

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Linda Lentin Elementary School (2911)

Feeder Pattern - North Miami Senior

Regional Center II

District 13 - Miami-Dade

Principal - Agenoria Powell

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Linda Lentin K-8 Center, formerly known as Linda Lentin Elementary, is in its final stages of change. A Title I funded school that opened its doors to students and staff in 1998, our facility has successfully adjusted to accommodate students in sixth, seventh and eighth grade. For three years we have worked to provide the restructuring essential to meet the needs of its growing community and population. Located at 14312 N.E. 2nd Court, it boasts the distinction as its' Regional Center's first K-8 Center. The school resides within the North Miami Senior Feeder Pattern and was visited by one of its esteemed Board Members, Dr. Robert B. Ingram (now deceased September 5, 2007).

Serving over 1,300 students from pre-kindergarten through eighth grade, we teach a truly diverse population largely composed of Haitian, Black and Hispanic children. This year's theme features the "Heart" as a central focus for student achievement. All staff and stakeholders are encouraged to put their "hearts" into educating and serving our students. The Educational Excellence School Advisory Council (EESAC), Parent Teacher Association and Dade Partners actively collaborate to build a sense of community at Linda Lentin K-8 Center. Major community partners include Chili's Restaurant, Church's Chicken, Florida Memorial University, Galaxy Skateway, Miami Dolphins, Publix Super Markets, Ruby Tuesdays, Walmart, University of Miami Athletic Department, and the Greater Miami Chapter of the Links, Incorporated. The ethnic/racial makeup of the student population is 60 percent Haitian, 20 percent Black, 15 percent Hispanic and 5 percent Other. At this time, several provisions are in place to address the needs of the following subgroups: English Language Learners (ELL), Economically Disadvantaged, Black, and Students With Disabilities (SWD). To address our Performance groups, the school provides in-school tutorials and extended day services for 457 students in grades three through eight. These students have been identified as performing below grade level proficiency. Students in the lowest 25 percent are also included in this total. According to our School Performance Indicators, of the 676 students in grades three through eight, 313 students scored a Level 1 or Level 2 on the 2007 FCAT Reading Assessment Test. Of the 313 students, 171 students have been identified as Level 1; 142 students have been identified as Level 2. Approximately 59 percent of our students scored a Level 3 or above. A review of the data reflects that 64 students in the lowest 25th percentile moved up at least one to two FCAT Levels in either reading, mathematics or both. Linda Lentin K-8 Center's staff is comprised of 26 percent White Non-Hispanic, 47 percent Black and 27 percent Hispanic faculty members. The school's leadership team consists of the Principal, three Assistant Principals, two Guidance Counselors, a Trust Counselor, Media Specialist, and curriculum coaches. A total of 146 staff members work together to serve the educational, nutritional and health needs of all our students; 89.04 percent are full-time and 10.96 percent are part-time. Eighty-five percent of our instructors met the criteria to be considered Highly Qualified teachers. The teacher to student ratio in the primary grades is 1:18. The teacher to student ratio in the intermediate grades is 1:22. The teacher to student ratio in Special Education is 1:10. During the Quarterly Attendance Report period, Linda Lentin has been ranked as second or third in attendance for all K-8 Centers during the 2006-2007 school year. Although the school has improved its student attendance, Linda Lentin K-8 Center will continue to employ one of its signature programs to address the needs of students who are excessively absent via the Attendance Counts! Program. Parents can access their children's grades at home through the Internet and the Miami Dade Public School's Electronic Gradebook. This feature will help teachers prepare for parent teacher conferences. With a singular focus on student achievement, attendance and attitude, our school strives to provide quality programs for all learners. Our school received a "C" as evidenced by the results of the 2007 Florida Comprehensive Assessment Test (FCAT). A review of our school's trend data over a three year period revealed opportunities for growth, as well as our strengths. To address the needs of our upper 25th percentile, students are enrolled in the Academic Excellence Program, six Teaching Enrichment Activities to Minorities (TEAM) classes and a Gifted Resource program which is comprised of two units. To help address additional areas of concern, as Linda Lentin K-8 Center is a Title I funded School In Need of Improvement (SINI -4) we are proactive in obtaining the resources needed for our staff and students. Our school is pleased to note that we applied and received the District's Miami RISE Grant for the 2007-2008 school year. This grant is awarded to critical need schools and will be used to support professional development, encourage teachers to earn their National Board Certification and increase student achievement. As we enter another school year, our staff members continue to work closely with all stakeholders to analyze the indicators of true school success. Certain indicators include our performance on student attendance, academic achievement and the perception that the school learning environment promotes the safety and well being of its students and faculty members.

Aligned to State, District, and school-site goals, our School Improvement Plan is designed to address the following objectives:

Given instruction using the Sunshine State Standards, students in grades three through eight will increase their reading comprehension skills as evidenced by 64 percent of the students demonstrating proficiency or above, as documented by the test results on the 2008 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, English Language Learners (ELL), in grades three through eight, will improve their reading skills as evidenced by 58 percent of the students demonstrating proficiency or above, as documented by the test results on the 2008 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students in grades three through eight will improve mathematics skills as evidenced by 62 percent of the students demonstrating proficiency or above, as documented by the test results on the 2008 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, English Language Learners in grades three through eight will improve mathematics skills as evidenced by 62 percent of the students demonstrating proficiency or above, as documented by the test results on the 2008 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in grades four will improve their writing skills as evidenced by 91 percent of the students achieving 3.5 or above on the 2008 FCAT Writing+ Assessment.

Given instruction using the Sunshine State Standards, students in grade eight will demonstrate writing proficiency as evidenced by 75 percent of the students achieving 3.5 or above on the 2008 FCAT Writing+ Assessment.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 43 percent of the students demonstrating proficiency or above, as documented by the test results on the 2008 FCAT Science Assessment.

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 50 percent of the students demonstrating proficiency or above, as documented by the test results on the 2008 FCAT Science Assessment.

Given a school-wide initiative to increase parental and community involvement as documented by the number of registered volunteers, as compared to the number of volunteers (110) during 2006, the school will document a 1 percent gain in the number of registered volunteers during the 2007-2008 school year.

Given the District Code of Student Conduct, Linda Lentin K-8 Center will reduce the number of suspensions by 5 percent, from 40 to 38 suspension cases, as documented by the 2007-2008 Student Case Management System report.

Given an emphasis on the use of technology in education, students in grades three through eight will augment their usage of the FCAT Explorer Program, as evidenced by 25 percent of the students using the FCAT Explorer Program during the 2007-2008 school year as compared to 2 percent during 2006-2007 school year.

Given instruction based upon the Sunshine State Standards, the percentage of students in grades four through eight receiving awards on the Presidential Physical Fitness Test will increase from 33 percent to 43 percent during the 2007-2008 school year.

Given the opportunity to participate in cultural and enrichment activities, students will gain exposure and awareness through field trips to enhance academic, social and behavior aspirations to become world class citizens. Student participation in field trips, as compared to the number of field trips (14) held during 2006-2007, will increase by 1 percent during the 2007-2008 school year as documented by field trip event logs.

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

It is our endeavor to continue to meet the unique challenges and spiraled perspective required to establish a viable K-8 Center. Based on the concept that students may benefit by reducing the number of school transitions they make, we will foster rigorous educational continuity and emotional stability for all our students. This school year will be characterized by the establishment of K-8 protocols and procedures, innovative scheduling, character and career education, and personalized academic support programs for all learners.

The results of the Fall 2007 Organizational Performance Improvement Snapshot(OPIS) self-assessment survey are not available at this time.



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.

2911 - LINDA LENTIN ELEMENTARY SCHOOL

VISION

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

MISSION

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

CORE VALUES



School Improvement Plan 2007-2008



Student Achievement

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

Safety

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

Diversity

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

Quality

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



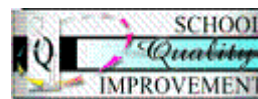
School Improvement Plan 2007-2008



School Demographics



School Improvement Plan 2007-2008



Linda Lentin K-8 Center was built in 1998. It is a Title I funded school located on ten acres in North Miami, Florida. The address is 14312 N.E. 2nd Court, Miami, Florida 33161. Our campus is state of the art and has many amenities; such as two science laboratories, an art suite, a music suite, two libraries, and a cafeteria equipped with the latest lighting, sound equipment and dressing rooms. Recently, Linda Lentin K-8 Center opened its doors to the sixth through eighth grade middle learning facility, as well as an additional cafeteria and physical education shed/court. The media center houses a closed-circuit television system and Internet access via four hundred computer stations that are connected to the wide area network. Our facility does not have portables. Linda Lentin K-8 Center serves over 1,300 pre-kindergarten through eighth grade students from the surrounding neighborhood and feeder schools. The number of students that are on Free and Reduced Lunch is at 87 percent. We have a student mobility rate of 29 percent. The Voluntary Pre-Kindergarten (VPK) Program has a current enrollment of 33 students. Our school population consists of Special Education (SPED) students (8.3 percent), English Language Learners (ELL) students (27.9 percent), Economically Disadvantaged students (90.3 percent) and general education students are provided an appropriate and nurturing instructional environment. Of the total population, 64 students are served in the Gifted program and 17 referrals have already been submitted for additional Gifted placement. The ethnic/racial makeup of the student population is 60 percent Haitian, 20 percent Black, 15 percent Hispanic and five percent Other. On the 2006-2007 Florida Comprehensive Assessment Tests (FCAT), 171 of our students scored a Level 1 and 142 of our students scored a Level 2. The FCAT results for Reading, Mathematics and Writing indicate the status of our Adequate Yearly Progress (AYP) for the following performance groups: White - N/A for school site; Black – 53 percent for Reading, 48 percent for Mathematics, and 93 percent for Writing; Hispanics - N/A for school site; Asian - N/A for school site; American Indian - N/A for school site, Economically Disadvantaged – 53 percent for Reading, 49 percent for Mathematics; English Language Learners (ELL) – 36 percent for Reading and 43 percent for Mathematics; Students With Disabilities (SWD) - N/A for school site. The results indicated above, summarize our major area of concern throughout the school. An advantage that will contribute to the success of our school includes the commitment to support the idea of fostering well-rounded life-long learners. Students are given the opportunity to participate in educational field trips, health and career fairs, and district competitions. Career Day is held annually to expose students to various occupations by providing them with the opportunity to enhance academic and career planning and decision-making. In grades five through eight, small learning communities are defined through departmentalization. This year we will move the seventh grade teachers up to the eighth grade along with their students (Looping). We anticipate that this process will reduce the amount of time teachers typically spend identifying the academic and behavioral strengths and weaknesses of their students. Students are provided counseling resources and academic advisement to help them make choices in careers and future educational assignments. Linda Lentin K-8 Center students who need extra support are served through tutoring programs to include Saturday Academy, Supplemental Education Services (SES), Bilingual Before/ After tutorials, Quality Achievement Centers (in-school tutorials), and required Intensive Reading and Mathematics courses. Master schedules for both the elementary and middle learning centers are developed around student instructional needs. The schedules are based on the amount of classes needed to reduce the teacher to student ratio. All schedules meet the mandated time requirements per subject. All of these factors, along with signature programs: Attendance Counts, School-wide Discipline Program, The Cat Attack Club, Phenomenal Young Ladies Club, and The Male Explorers programs contribute to the overall success of Linda Lentin K-8 Center students. In addition, the Dade Partners who help support our learning community are a cadre of businesses from sports entities, children services, academics, non-profit agencies, and business for profit arena. These partners provide students incentives to promote attendance and academic success. To further enhance professional development in our learning community, two National Board Certified (NBC) teachers will be funded to work with our students and teachers to establish a “model” classroom and support the mathematics initiatives in grades three through eight (RISE Grant 2007-2008). An area of concern includes the need to provide innovative and intensive professional development for our teachers. We are dedicating our curriculum coaches to the task of classroom modeling and student pull-outs for teachers with at-risk students in their homerooms. Another concern includes being over capacity by 131 percent. We have four co-teaching model classrooms due to space constraints. Linda Lentin K-8 Center will experience enrollment relief when the nearby school, E-1, is completed in 2008. Linda Lentin K-8 Center's staff is comprised of 26 percent White Non-Hispanic, 47 percent Black and 27 percent Hispanic faculty members. The school's leadership team consists of the Principal, three Assistant Principals, two Guidance Counselors, a Trust Counselor, Media Specialist, and curriculum coaches. A total of 146 staff members work together to serve the educational, nutritional and health needs of all our students; 89.04 percent are full-time and 10.96 percent are part-time. Eighty-five percent of our instructors met the criteria to be considered Highly Qualified teachers. Eighty percent of our teachers possess a Bachelor's Degree. The remaining 20 percent of our teachers have earned a Master's Degree or higher. The teacher to student ratio in the primary grades is 1:18. The teacher to student ratio in the intermediate grades is 1:22. The teacher to student ratio in Special Education is 1:10. By grade level, the teacher student ratio is as following: Pre-Kindergarten-1:17, Kindergarten-1:22, first grade-1:20, second grade-1:18, third grade-1:18, fourth grade-1:20, fifth grade 1:22, sixth grade-1:20, seventh grade-1:20, eighth grade-1:16. Two years prior, our students worked to achieve an average attendance rate of 97 percent. During the 2005-2006 school year there was a slight decrease in attendance at 96 percent. Last year, the Attendance Counts! Program has enabled the school to improve its attendance rate from 96.21 percent (Spring 2006) to 97.05 percent (Spring 2007). Linda Lentin K-8 Center students will transition to North Miami Senior High (NMS) School. The 2006-2007 FCAT results indicate a grade of “Incomplete” for this Senior High School. As a part of the North Miami Senior Feeder Pattern, Linda Lentin K-8 Center closely monitors the seventh and eighth grade curriculum for high school requirements. We are committed to transitioning lifelong learners into the North Miami Senior student population. A major adjustment facing Linda Lentin K-8 Center is its need to transition from an elementary school to a K-8 Center. Approximately thirty-five new teachers have joined our growing staff since this process began three years ago. During this transition, administration, staff and students face the challenge to remain a cohesive unit dedicated to providing quality programs for all learners. Each staff member is encouraged to seek opportunities to advance or improve their skills and share their individual strengths and talents to foster a learning community second to none.

School Foundation

Leadership:

The leadership team at Linda Lentin K-8 Center is characterized by a facilitative, inclusive approach toward student achievement. Details regarding the Organizational Performance Improvement Snapshot (OPIS) will be available when the survey is complete.

District Strategic Planning Alignment:

Opportunities to align our school and District's goals are discussed in faculty and team meetings. Details regarding the OPIS will be available when the survey is complete.

Stakeholder Engagement:

Customer satisfaction at Linda Lentin's K-8 Center is driven by the premise that quality service should be evident in key areas of the school.

Details regarding the OPIS will be available when the survey is complete.

Faculty & Staff:

Staff members believe they work in a safe and caring work environment. Team work will continue to be promoted between grade levels, assigned committees and special area staff. Daily announcements include verbal and written acknowledgement for the positive acts or awards staff members achieve.

Details regarding the OPIS will be available when the survey is complete.

Data/Information/Knowledge Management:

Instructional teams engage in a bi-monthly review of student data.

Details regarding the OPIS will be available when the survey is complete.

Education Design:

Linda Lentin K-8 Center utilizes the Eight-Step Continuous Improvement Model. All grade levels engage in data-driven decision-making to disaggregate student data and develop an instructional focus.

Details regarding the OPIS will be available when the survey is complete.

Performance Results:

School-wide attendance, parental involvement and discipline plans are in place at our school. Counseling, scheduled parent conferences and home visits support our efforts to improve student achievement.

Details regarding the OPIS will be available when the survey is complete.

Schools Graded 'C' or Below

Professional Development:

Our staff is given opportunities to attend both school-site and District-sponsored professional development workshops. These workshops will enhance the academic instruction provided to students. Beginning teachers are enrolled in the New Educators Support Team (NEST) Program. NEST is a District –based support program for teachers new to education. The NEST sessions target classroom management and instructional program delivery.

Disaggregated Data :

Our staff utilizes the Continuous Improvement Model to analyze grade level data from the State, District and school-site on a bi-monthly basis. The data is then used to drive instruction, identify students' strengths and weaknesses, and to determine professional development needs.

Informal and Formal Assessments:

Our school's formal assessments consist of State and District pre, interim, and post assessments in reading, mathematics, science, and writing. Informal assessments consist of weekly tests and teacher observations.

Alternative Instructional Delivery Methods :

Our school's Gifted Education program consists of two school-site units. Teaching Enrichment Activities to Minorities (TEAM) classes are established for high achieving students. We have four co-teaching model classrooms to reduce class size. A pull-out model for tutoring is used for our English Language Learners to provide additional assistance in reading, Language Arts, mathematics and science. Inclusion and resource models are available to our SPED students. An in-school tutorial model with highly qualified teachers is used to support the instructional needs of students in the lowest 25th percentile as documented by the FCAT results.

Schools Offering Primarily Grades 6 through 12

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

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input checked="" type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning

- Different Innovative Approaches to Instruction can be found in the Narrative Statement of the School Improvement Plan and the Alternative Instructional Delivery Methods under Schools Graded C or Below section.
- Responsibility of Teaching Reading for Every Teacher can be found in the reading strategies section of the Reading Goal.
- Quality Professional Development for Teachers and Leaders can be found in the Schools Graded C or Below section of the School Improvement Plan. Professional development activities are included at the end of each goal.
- Small Learning Communities can be found in the Demographics section of the School Improvement Plan.
- Intensive Intervention in Reading and Mathematics can be found in the strategies section of Reading and Mathematics, School Demographics, and Schools Graded C or Below sections in the School Improvement Plan.
- Parental Access and Support can be found in the Narrative section of the School Improvement Plan and the Parental Involvement Goal of the plan which outlines support and communication to parents.
- Applied and Integrated Courses can be found in the Demographics section of the School Improvement Plan.
- Course Choice Based on Student Goals/Interests/Talent can be found in the Demographics section of the School Improvement Plan.
- Master Schedules Based on Student Needs can be found in the Demographics section of the School Improvement Plan.
- Academic and Career Planning can be found in the Demographics section of the School Improvement Plan.

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 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"/>

Reading Statement

All students will increase proficiency in Reading.

Needs Assessment

Results from the 2007 FCAT Reading Assessment indicate that 59 percent of our students scored at or above FCAT Proficiency Level according to the No Child Left Behind Act. All subgroups with the exception of ELL (43 percent) made adequate progress. Areas of specific need related to FCAT Content scores revealed that students in third grade showed a decrease in Main Idea and Purpose (from 59 to 53 percent), a decrease in Reference and Research (from 75 to 50 percent) and demonstrated an increase in Words/Phrases (from 50 to 67 percent) and Comparisons (from 58 to 59 percent). Student scores in grade four showed a decrease in Words and Phrases (from 67 to 60 percent), and maintained Reference and Research, along with increases in Main Idea and Purpose (from 55 to 60 percent) and Comparisons (from 53 to 59 percent). Students in grade five showed a decrease in Word/Phrases (from 57 to 44 percent), Main Idea/Purpose (from 59 to 48 percent), Comparisons (from 67 to 56 percent) and Reference/Research (from 67 to 50 percent). Students scores in grade six showed a decrease in Main Idea/Purpose (from 60 to 55 percent), Comparisons (from 64 to 50 percent), Reference and Research (from 63 to 57 percent), and Words and Phrases (from 64 to 60 percent). Students' scores in grade seven showed a score of 71 percent in Words/Phrases, Main Idea/Purpose showed a score of 68 percent, Comparisons showed a score of 78 percent, and Reference and Research showed a score of 71 percent. Based on these results, progress monitoring will be utilized in these areas so that students can master 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through eight will increase their reading comprehension skills as evidenced by 64 percent of the students demonstrating proficiency or above, as documented by the test results on the 2008 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, English Language Learners (ELL), in grades three through eight, will improve their reading skills as evidenced by 58 percent of the students demonstrating proficiency or above, as documented by the test results on the 2008 FCAT Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Leadership Team and Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Leadership Team and Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Conduct ongoing monthly Instructional Staff meetings to review the implementation of school-wide reading initiatives, analyze data and modify strategies as needed.	Principal, Leadership Team and Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Implement the Eight-Step Continuous Improvement Model across grade levels to monitor student achievement and ensure reading progress.	Principal, Leadership Team, Title I Reading Coach and Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Implement the Waterford and Lexia computer-based programs to support the District-Wide Reading Plan in grades kindergarten and first.	Principal, Title I Reading Coach and K-1 Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Incorporate remedial reading instruction with Tier 2 and 3 students by utilizing Voyager Passport and Quick Reads pre and post assessments to support District-Wide Literacy Plan.	Principal, Teachers, QAC, and Title I Reading Coach	08/20/2007	06/05/2008	Continuous Improvement Model	0
Utilize data from Reading Plus, Read 180, My Reading Coach, and Accelerated Reader to support the District-Wide Literacy Plan.	Principal, Teachers, Title I Reading Coach and Leadership Team	08/20/2007	06/05/2008	District-wide Literacy Plan	7333
Offer classroom teachers refresher in-service in CRISS to effectively maximize instructional delivery.	Principal	08/20/2007	6/05/2008	Continuous Improvement Model	0
Utilize data from Reading Plus, Read 180, My Reading Coach, and Accelerated Reader to support the District-Wide Literacy Plan.	Principal, Title I Reading Coach, 4-5 Teachers and QAC	08/20/2007	06/05/2008	Continuous Improvement Model	9000
Infuse an instructional focus calendar to target benchmarks and support the 90 minute reading block.	Principal, Teachers and Title I Reading Coach	08/20/2007	06/05/2008	Continuous Improvement Model	0
Implement the My Reading Coach Program to support reading literacy for English Language Learners Levels 1-4.	Principal, ESOL Teachers and Title I Reading Coach	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Disaggregate and analyze third through seventh grade student data from the 2007 FCAT Reading Assessment to identify strengths and weaknesses in student performance for the purpose of developing plans for targeted subgroups.	Principal, Leadership Team, Title I Reading Coach and Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Implement an After-School and Saturday Academy tutorial for students in grades three through eight.	Principal and Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Provide ELL students in grades kindergarten through eight with instruction in reading through curriculum content home language classes.	Principal and Bilingual Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0

Research-Based Programs



School Improvement Plan 2007-2008



- Houghton-Mifflin Reading Series
- Voyager Passport
- Soar to Success
- Accelerated Reader
- Read 180
- Early Success

Professional Development

District In-service Offerings:

- Regional Reading Plus training
- Utilizing Effective Reading Strategies
- Houghton Mifflin K-5
- Secondary Reading and Language Arts
- Read 180

The Title 1 Reading Coach will provide school site support:

- FCAT Benchmarking
- CRISS
- DIBELS/F-ORF
- Guided Reading
- Best Practices in Reading
- Reading Plus
- Reading Item Specification Training
- Differentiated Reading Instruction
- Student Work Assessment
- Plato Course Recovery (Secondary Language Arts)
- The Regional Center Data Debriefing Protocol Training
- Collaborative Planning

Evaluation

- District Interim Assessments
- Houghton Mifflin Theme Test Assessments
- School-Site Bi-monthly Benchmark Assessments
- DIBELS/F-ORF Results
- 2008 FCAT Reading Assessment
- Pre and post test of tutorial programs
- Library Circulation Records
- Professional Development Logs

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 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"/>

Mathematics Statement

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

Needs Assessment

An analysis of the 2007 FCAT Mathematics Assessment indicates that 55 percent of all students scored at or above grade level. All subgroups, with the exception of ELL, made adequate progress. Areas of specific need related to FCAT content scores begin with third grade. An analysis of the 2007 content strands indicates that students decreased in Number Sense (from 58 to 50 percent) and Algebraic Thinking (from 67 to 50 percent), Data Analysis (from 57 to 43 percent) and in Geometry, students maintained 57 percent. Measurement results revealed an increase from 50 percent to 63 percent. Fourth grade students declined in the strand of Data Analysis (from 57 to 43 percent) and maintained the same in Measurement (50 Percent) and Geometry (57 percent). Students demonstrated an increase in Algebraic Thinking (from 43 to 57 percent) and Number Sense (from 50 to 55 percent). Fifth grade students demonstrated an increase in three strands: Geometry (from 46 to 54 percent), Number Sense (from 31 to 38 percent) and Measurement (from 36 to 45 percent). The fifth grade students maintained 36 percent in Algebraic Thinking and also maintained 42 percent in Data Analysis. Results from the sixth grade indicate a decrease in three areas: Number Sense (from 56 to 44 percent), Measurement (from 44 to 33 percent) and Geometry (from 67 to 56 percent) but maintained the same scores in Algebraic Thinking (38 percent) and Data Analysis (56 percent). Seventh grade students' scores are as follows: Number Sense at 67 percent; Measurement at 44 percent; Geometry at 50 percent; Algebraic Thinking at 56 percent; and Data Analysis at 56 percent. Based on these results, progress monitoring will be utilized in these areas so that students can master skills. Students will benefit from extensive problem solving, high order thinking and hands-on activities in Measurement, Algebraic Thinking, and Data Analysis.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through eight will improve mathematics skills as evidenced by 62 percent of the students demonstrating proficiency or above, as documented by the test results on the 2008 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, English Language Learners in grades three through eight will improve mathematics skills as evidenced by 62 percent of the students demonstrating proficiency or above, as documented by the test results on the 2008 FCAT Mathematics Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide English Language Learners in grades K-8 with instruction in mathematics through Curriculum Content in Home Language class.	Principal and Teachers	08/20/2007	06/05/2008	Dual Language	0
Utilize Riverdeep and FCAT Explorer computer-assisted resources to reinforce and enhance mathematics skills.	Principal and Teachers	08/20/2007	06/05/2008	Education Innovation	0
Implement the District designed Mathematics Pacing Guide aligned to the Florida Sunshine State Standards/CBC to provide consistency within the delivery of mathematics content.	Principal, Mathematics Curriculum Coach and Teachers	08/20/2007	06/05/2008	Seamless PreK-12 Curriculum	0
Analyze the results of the District's Interim Assessments and the school site benchmark assessments to utilize the data as a tool to guide instruction.	Principal, Mathematics Curriculum Coach and Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Infuse hands-on manipulatives, higher order thinking and problem solving strategies in daily instruction to assist students with understanding mathematics concepts and mastering skills.	Principal, Mathematics Curriculum Coach and Teachers	08/20/2007	06/05/2008	Education Innovation	0
Identify students' strengths and weaknesses to design structured mathematical assignments for students to master mathematics skills in Saturday Academy tutorial through pre, progress and post assessments.	Principal, Mathematics Curriculum Coach and Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	9000
Analyze English Language Learners student's data to implement a mathematical tutorial for ELL students to strengthen math skills Monday through Friday utilizing a diagnostic assessment to determine needs for guided instruction.	Principal, Mathematics Curriculum Coach and Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Identify all students scoring at Level 1 and Level 2 and the lowest 25th percentile on the 2007 FCAT Mathematics Assessment and implement a tutorial program five days a week to address their deficiencies in mathematics according to the school site pre, progress and post assessments.	Principal, Mathematics Curriculum Coach and Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	15333
Provide an uninterrupted, daily, sixty minute block in mathematics for students in grades K-8.	Principal and Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0

Research-Based Programs

- Scott Foresman-Addison Wesley Elementary (K-5)
- Glencoe Secondary (6-8)

Professional Development



School Improvement Plan 2007-2008



District In-service Offerings:

- Mathematics Department Chairperson and Leadership Team
- Mathematics Items of Specifications
- Mathematics Instruction Using Manipulatives
- Promoting Science Among English Language Learners (P-SELL) in grades three through five
- Differentiated Instruction for Mathematics
- Student Work Assessment
- Regional Center Data Debriefing Protocol Training
- Plato Course Recovery for Mathematics
- Collaborative Planning

Evaluation

- District Interim Assessments (October 2007, January 2008, and May 2008)
- School-Site Bi-monthly Benchmarks Assessments (September 2007, November 2008, January 2008, March 2008, and May 2008)
- 2008 FCAT Mathematics Assessment
- Pre and Post tests of tutorial programs
- Professional Development Logs

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 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"/>

Writing Statement

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

Needs Assessment

Results from the 2007 FCAT Writing+ Assessment indicate that 87 percent of our fourth grade students scored at or above a 3.5, as compared to 85 percent in 2006. There is a need to increase the percentage of students receiving a passing score of 3.5 by 88 percent. A specific analysis from the 2007 individual writing scores indicated an average score of 3.6 on the Narrative prompt. On the 2007 administration, students in grade four received a 4.0 average score on the Expository prompt, which is a decrease from 4.1 in 2006. Intensive instruction on the elements of effective expository and narrative writing will be scheduled via ability groups and pull-out. Utilizing Writing Across the Curriculum, the District's "Keys to Effective Writing" and spiraling instruction in the writing process at all grade levels will provide additional writing support. Based on these results, progress monitoring will be utilized in these areas so that students can master skills. Test results indicate a need to improve narrative writing. Students will receive instruction in storytelling, character and plot development and creative writing. Students in grade eight will receive intensive instruction on the elements of effective persuasive writing in addition to the narrative and expository instruction.

This year our school will have to address two grade levels for FCAT Writing+. A teacher has been allocated by the Principal to serve as a dedicated Writing Coach to support writing integration in grades four and eight.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades four will improve their writing skills as evidenced by 91 percent of the students achieving 3.5 or above on the 2008 FCAT Writing+ Assessment.

Given instruction using the Sunshine State Standards, students in grade eight will demonstrate writing proficiency as evidenced by 75 percent of the students achieving 3.5 or above on the 2008 FCAT Writing+ Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Review, disaggregate, and analyze data from pre-, progress and post test results; use the data as a guide to instruction, setup ability groups, and identify remediation groups.	Principal, Writing Curriculum Coach and Teachers	08/20/2007	05/30/2008	Continuous Improvement Model	0
Provide professional development in writing which includes the latest pedagogy and best practices in writing.	Principal, District Support Personnel and Writing Curriculum Coach	08/20/2007	06/05/2008	Continuous Improvement Model	8880
Provide intensive instruction and remediation to students in grade four and eight who have not demonstrated competency in the area of writing.	Principal, Writing Curriculum Coach and Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Administer appropriate monthly writing assessments in grades K-8 using narrative, expository, and persuasive prompts.	Principal, Writing Curriculum Coach and Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Implement Keys to Effective Writing in grades K-8 and utilize the strategies within to promote effective growth in the area of writing.	Principal, Writing Curriculum Coach and Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Provide intensive instruction and remediation to students in writing utilizing ability grouping, Write Traits materials and Write Time for Kids.	Principal, Writing Curriculum Coach and Grades 3-8 Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	16000

Research-Based Programs

- Houghton Mifflin Reading Series
- Prentice Hall Writing and Grammar Text

Professional Development

- District In-service Offerings:
- Writing Plus grades three and four
 - Writing Items Specifications

- The Writing Curriculum Coach will provide curriculum support:
- Writing
 - Best Practices
 - Rubric Scoring

Evaluation

- The 2008 FCAT Writing Assessment
- District mandated pre and post assessments
- School-Site monthly writing prompts

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 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"/>

Science Statement

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

Needs Assessment

An analysis of the results of the 2007 FCAT Science Assessment indicates that 18 percent of students in grade five demonstrated proficiency. There is a need to increase the percentage of students scoring at proficiency level or higher by at least 25 percent. A need to improve skills in all science content cluster areas include: Physical/Chemical which maintained 50 percent, an increase in Earth/Space from 36 to 47 percent, an increase in Life/Environmental from 46 to 50 percent and Scientific Thinking scoring from 42 and remaining at 42 percent. We anticipate that our enrollment in the Promoting Science Among English Language Learners (P-SELL) initiative will impact the improvement of science achievement. Progress monitoring will be utilized in these areas so that students can master skills.

This year our school will have to address two grades for FCAT Science. Our Curriculum Coaches will monitor and support Science instruction in grades five and eight.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 43 percent of the students demonstrating proficiency or above, as documented by the test results on the 2008 FCAT Science Assessment.

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 50 percent of the students demonstrating proficiency or above, as documented by the test results on the 2008 FCAT Science Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Reinforce grade appropriate science content with the reading curriculum through the use of non-fiction text during shared or guided reading.	Principal and Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Plan and implement instruction for students in all grades which encourages participation in inquiry-based investigations and highlights the use of scientific process skills to enhance science content knowledge.	Principal and Teachers	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0
Provide a science tutorial program for students in grades five and eight during Saturday Academy.	Principal and Teachers	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0
Administer school site pre-, progress and post assessments and utilize data as an instrument to guide instruction and remediation.	Principal and Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Implement the District Science Pacing Guide in grades K-2 and 6-8 and the Promoting Science Among English Language Learners (P-SELL) Pacing Guide in grades 3-5.	Principal and Teachers	08/20/2007	06/05/2008	Seamless PreK-12 Curriculum	0
Emphasize the ongoing cross curricular utilization of the scientific method as an instructional tool applicable to grades K-8 and culminating in a school-wide Science Fair.	Principal, Teachers and Science Fair Committee	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0
Incorporate hands-on-activities and inquiry-based instruction through the P-SELL program in grades 3-5.	Principal and Teachers	08/20/2007	06/05/2008	Academic Enrichment Opportunities	15199

Research-Based Programs

- Scott-Foresman Addison-Wesley (Elementary K-5)
- Glencoe Science Text (Secondary 6-8)

Professional Development

District In-service Offerings:

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

Evaluation

- The 2008 FCAT Science Assessment
- P-SELL Assessment
- School-site developed pre-, progress, and post assessments

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 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"/>

Parental Involvement Statement

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

Needs Assessment

An analysis of Parent Contact and Sign-in Logs indicate that the total number of parental contacts made to the school in the 2006-2007 school year was 4,742. We need to utilize the potential of these visits by ensuring clear and effective communication between our staff and parents. Many of our parents speak Haitian Creole or Spanish only. The availability of bilingual volunteers will promote better communication and a positive atmosphere among parents. Therefore, this facilitates a need to increase the number of volunteers in our school. Volunteers assist in providing communication in the home language and verbal interactions. Cultural perspectives in home/school relationships are often very different in many of our students' countries of origin. Improved volunteerism will provide our parents with the opportunity to access their child's education in meaningful ways.

Measurable Objective

Given a school-wide initiative to increase parental and community involvement as documented by the number of registered volunteers, as compared to the number of volunteers (110) during 2006, the school will document a 1 percent gain in the number of registered volunteers during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a monthly parent sign-in log, "Keeping the Promise" for all classroom teachers encouraging parents to make monthly contact with their child's teacher.	Principal and Teachers	08/20/2007	06/05/2008	Exchange Meaningful Information	0
Increase PTA attendance by including student presentations at each PTA Meeting	Principal and Community Involvement Specialist	08/20/2007	06/05/2008	Education Innovation	0
Expand the list of school volunteers and offer training for their participation as Listeners/Oyentes.	Principal and Teachers	08/20/2007	06/05/2008	Exchange Meaningful Information	0
Provide continuous communication to parents through letters and newsletters available in three languages regarding workshops and Parent Academy events.	Principal and Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	850
Develop workshops to be presented by staff members for parents of students in grades 3-8 to share information about State mandated assessments and to help parents understand the important role they play in their child's academic success.	Principal and Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Establish a school site Parent Center to communicate the 14 rules for building capacity for parental involvement.	Principal, Teachers and Parent Teacher Association	08/20/2007	10/05/2007	Education Innovation	0
Provide an opportunity for Parents/Guardians to complete volunteer applications.	Principal and Teachers	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0

Research-Based Programs

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

Professional Development

- Parent Workshops
- District approved Parent Academy course offerings
- Beginning Teachers (How to Conduct Effective Parent Conferences)
- Parent Academy

Evaluation

- Workshop attendance rosters
- Parent Communication Logs
- Documentation of PTA meetings
- EESAC Attendance Sheets
- Parent Academy Attendance Roster
- Parent Center Log
- Volunteer Applications

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

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"/>

Discipline & Safety Statement

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

Needs Assessment

An analysis of the 2006-2007 Student Case Management System report indicates that 40 cases were referred to administration for suspension. The number of suspensions needs to be reduced by 5 percent. We need to ensure that our students utilize learning time effectively by not spending unnecessary amounts of time outside of the classroom. We need to adhere to the steps of the School-Wide Discipline Plan in an effort to avert discipline problems before they require administrative intervention. Effective communication with parents and the utilization of "Buddy" Teachers will help us achieve this goal.

Measurable Objective

Given the District Code of Student Conduct, Linda Lentin K-8 Center will reduce the number of suspensions by 5 percent, from 40 to 38 suspension cases, as documented by the 2007-2008 Student Case Management System report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a School -Wide Discipline Plan.	Principal, Discipline Committee and Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Provide recognition and incentives for students who consistently do the right thing.	Principal, Counselors and Teachers	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0
Provide professional development for teachers on effective discipline practices and classroom management.	Principal and Assistant Principals	08/20/2007	06/05/2008	Continuous Improvement Model	0
Utilize Buddy Teachers as an intervention in the School Wide Discipline Plan.	Principal, Discipline Committee, and Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Implement a school wide peer mediation program as a means of preventing student conflicts.	Principal, Counselors and Teachers	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0
Maintain a parental involvement program, "Keeping the Promise", where parents are encouraged to make monthly contact with their child's teacher.	Principal, Counselors, Teachers, and Community Involvement Specialist	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0
Utilize COGNOS to provide communication updates between school and home for early intervention for all students.	Principal and Assistant Principal	08/20/2007	06/05/2008	Education Innovation	0

Research-Based Programs

Not applicable

Professional Development

- District In-service Offerings
- School-Wide Discipline Plan Presentation
- Quarterly Student Forums on Code of Student Conduct

Evaluation

2007-2008 Student Case Management System Suspension 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

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

Needs Assessment

FCAT Explorer data indicates that only 2 percent of the students in grades three through seven utilized FCAT Explorer during the 2006-2007 school year. There is a need to increase the percentage of students using FCAT Explorer in preparation for the 2008 FCAT Assessment. It is also imperative that we prepare students for a global economy. Students must be able to self-direct and become technological literate in using the web, virtual and server- based programs.

Measurable Objective

Given an emphasis on the use of technology in education, students in grades three through eight will augment their usage of the FCAT Explorer Program, as evidenced by 25 percent of the students using the FCAT Explorer Program during the 2007-2008 school year as compared to 2 percent during 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Schedule classes in the computer lab to utilize computer assisted programs to enhance students' academic and technological skills.	Principal (Technology Site Coordinator), Teachers and Media Specialist	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Promote Reading Plus in grades three through seven to support the Comprehensive Reading Plan.	Principal (Technology Site Coordinator), Technology Committee, Title I Reading Coach and Grades 3-8 Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Design and implement lessons that enable students to use computers and online resources and educational websites.	Principal, Teachers and Media Specialist	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Implement the Waterford program for English Language Learners in grades kindergarten and first to increase word recognition.	Principal, Title I Reading Coach and Special Education Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Infuse the FCAT Explorer web-based computer based program for students in grades three through eight to increase curriculum and computer skills.	Principal, Grades 3-8 Classroom Teachers, Title I Reading Coach, and Media Specialist	08/20/2007	05/30/2008	District-wide Literacy Plan	0
Incorporate the Accelerated Reader Program in grades one through eight to enhance instruction across the curriculum.	Principal, Media Specialist and Teachers	08/20/2007	05/30/2008	District-wide Literacy Plan	0
Provide students in grades K-8 with structured Media Center time to utilize media resources for research across the curriculum.	Principal (Technology Site Coordinator), Media Specialist and Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	0

Research-Based Programs

- Reading Plus
- Accelerated Reader
- Read 180
- Riverdeep
- FCAT Explorer
- Waterford

Professional Development

District Course Offerings:

- The Office of Instructional Technology
- School site training utilizing print media and web-based research tools conducted by the Site Coordinator /Committee and Media Specialist
- FCAT Explorer Training
- Riverdeep Training

Evaluation



School Improvement Plan 2007-2008



- Reading Plus
- Accelerated Reader
- Read 180
- Riverdeep
- FCAT Explorer Reports
- Waterford
- 2008 FCAT Reading and Mathematics Assessments

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 checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Health & Physical Fitness Statement

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

Needs Assessment

An analysis of the results of the Presidential Physical Fitness Test indicates that in 2006-2007, 33 percent of the students tested in grades four through eight were award winners. Of the 98 percent of students (290) tested in grades four and five, 35 students were awarded gold, 50 students were awarded silver. Out of 98 percent of students (158) tested in grades six and seven, 20 students were awarded gold, 40 students were awarded silver. National studies indicate an increase in childhood obesity. Many of our students dwell in the confines of apartments and do not have access to areas to run and play. Many also lack healthy eating habits. We need to provide information that informs them about the necessity for a healthy lifestyle and provide opportunities for our students to exercise.

Measurable Objective

Given instruction based upon the Sunshine State Standards, the percentage of students in grades four through eight receiving awards on the Presidential Physical Fitness Test will increase from 33 percent to 43 percent during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement contracts with individual students to increase attainment of goals in meeting their fitness potentials.	Principal and Physical Education Teachers	08/20/2007	06/05/2008	Student Wellness	0
Inform parents, students and other stakeholders in the school regarding the importance on physical health and well-being via fitness celebrations held three Saturdays during the year.	Principal and Physical Education Teachers	08/20/2007	06/05/2008	Healthcare & Healthy Choices	0
Implement and promote the Jump Rope for Heart program for cardiovascular fitness.	Principal and Physical Education Teachers	08/16/2007	04/30/2008	Student Wellness	0
Develop a means of monitoring individual children's fitness levels by implementing pre and progress fitness measures.	Principal and Physical Education Teachers	08/20/2007	06/05/2008	Student Wellness	0
Develop and implement lessons that assist students in understanding the correlation between physical fitness, proper nutrition, and maintaining physical endurance through pamphlets and brochures.	Principal and Physical Education Teachers	08/20/2007	06/05/2008	Healthcare & Healthy Choices	0

Research-Based Programs

Not applicable

Professional Development

- Provide opportunities and information for staff and parents to attend district workshops about health and personal fitness.
- Elementary School Human Growth and Development
- Middle School Health Program

Evaluation

2007-2008 Presidential Physical Fitness Awards

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

Miami-Dade County Public Schools

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

Electives & Special Areas Statement

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

Needs Assessment

The students of Linda Lentin K-8 Center will participate in innovative academic programs to enhance student achievement across the curriculum, in turn students will gain exposure by engaging in enrichment programs as they transition to a K-8 center. After reviewing the results of the 2007 FCAT, data revealed that students in grades three through eight will benefit from enrichment programs to meet high standards: Reading at 59 percent, Mathematics at 55 percent and Writing at 88 percent. There is a need to provide enrichment services for all students to gain awareness of academic skills needed to develop skills to adapt socially, behaviorally and academically. In an effort to provide such services it is expected that students will receive a solid enrichment activity where they will gain experiences to develop socially for the next grade level. Here at Linda Lentin K-8 Center, students are given the opportunity to participate in The Cat Attack Club, Leopard Patrol, Leaders Program, The Male Explorers Program, and Phenomenal Young Ladies students' groups.

Measurable Objective

Given the opportunity to participate in cultural and enrichment activities, students will gain exposure and awareness through field trips to enhance academic, social and behavior aspirations to become world class citizens. Student participation in field trips, as compared to the number of field trips (14) held during 2006-2007, will increase by 1 percent during the 2007-2008 school year as documented by field trip event logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students the opportunity to participate in the school's band program for exposure to the importance of music appreciation.	Principal and Band Education Teachers	08/20/2007	06/05/2008	Education Innovation	0
Offer a Chess program for students to learn the history of chess as well as the strategy of playing chess.	Principal and Chess Instructor	08/20/2007	06/05/2008	Education Innovation	0
Incorporate "The Cat Attack Club" before school program for students to enhance their academic skills and provide community service.	Principal and Teachers	08/20/2007	06/05/2008	Education Innovation	0
Provide innovative educational experiences for students in the Gifted Program.	Principal, Gifted Teacher and Media Specialist	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0
Provide students the opportunity to be a part of the Academic Excellence Program to promote advanced academic studies.	Principal and Teachers	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0
Provide male students in grades five through eight opportunities to participate in The Male Explorers Program to learn the importance and value of being a male during the adolescent years.	Principal and Teachers	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0
Incorporate the Bilingual Enrichment program for students in grades K-8 for students to receive remedial reading and mathematics strategies to prepare for the 2008 FCAT Assessment.	Principal and ELL Chairperson	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0

Research-Based Programs

Not Applicable

Professional Development

The Principal and Assistant Principal will provide training and an informational packet on procedures when overseeing an enrichment program.

Evaluation

- Field Trip Logs
- Maintaining Sign-in Logs
- Meeting Agendas
- 2008 FCAT Assessment

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

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

Linda Lentin K-8 Center will rank at or above the 59th percentile Statewide on the next publication of the State of Florida ROI Index to reflect the value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2005-2006, Linda Lentin K-8 Center ranked at the 58th percentile on the State of Florida ROI Index.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Consider reconfiguration of existing resources and taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	08/20/2007	06/05/2008	Succession Management	0
Consider shared use of facilities and partnering with community agencies.	Principal	08/20/2007	06/05/2008	Continuous Improvement Model	0
Research the use of financial resources in relation to school programs.	Principal	08/20/2007	06/05/2008	Improve Public Perception	0
Collaborate with the District on resource allocation.	Principal	08/20/2007	06/05/2008	Succession Management	0

Research-Based Programs

Not applicable

Professional Development

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

Evaluation

The State of Florida Return On Investment Index publication

EESAC Compliance

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

Budget:

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

Training:

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

Instructional Materials:

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

Technology:

EESAC recognized the importance of maintaining technology-based programs.

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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

School Safety & Discipline:

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

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	16333
Mathematics	24333
Writing	24880
Science	15199
Parental Involvement	850
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	81595



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