolwide, for 20 minutes daily, to address students' individual educational needs.	Principal Assistant Principal Classroom Teachers Computer Lab Assistant	9/17/2007	5/23/2008	Continuous Improvement Model	0
Incorporate AR in grades 2-5 in order to encourage students to read and facilitate the transition from their independent reading level to grade level texts.	Principal Assistant Principal Media Specialist Reading Coaches	10/2/2007	5/23/2008	District-wide Literacy Plan	0
Administer biweekly assessments that address the identified benchmarks of need using the District provided Interim Reading Assessments to develop focus mini lessons to drive instruction.	Principal Assistant Principal Reading Coach Classroom Teachers Curriculum Support Specialists	8/31/2007	5/6/2008	Continuous Improvement Model	0
Provide all teachers with a Reading Instructional Focus calendar which is aligned to the District Pacing calendar. The focus calendar will assist in instructing tested FCAT reading benchmarks.	Principal Assistant Principal Reading Coach Classroom Teachers Curriculum Support Specialists	8/20/2007	5/23/2008	Seamless PreK- 12 Curriculum	0
Support 3rd grade retainees, SWD, ELL, and students in the lowest 30% in grades 3-5 with Voyager intervention and LBS 21st century initiative "Mentoring Minds Matter = M3".	Principal Assistant Principal Reading Coach SPED Teachers SES Facilitator	9/14/2007	5/23/2008	Continuous Improvement Model	0
Implement Elements of Reading vocabulary program during the first twenty minutes/opening routine of the ninety minute reading block.	Principal Assistant Principal Reading Coaches Classroom Teachers	8/20/2007	5/23/2008	District-wide Literacy Plan	0
Implement the Quick Reads fluency practice program.	Principal Assistant Principal Reading Coaches Classroom Teachers	8/20/2007	5/23/2008	District-wide Literacy Plan	0

### Research-Based Programs

Research-Based reading programs focus on student outcomes.

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

Intervention: Voyager Passport, SME for grades K-5, Reading Plus for 3rd grade retainees, Fast ForWord for Level 1 & 2 fifth grade and SPED students, AR schoolwide, Elements of Reading Vocabulary, and Quickreads fluency program for grades (1-5).

### Professional Development

Professional development will be provided for teachers by the District, reading coaches and Region 4 Curriculum Support Specialists in the following areas: Florida Continuous Improvement Model (FCIM), Mentoring, Co-teaching, Voyager Passport, Fluency, Elements of Reading Vocabulary, In-class demonstrations, Reading First Academy, The five components of Reading, Using graphic organizers across the curriculum, Differentiated Instruction, Guided Reading, Classroom Libraries, CRISS, Reviewing and disaggregating Edusoft data, Using data to drive instruction, FCAT Training/Reading Standards, Effective Use of the FCAT Reading Item Specifications and FCAT Task Cards.

### Evaluation



# School Improvement Plan 2007-2008



This objective will be evaluated by the results of the 2008 FCAT Reading Test and 2008 Norm-Referenced Test (NRT). Formative assessments will also be administered in order to progress monitor students, and will include the following: District Interim Assessments, Houghton Mifflin Assessments - Classroom (weekly); Schoolwide (biweekly), DIBELS - three times a year, Diagnostic Assessment of Reading (DAR) - as needed when student is not progressing, Bi-weekly Benchmark Assessments, Mock FCAT Simulation Test - February 2008 and the 2008 3rd Grade Reading Portfolio.

## Mathematics Goal

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

#### **Florida Education Priorities**

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"/>

### **Mathematics Statement**

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

### **Needs Assessment**

Based on the 2007 FCAT Mathematics performance data, 33% of 3rd grade students; 52% of 4th grade students; and 72% of 5th grade students scored below FCAT Achievement Level 3. Overall, 49% of students in grades 3-5 scored below FCAT Achievement Level 3. Twenty-eight percent of all students in grades 3-5 did not demonstrate acceptable annual learning gains.

Third grade students achieved a mean score of 50% in Number Sense, a mean score of 50% in Measurement, a mean score of 57% in Geometry, a mean scored of 50% in Algebraic Thinking, and a mean score of 57% in Data Analysis & Probability; 4th grade students achieved a mean score of 45% in Number Sense, a mean score of 50% in Measurement, a mean score of 57% in Geometry, a mean score of 43% in Algebraic Thinking, and a mean score of 43% in Data Analysis & Probability; and 5th grade students achieved a mean score of 38% in Number Sense, a mean score of 36% in Measurement, a mean score of 46% in Geometry, a mean score of 36% in Algebraic Thinking, and a mean score of 42% in Data Analysis & Probability. It is evident that improvement is needed in all five (5) mathematics content strands.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input 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 checked="" type="checkbox"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, all students in grades 3-5 will increase their mathematics skills as evidenced by a minimum of 62% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer biweekly assessments of addressed benchmarks using the schoolwide Instructional Focus Calendar and the suggested pacing guides provided by the District.	Principal Assistant Principal Classroom Teachers Mathematics Facilitator	8/31/2007	5/23/2008	Seamless PreK-12 Curriculum	0
Provide small group tutoring during and/or after school for students in the lowest 30%, 3rd grade retainees, SWD, and ELL, to improve their mathematics skills and competencies.	Principal Assistant Principal Mathematics Facilitator Grades 3-5 Classroom Teachers	10/9/2007	5/23/2008	Continuous Improvement Model	0
Provide Level 1 and 2 ELL instruction in their home language as required through CCHL/CCE.	Principal Assistant Principal Mathematics Facilitator ELL Teacher	8/20/2007	6/5/2008	Diversity & Educational Equity	0
Collaborate with teachers during weekly grade level meetings to analyze data and make informed decisions concerning the ongoing progress of their students.	Principal Assistant Principal Mathematics Facilitator	8/20/2007	5/23/2008	Continuous Improvement Model	0
Implement SWD inclusion classes in grades 3-5 by utilizing the Mathematics Facilitator, SPED teacher, and the classroom teacher to team teach using the inclusion model to share best practices.	Principal Assistant Principal Grades 3-5 Classroom Teachers SPED Teachers ESE Resource Teacher	8/20/2007	6/5/2008	Inclusion of SWD	0
Support 3rd grade retainees, SWD, ELL, and students in the lowest 30% in grades 3-5 with Saturday Academy tutoring provided by the CCLC Grant and/or SES providers.	Principal Assistant Principal Mathematics Facilitator SES Facilitator	10/9/2007	5/23/2008	Continuous Improvement Model	0
Departmentalize grades 3-5 to enhance the delivery of math instruction.	Principal Assistant Principal Grades 3-5 Teachers Mathematics Facilitator	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement Pearson Learning SuccessMaker schoolwide, for 20 minutes daily, to address students' individual educational needs.	Principal Assistant Principal Mathematics Facilitator Computer Lab Assistant	9/17/2007	5/23/2008	Continuous Improvement Model	0
Infuse Math Acaletics in grades K-2 and On Target Mathematics in grades 3-5 to reinforce mathematics skills to mastery with repetition.	Principal Assistant Principal Mathematics Facilitator	9/4/2007	3/14/2008	Continuous Improvement Model	7500
Incorporate hands-on experiences and mathematics literature at least twice a week to stimulate discovery learning.	Principal Assistant Principal Mathematics Facilitator Classroom Teachers	8/20/2007	5/23/2008	Continuous Improvement Model	3000
Utilize the Mathematics Facilitator to provide staff development opportunities and resources through mentoring, modeling of lessons, and training for teachers to improve delivery and monitoring of mathematics instruction, based on needs analysis.	Principal Assistant Principal Mathematics Facilitator	8/20/2007	5/23/2008	Continuous Improvement Model	0

### Research-Based Programs

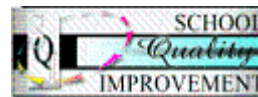
Research-based mathematics programs focus on student outcomes.

Core: Harcourt Brace Mathematics Textbook Series  
Supplemental: SME for grades K-5, On Target Mathematics, and Math Acaletics.





# School Improvement Plan 2007-2008



## **Professional Development**

Professional Development and resources in mathematics will be provided for teachers by the District, school-site Mathematics Facilitator and Region 4 Curriculum Support Specialists. This will include mentoring, coaching, in-class demonstrations and Edusoft training. Additional professional developments will be provided in the following areas: Effective Use of Manipulatives; Effective Use of the FCAT Mathematics Test Item Specifications; On Target Mathematics; Math Acaletics; Effective One Hour Mathematics Block; Integrating Mathematics Literature and Math Centers.

## **Evaluation**

This objective will be evaluated by the results of the 2008 FCAT Mathematics Test. Formative assessments will also be administered in order to progress monitor students, and will include the following: Harcourt Brace Assessments - Classroom (weekly); Schoolwide (biweekly); District Interim Assessments; Biweekly Benchmark Assessments; and Mock FCAT Simulation Test - February 2008.

## Writing Goal

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

#### **Florida Education Priorities**

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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

### **Writing Statement**

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

### **Needs Assessment**

Results of the 2007 FCAT Writing+ Test indicate that 52% of the students in grade 4 achieved high standards in writing by scoring a 3.5 or higher. Scores on the 2007 FCAT Narrative Writing test indicate that 58% of students in grade 4 did not score a 3.5 or higher. Scores on the 2007 Expository Writing indicate that 51% of the students in grade 4 did not score a 3.5 or higher.

The results on the 2007 FCAT Writing+ show that 49% of students made a 3.5 or higher on the expository prompt and 42% on the narrative prompt. Therefore, special emphasis and instruction will be placed on narrative writing and continuing maintenance on expository writing.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 4 will increase writing skills as evidenced by a two percent increase in the percentage of students achieving high standards on the 2008 FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Departmentalize grade 4 to enhance the delivery of the writing process.	Principal Assistant Principal Language Arts Teacher Reading Coach (4-5)	8/20/2007	5/23/2008	District-wide Literacy Plan	0
Implement and monitor journal writing and the writing process schoolwide to enhance and develop students' writing, by providing monthly prompts.	Principal Assistant Principal Reading Coaches Classroom Teachers	8/20/2007	5/23/2008	District-wide Literacy Plan	0
Reinforce and increase students in grades K-5 writing skills by participating in schoolwide daily journals. Students will share journals and the teacher will provide feedback based on the weekly writing focus.	Principal Assistant Principal Reading Coach Classroom Teachers	8/20/2007	5/23/2008	District-wide Literacy Plan	0
Increase students in grades K-5 vocabulary skills using the word of the day in context in their vocabulary journal.	Principal Assistant Principal Reading Coaches Classroom Teachers	8/20/2007	5/23/2008	District-wide Literacy Plan	0
Utilize modes of writing strategies across the curriculum to enhance student grammar and usage skills in grades K-5.	Principal Assistant Principal Classroom Teachers	8/20/2007	5/23/2008	District-wide Literacy Plan	0
Provide professional development on accessing educational websites to obtain lesson plans, resources, and best practices to enhance writing instruction.	Principal Assistant Principal Reading Coaches Microsystems Tech	8/20/2007	5/23/2008	Continuous Improvement Model	0

### Research-Based Programs

Core: Houghton Mifflin Reading Series  
Supplemental: CRISS; 6 + 1 Write Trait; and Teach Me Writing Program.

### Professional Development

Professional development will be provided in the following areas: Holistic Scoring for K-5 teachers; Houghton Mifflin Writing Workshops; and District / Region / on-site writing workshops. Teachers will demonstrate best practices in writing during faculty meetings.

### Evaluation

This objective will be evaluated by Summative assessment will consist of the following: 2008 FCAT Writing+ Test. Formative assessments will be administered to monitor the following: District's pre and post tests - August (pre test); April (post test); Monthly Writing Assessments; and the MOCK FCAT Writing+ Test - January 2008.

## Science Goal

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

#### **Florida Education Priorities**

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

#### **Miami-Dade County Public Schools**

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

### **Science Statement**

Our goal is to enhance science process skills in all grade levels.

### **Needs Assessment**

Based on the 2007 FCAT Science performance data, 88% of fifth grade students scored below FCAT Achievement Level 3. The lowest scored content clusters were Life/Environmental with a score of 33% and Earth/Space with a score of 40%. Students also demonstrated a deficiency in Physical/Chemical and Scientific Thinking with a score of 42% in both content clusters.

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 5 will increase their science skills as evidenced by a minimum of 37% of students scoring at or above Achievement Level 3 on the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Departmentalize grades 3-5 to enhance the delivery of science instruction.	Principal Assistant Principal 3-5 Teachers Science Facilitator	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide schoolwide professional development in using the newly adopted science textbook program.	Principal Assistant Principal Science Facilitator	8/16/2007	5/23/2008	Continuous Improvement Model	0
Develop and implement professional development for teachers using the Item Specifications, Differentiated Instruction, Power Writing in Science, 5E Instruction Model, NASA/SEMAA Teacher Training, SECME Teacher Training, Full Option Science Systems [FOSS] Kits, ETA Cuisenare).	Principal Assistant Principal Science Facilitator	8/20/2007	5/23/2008	Continuous Improvement Model	0
Provide selected teachers in grades 3-5 with Science Boot Camp training for the newly adopted science textbooks.	Principal Assistant Principal Selected 3-5 Grade Teachers Science Facilitator	8/17/2007	5/23/2008	Continuous Improvement Model	0
Incorporate "Hands On, Minds On" science instruction based on the District's Pacing Guide (which is anchored in the Sunshine State Standards).	Principal Assistant Principal Classroom Teachers Science Facilitator	8/20/2007	5/23/2008	Seamless PreK-12 Curriculum	0
Administer science benchmarked tests at the end of each nine week period. The results of these test will be used to generate Individualized Study Packets designed to address each student's science instructional needs.	Principal Assistant Principal 3-5 Classroom Teachers Science Facilitator	8/30/2007	5/23/2008	Continuous Improvement Model	0
Increase parent/student involvement through the Student/Family Activity Nights.	Principal Assistant Principal Science Facilitator	11/8/2007	4/10/2008	District-wide Literacy Plan	0
Participate in field trips that support instruction (Biscayne Nature Center, Parrot Jungle, Miami Seaquarium, Museum of Science and Space Planetarium, Metro Zoo and Kennedy Space Center).	Principal Assistant Principal Science Facilitator	10/1/2007	5/30/2008	Academic Enrichment Opportunities	0

### Research-Based Programs

Research-based science programs focus on student outcomes.

Core: Scott Foresman Science Textbook Series and Activity Centers

Supplemental: SRA Snapshot Video Science and FOSS Kits and grade level Science Curriculum Kits

### Professional Development

The following Professional Development will be provided by the Science Facilitator and District Curriculum Support Specialist in the following areas: Scott Foresman Science Textbook Series and Activity Centers; Districts Pacing Guide; Power Writing in Science; 5E Instruction Model; NASA/SEMAA; SECME; Science Boot Camp Program; EduSoft Teacher's Toolbox and EduSoft Advanced; Integration of Reading and Mathematics in Science; Effective Use of the Science Item Specifications, understanding benchmark and assessments; Data Analysis and decision making; Inquiry Based Learning; Differentiated Instruction; and FOSS Kits, ETA Cuisenare.

### Evaluation

This objective will be evaluated by the results of the 2008 FCAT Science Test. Formative assessments will also be administered in order to progress monitor students, and will include the following: Benchmarked pre/post tests; District Interim Assessments (PMP 1, PMP 2, and PMP 3); and Mock FCAT Simulation Test-February 2008.

## Parental Involvement Goal

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

#### *Florida Education Priorities*

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"/>

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

### **Parental Involvement Statement**

Our goal is to enhance parental involvement.

### **Needs Assessment**

Analysis of the 2006-2007 Parental Involvement Monthly Rosters indicates that for 63 parent activities, a total of 1,621 parents were in attendance. Of those activities, 72% were related to the teaching of reading, writing, mathematics, science, and technology and 28% were non-academic. Thirty-one percent of the parents participated in acquiring strategies that would assist them in helping their child improve academically, while 69% of the parents participated in non-academic related activities.

Parental involvement has increased through our Curriculum Night, Family Night workshops, and ongoing Parent/Teacher conferences. More academic activities were planned this year to meet the needs of our parents and community. There still is a need to enlist more parental and community involvement.

### Measurable Objective

Given the need to establish a link between school, home and community, Lenora Braynon Smith Elementary will increase parental participation in Pre-Kindergarten to 5th grade school sponsored workshops, trainings and hands-on activities by 5% during the 2007-2008 school year as evidenced by the parent sign-in rosters.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Communicate with parents in a variety of ways such as Connect-Ed, newsletters (in their home language), e-mails, home visits, and phone calls.	Principal Assistant Principal Community Involvement Specialist (CIS)	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Collaborate with parents and teachers on students' progress during our annual Open House, Curriculum Night, Parent/Teacher Conferences, DIBELS Parent Meetings, and Progress Monitoring Plan (PMP) Parent meetings.	Principal Assistant Principal K-5 Teachers Community Involvement Specialist (CIS)	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Conduct a Parent Survey to assess their needs and wants and provide trainings in those areas of concerns.	Principal Assistant Principal Community Involvement Specialist (CIS)	9/5/2007	6/5/2008	Exchange Meaningful Information	0
Provide parents an opportunity to select SES providers in order to receive free tutoring for their children.	Principal Assistant Principal Community Involvement Specialist (CIS) SES Facilitator	8/20/2007	5/23/2008	Exchange Meaningful Information	0
Encourage parents' participation in decision-making groups such as the Parent-Teacher Association (PTA) and School Advisory Council (SAC) as evidenced by sign-in and participation logs.	Principal Assistant Principal Community Involvement Specialist (CIS) PTA ESSAC	8/29/2007	5/21/2008	Exchange Meaningful Information	0
Provide hands-on workshops for parents through monthly Second Cup of Coffee meetings related to the teaching of reading, writing, mathematics, science and technology to assist them in helping their children in achieving academic success.	Principal Assistant Principal Community Involvement Specialist (CIS) Parent Academy	9/11/2007	5/13/2008	Exchange Meaningful Information	0
Utilize the Community Involvement Specialist (CIS) to provide and maintain a Parent Resource Center with materials and activities for parents that will inform them on how to assist their children's academic progress.	Principal Assistant Principal Community Involvement Specialist (CIS)	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Invite parents to participate in quarterly honor roll assemblies and special programs to honor the achievement of selected students in grades kindergarten through fifth.	Principal Assistant Principal Community Involvement Specialist (CIS) Honor Roll Committee	10/19/2007	6/5/2008	Exchange Meaningful Information	0
Utilize Parent Academy to offer workshops for parents.	Principal Assistant Principal Community Involvement Specialist (CIS) Parent Academy	10/1/2007	5/13/2008	Exchange Meaningful Information	0

### Research-Based Programs

The National Standards For Parents /Family Involvement Programs

### Professional Development

Not Applicable

### Evaluation

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

## Discipline & Safety Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

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

### **Discipline & Safety Statement**

Our goal is to improve school wide discipline.

### ***Needs Assessment***

Results from the Student Case Management (SCAM) Report for the 2006-2007 school year indicate a need to decrease the number of discipline referrals resulting in suspensions by one percent as compared to 2005-2006. The number of referrals will be tracked by the SCAM report.



### Measurable Objective

Given focus to the school wide discipline plan, the amount of discipline referrals resulting in suspensions will be reduced by two percent during the 2007-2008 school year as compared to twenty-two reported in 2006-2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create a committee which consists of administration, teachers, school monitors, parents, and a guidance counselor to form a school wide discipline committee.	Principal Assistant Principal	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Implement an incentive-based discipline plan that recognizes students that display good behavior.	Principal Assistant Principal Leadership Team Guidance Counselor Discipline Committee	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Utilize the Information Technology System (ITS) to track students with excessive SCAMs.	Principal Assistant Principal Guidance Counselor	8/20/2007	6/5/2008	Alternative Education	0
Provide parents with information regarding student behavior on a bi-weekly basis.	Principal Assistant Principal Guidance Counselor Classroom Teachers	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Implement the Character Education program to help curtail student behavior.	Principal Assistant Principal Guidance Counselor Classroom Teachers	8/20/2007	6/5/2008	Alternative Education	0

### Research-Based Programs

Functional Assessment of Behavior (FAB) and Behavioral Intervention Plan (BIP)

### Professional Development

Classroom Management  
Strategies for teaching Students with Disabilities  
Safe Crisis Management

### Evaluation

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

### Technology Goal

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

**Florida Education Priorities**

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

**Miami-Dade County Public Schools**

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

**Technology Statement**

The primary goal of technology is for students to become proficient users of available technological resources.

**Needs Assessment**

Based on the regulations of the National Technology Standards, teacher observations and judgements, students in all grade levels need to acquire basic computer application skills.

### Measurable Objective

Given an emphasis on the need to infuse technology in education, students in grades K-5 will expand their knowledge of basic computer application skills by five percent during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students with access to SuccessMaker Enterprise program (SME) for monitoring purposes in reading and mathematics.	Principal Assistant Principal Computer Lab Assistant Classroom Teachers	9/17/2007	5/23/2008	Continuous Improvement Model	0
Allow students to utilize the internet to research information and develop reports and computer-based projects using Microsoft Word and Excel spreadsheets.	Principa Assistant Principal Classroom Teachers	8/20/2007	5/23/2008	Academic Enrichment Opportunities	0
Utilize AEP journalism students to publish four(4) quarterly newsletters.	Principal Assistant Principal AEP Journalism Teacher	8/20/2007	5/23/2008	Advanced Academics	0
Train students in grades 3-5 to make classroom powerpoint presentations using Smartboards and Promethean boards.	Principal Assistant Principal Media Specialist Classroom Teachers	8/20/2007	5/23/2008	Academic Enrichment Opportunities	0
Celebrate student accomplishments throughout the year emphasizing student achievement on the school's website.	Principal Assistant Principal Classroom Teachers Computer Lab Assistant	8/20/2007	5/23/2008	Academic Enrichment Opportunities	0
Monitor SME Prescriptive Scheduling Reports monthly to track students meeting or surpassing the program's target FCAT score.	Principal Assistant Principal Computer Lab Assistant	8/20/2007	5/23/2008	Continuous Improvement Model	0

### Research-Based Programs

Not Applicable

### Professional Development

### Evaluation

This objective will be evaluated by student created reports, web-pages, charts, projects, brochures and powerpoint presentations.

## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

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

### **Health & Physical Fitness Statement**

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

### ***Needs Assessment***

Results of the 2006-2007 FITNESSGRAM Test Summary indicates that forty-five percent of students met the minimum health-related standards. This indicates a need for more Gold and Silver award recipients.

### Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the FITNESSGRAM to administer a pre-test to determine baseline measures.	Principal Assistant Principal Physical Education Teachers	8/20/2007	5/23/2008	Student Wellness	0
Devote instructional time to fitness related activities such as cardiovascular, flexibility, and muscular strength and endurance.	Principal Assistant Principal Physical Education Teachers	8/20/2007	5/23/2008	Student Wellness	0
Monitor the physical education program to ensure that teachers select activities which would enhance specificity of training.	Principal Assistant Principal Physical Education Teachers	8/20/2007	5/23/2008	Student Wellness	0
Devise an action plan to meet the goals and objectives of the Sunshine State Standards.	Principal Assistant Principal Physical Education Teachers	8/20/2007	5/23/2008	Student Wellness	0
Encourage students to participate in Jump Rope for Heart.	Principal Assistant Principal Physical Education Teachers	8/20/2007	5/23/2008	Student Wellness	0
Implement a 20-minute recess twice a week.	Principal Assistant Principal Classroom Teachers	8/20/2007	5/23/2008	Student Wellness	0

### Research-Based Programs

Not Applicable

### Professional Development

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

### Evaluation

This objective will be evaluated by the FITNESSGRAM.

## Electives & Special Areas Goal

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

#### *Florida Education Priorities*

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

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

### **Electives & Special Areas Statement**

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

### **Needs Assessment**

Based on observations of the 2006-2007 school year, it reveals a need to increase the number of art work and science projects to be entered in District or state-wide contests. There was a total of ten(10) projects entered into both District and/or state contests during the previous year.

### Measurable Objective

Given instruction in art, students will increase the number of art exhibits entered into art shows by five percent during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide art students the opportunity to collaborate on community-based art projects.	Principal Assistant Principal Art Teacher Classroom Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Afford art students the opportunity to attend specific field trips to various art museums and centers to better understand visual arts.	Principal Assistant Principal Art Teacher	11/1/2007	5/30/2008	Academic Enrichment Opportunities	0
Provide students in grades 2-5 the opportunity to enter District-wide art exhibits and contests such as: the Miami-Dade County Youth Fair Exposition and the Science Fair.	Principal Assistant Principal Art Teacher Science Facilitator	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Encourage art students to participate in schoolwide multicultural programs.	Principal Assistant Principal Art Teacher School-wide Committee	10/1/2007	5/23/2008	Academic Enrichment Opportunities	0
Challenge students to audition for expressive arts and magnet school programs.	Principal Assistant Principal Art Teacher Classroom Teachers	10/1/2007	1/31/2008	Academic Enrichment Opportunities	0
Infuse Art Connections' curriculum to enhance the delivery of art instruction.	Principal Assistant Principal Art Teacher	8/20/2007	5/23/2008	Academic Enrichment Opportunities	3585

### Research-Based Programs

SRA Art Connections

### Professional Development

Not Applicable

### Evaluation

This objective will be evaluated through performance assessments: art portfolios and art journals. The remaining outstanding art exhibits will be entered into local contests.

## Return On Investment Goal

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

#### *Florida Education Priorities*

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"/>

### **Return On Investment Statement**

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

### **Needs Assessment**

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



### Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal EESAC	8/20/2007	6/5/2008	Business Process Redesign	0
Collaborate with the District on resource allocation.	Principal Assistant Principal	8/20/2007	6/5/2008	Business Process Redesign	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer.	Principal Assistant Principal	8/20/2007	6/5/2008	Business Process Redesign	0

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

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

**EESAC Compliance**

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

**Budget:**

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

**Training:**

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

**Instructional Materials:**

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

**Technology:**

The EESAC recommended the use of technology in the school.

**Staffing:**

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

**Student Support Services:**

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

**Other Matters of Resource Allocation:**

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

**Benchmarking:**

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



# School Improvement Plan 2007-2008



## **School Safety & Discipline:**

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

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	13240
Mathematics	10500
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	3585
Return On Investment	0
<b>Total</b>	<b>27325</b>



# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

\_\_\_\_\_  
\_\_\_\_\_

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*