Ludlam Elementary School

2016-17 Schoolwide Improvement Plan

Ludlam Elementary School

6639 SW 74TH ST, South Miami, FL 33143

http://ludlam.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	66%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	A	A

Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Ludlam Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To provide all students with an excellent instructional program in which their individual needs are met by qualified teachers who utilize effective teaching practices in order for every student to be prepared to compete in a global society.

b. Provide the school's vision statement.

Ludlam Elementary aims to provide a quality education where all students will reach their full potential within a caring, secure environment.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Ludlam Elementary School conducts multicultural activities throughout the year. In October, all students and staff celebrate Hispanic Heritage Month. In February, Black History Month is commemorated throughout the school. School staff members attend student events in the community. Resources from the community are consulted to assist in promoting multicultural awareness. All instructional staff members have participated in on and off-site professional development related to multicultural sensitivity.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Ludlam Elementary School emphasizes safety and respect before, during and after school by: holding Dolphin Pride pep rallies several times throughout the school year; implementing the district's character education program; and using incentive programs (SPOT Success, Do the Right Thing, Dolphin Pride Day) to reward positive behavior that helps create and maintain school safety and respect. To ensure a safe and respectful learning environment throughout the school, teachers receive effective classroom management strategies during faculty and grade level meetings. Members of the Dolphin Pride committee meet to ensure an emphasis on safety and respect throughout the school. Additionally, classroom lessons are delivered by the School Counselor and School Social Worker related to school safety and respect and small group counseling sessions are conducted as needed to address these issues.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

School wide behavioral expectations are posted in classrooms and throughout the building. Expectations are shared with students in primary and intermediate assemblies. These assemblies take place at the beginning of the school year and following Winter Recess. Teachers are trained in the use of the Code of Student Conduct and in procedures that must be followed when making a disciplinary referral. Student services personnel and administrators play an active role in reinforcing appropriate school wide behavior. Progressive discipline is encouraged. Parent and student conferences, after-school detentions,and other district approved strategies are used as

consequences for inappropriate behavior.

Programs that recognize positive behaviors are highly publicized. In addition to the daily Values Matter/Character Education messages that are broadcast via the school's closed-circuit television system, the School Counselor and School Social Worker provide in-class lessons that promote positive behavior. A specific character trait is highlighted each month. All teachers nominate a student from their class who best exemplifies this trait. These students are recognized during the morning newscast and photographed for a display on a Student of the Month bulletin board. Students who exhibit appropriate behavior throughout the month are recognized or during Dolphin Pride.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The Comprehensive School Counseling Program is implemented by Student Services staff. A system is in place for creating counseling referrals, both to onsite personnel and to representatives from the Institute for Child and Family Health and other agencies. When applicable, student needs are monitored by the Student Support Team through Response to Intervention and/or Response to Behavior Intervention, In order to meet the needs of the whole child, parent involvement is encouraged, both during SST meetings and through school-wide presentations. School staff works closely with personnel from the onsite Citrus Health Network, Inc. in order to ensure that medical needs, which may affect students' emotional well-being, are addressed. Student services personnel address students' social-emotional development in individual, small group and class-wide settings.

3. Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Ludlam Elementary School utilizes the following Early Warning System indicators:
1. Student attendance below 90 percent
2. One or more suspensions
3. Course failure in ELA and/or Mathematics
4. For students in Grades 3-5, Level 1 score on the statewide, standardized assessments in ELA and/or Mathematics

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	2	3	3	1	2	0	0	0	0	0	0	0	11
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	2	2	4	2	4	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	1	11	14	0	6	23	0	0	0	0	0	0	0	55

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	4	4	2	5	13	0	0	0	0	0	0	0	29

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Students with 15 or more absences are entered into the Truancy Intervention Program. An administrator and the School Social Worker meet with each student's parent(s). Factors contributing to student absences are addressed and referrals to outside agencies are made, as needed. A referral to the Student Services Team for a Functional Assessment of Behavior and Behavior Intervention Plan is made, when needed. Referrals to outside agencies are also made, when appropriate. Students receiving failing grades in ELA and/or Mathematics are monitored by the Leadership and Student Services Teams. Response to Intervention is initiated, as appropriate, and supplemental services including WonderWorks intervention, computer-based intervention and access to the ELL Tutoring Academy are considered. All students who receive a Level 1 score on the statewide, standardized assessments in ELA and/or Mathematics are monitored by the Leadership and Student Services Teams. The students participate in WonderWorks intervention and are referred to the RtI process, as appropriate.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Ludlam Elementary School invites active participation from all families. The school's vision and mission is articulated during schooolwide meetings and in print, both in student agendas and on the school's website. The school maintains up-to-date Facebook, Instagram, and Twitter accounts. To inform families of upcoming events, monthly calendars and quarterly newsletters are sent home and posted online and Connect Ed is utilized. Family members are encouraged to join the school's PTA and to take part in PTA-sponsored activities, both as participants and as volunteers. The school hosts an active School Volunteer Program. Volunteers assist with school-wide and classroom events and lead "Lunch Bunch" reading groups that foster literacy throughout the school year. Teachers are encouraged to communicate with parents on a regular basis, both to address concerns and to celebrate student successes. The school's Leadership and Student Services Teams maintain an active presence in both the school and the community. Families are encouraged to share their concerns and parental input is encouraged in matters that affect the school community. When students are placed in the RtI process, active parental involvement is encouraged in order to ensure that decisions reflect the students' needs.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Ludlam Elementary School's Leadership and Student Services Teams maintain close partnerships within the South Miami community. School personnel work closely with staff from the Gibson-Bethel Community Center to ensure that students' academic and social needs are addressed both at school and in the community. Administrators, the School Counselor and the School Social Worker communicate with outside service providers to ensure that students have access to additional services, when needed. Based on referrals from the school and parental requests, staff from the Institute for Child and Family Health work with select students both on and off-site. The school staff communicates with personnel from Citrus Health Network, Inc., the onsite health care provider, to ensure that student's healthcare needs are addressed. School staff participate in meetings with the South Miami Chamber of Commerce and the Drug Free Coalition. School leadership works closely with the PTA and local businesses to secure support and funding for school initiatives.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Menocal, Georgette	Principal
Del Castillo, Enrique	Teacher, K-12
Cardenas, Waldo	Teacher, K-12
Levy, Patrice	School Counselor
Conover, Debra	Instructional Coach
Balboa, Laura	Teacher, K-12
Rivas, Janette	Teacher, K-12
Formoso, Denise	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Dr. Georgette Menocal, Principal - Establishes a common vision for the implementation of data-driven instruction and the use of data-based decision making. Ascertains that the school-based team is implementing MTSS/RtI and ensures implementation of intervention support and the maintenance of all documentation. Secures adequate professional development to support MTSS/RtI implementation, and communicates with staff and parents regarding school-based MTSS/RtI plans and activities.

Denise Formoso, Assistant Principal - Assists the Principal in the establishment of a common vision for the implementation of data-driven instruction and the use of data-based decision-making. Aide the Principal in the supervision of the MTSS/RtI team and its implementation of all processes. Support the Principal in the collection of all documentation and the provision of adequate professional development opportunities for all staff members. Communicate with staff and parents regarding school-based MTSS/RtI plans and activities.

Laura Balboa, Kindergarten and First Grade Teacher - Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3

activities.

Enrique del Castillo, Third Grade Teacher/EESAC Chair - Provides information about reading core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Waldo Cardenas, Fourth Grade Teacher - Provides information about mathematics core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Janette Rivas, Fifth Grade Teacher- Provides information about science core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

TBA, SPED Teacher - Provides insight into Special Education practices, shares research-based instructional strategies for the differentiated instruction of SPED students, participates in student data collection, integrates core instructional activities/resources into Tier 3 instruction, and collaborates with general education teachers through such activities as consultation, collaboration and co-teaching.

Patrice Levy, School Counselor - Present insight on the cognitive, social, psychological, and physical development of students that may influence academic success. Offer quality services and expertise on curriculum program design, comprehensive student evaluation, and specialized intervention. Link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Debra Conover, Media Specialist/Reading Coach - Develops, brokers, and maintains media necessary to support the school's research based curriculum programs and instructional strategies. Assists in the display of data and the implementation of motivational tools for student achievement. Provides professional development and technical support to teachers and staff regarding the effective use of media and literacy across the curriculum. Maintains extended hours so that parents and students can utilize the media center after school.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Utilizing the FCIM, the MTSS/RtI Leadership Team, in conjunction with the SAC will meet to monitor the effectiveness of the core instruction through analysis of data from the iReady and McGraw Hill Wonders reading program and on Tier 1, 2 and 3 targets. Based on student performance data, program effectiveness will be reviewed and adjustments to instructional practices will be made, as needed. The SAC will analyze data for funding resources based on the needs of progress monitoring.

Teachers will meet on a weekly basis for collaborative planning. Student performance data will be reviewed and adjustments to intervention and differentiated instruction groups will be made, as needed.

Title I, Part A
At Ludlam Elementary, services are provided to ensure students requiring additional remediation are

assisted through extended learning opportunities, such as after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum liaisons develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive parental program and supplemental educational programs.

Title I, Part C- Migrant
The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide an after-school tutorial program.

Title X- Homeless
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.

• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)
This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Georgette Menocal, Ed.d	Principal
Enrique del Castillo	Teacher
Debra Conover	Teacher
Luli Rudd	Teacher
Pat Levy	Teacher
Afiba Bertrand	Teacher
Belinda Mincey	Education Support Employee
Daniel Alonso	Business/Community
Yadira Colindres	Parent
Haydee Agrelot	Teacher
Keri Touby	Parent
Jenny Larson	Business/Community
Gus Cabrera	Business/Community
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The EESAC at Ludlam Elementary School met last year to to approve the School Improvement Plan for the 2015-2016 school year. At the regularly scheduled meetings, the EESAC received reports on progress of the strategies. Effectiveness of the strategies was determined by analyzing the results of benchmark and district/state assessments. Additionally, the EESAC conducted a midyear review of progress, and conducted a final assessment of progress.

b. Development of this school improvement plan

The Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision-making at the school relating to implementation of the provision of the state system of improvement and accountability. The EESAC assists in the preparation, implementation and the evaluation of the School Improvement Plan.

c. Preparation of the school's annual budget and plan

The Educational Excellence School Advisory Committee (EESAC) meets to discuss schoolwide needs and the funding needed to provide the strategies that support these needs.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Approximately $793.00 were allocated to purchase Time For Kids to assist in implementing SIP Reading goals.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
No

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Menocal, Georgette	Principal
Levy, Patrice	School Counselor
Conover, Debra	Instructional Coach
Del Castillo, Enrique	Teacher, K-12
Balboa, Laura	Teacher, K-12
Formoso, Denise	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

1. Ensure fidelity in the implementation of the McGraw-Hill reading Wonders and Reading WonderWorks literacy programs.
2. Promote an appreciation of quality literature through implementation of Literacy Day in Pre--Kindergarten through Grade 2.
3. Assist in the identification of Tier 2/3 students.
4. Create a schedule for providing identified students with intervention programs and ensure that appropriate staff members are trained to administer these programs.

D. Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Ludlam Elementary School's master schedule is created in a way that allows common planning time for all K-5 teachers. The leadership team participates in grade-level meetings and provides teachers with resources to support rigorous planning. Teachers are encouraged to share best practices. As a part of the school's SPED inclusion program, teachers are encouraged to collaborate during instruction, sharing their strengths in a way that promotes student learning. Teachers and members of the Leadership and

Literacy teams meet to examine student data, holistically score student work, modify intervention groups and review curriculum materials. After participating in off-site professional development, both teachers and administrators share new information in grade level meetings.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. Collaboration with local universities to address graduating classes.
2. Facilitate placement of current teachers at site.
3. Solicit referrals from current employees.
4. Assign mentor teachers to new teachers.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

1. Provide orientation for beginning teachers in order to familiarize the teachers with the school community.
2. Pair new teachers with a mentor in the same grade level/subject area in order to provide a support system based on shared curriculum and developmental stages.
3. Provide opportunities for common planning/articulation in order to model effective professional practices.
4. Adjust support, as needed, in order to individualize the support received by each beginning teacher.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

When planning for instruction in all core subject areas, Ludlam Elementary School staff members utilize the District's Pacing guides. Objectives, learning activities and student evaluation are aligned with expectations set forth in the Florida Standards. Teachers utilize the District-adopted Reading Wonders and Go Math! textbook series. These materials and their relationship to the Florida Standards are examined during grade-level planning sessions. To ensure the acquisition of higher order thinking skills, students are encouraged to engage in collaborative conversations that address essential questions related to reading passages. During mathematics, students utilize content-specific vocabulary and examine the steps needed to solve mathematical equations. By utilizing the WonderWorks Program, Tier II intervention is aligned with the core reading series and, therefore, the Florida Standards. All computer-based learning programs utilized during differentiated instruction must support acquisition of the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Data is used to inform all decisions related to differentiated instruction. Classroom reading DI groups are created based on the results of statewide, standardized assessments, iReady and classroom assessments. In addition to utilizing materials from the Reading Wonders series during differentiated instruction, teachers use materials provided by the Florida Center for Reading Research to address

the specific learning needs of students in Tier III of the RtI process. Referral to WonderWorks Intervention is based upon the results of statewide, standardized assessments and iReady data. Based on individual needs, students are placed in either the ACT or Foundations Programs. Differentiated instruction in Mathematics is based upon the results of statewide, standardized assessments, iReady, District Interim Assessment data and classroom assessments of student progress. Teachers meet with members of the Leadership and Literacy Teams on a quarterly basis to participate in formal data chats. Adjustments to DI and intervention groups are determined during these meetings.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program
Minutes added to school year: 4,860

Provide an after-school reading and mathematics tutorial for English language learners.

Strategy Rationale

ELL students will benefit from extended exposure to language arts instruction, particularly in the areas of listening, speaking, reading and writing. ELL students will benefit from mathematics instruction in their home language.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Menocal, Georgette, gmenocal@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data from computer-based learning programs will be analyzed on an ongoing basis. The results of ELL student performance on Interim Assessments, iReady and results of the 2017 FSA and ACCESS will be examined to determine programmatic success.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

1. Articulate with area preschools and the Gibson-Bethel Center to identify future students.
2. Share registration requirements with parents and community members.
3. Provide tours of the school on a bi-monthly basis.
4. Student services personnel work closely with parents to ensure that parents are aware of the programs offered and the services provided.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To increase student achievement by improving core instruction in all content areas. 1a

G087678

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	65.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	50.0
FSA Mathematics Achievement	76.0
Math Gains	67.0
Math Lowest 25% Gains	60.0
FCAT 2.0 Science Proficiency	60.0
CELLA Writing Proficiency	32.0
AMO Reading - All Students	81.0
AMO Reading - African American	61.0
AMO Reading - Hispanic	82.0
AMO Reading - SWD	56.0
AMO Math - All Students	80.0
AMO Math - African American	59.0
AMO Math - ELL	69.0
AMO Math - SWD	58.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of collaborative planning among and between grade levels and subject area departments.

Resources Available to Help Reduce or Eliminate the Barriers 2

- M-DCPS Pacing Guides
- Reading Wonders Teachers' Manuals
- WonderWorks Intervention Program
- Reading Liaison
- Department Chairs
- Classroom Computers
- Promethean Boards
- iReady Reading and Math
- Common Planning Time
- Go Math! series
- Think Central
- manipulative kits
- Gizmos
- Reflex Math

- Discovery Education

- Computer Lab

- Scott Foresman Science Teachers' Manuals

- Science kits

- Mathematics Liaison

- Science Liaison

- myON Reader

Plan to Monitor Progress Toward G1. 8

Utilizing the FCIM, the LLT will review students' monthly and quarterly assessment reports to monitor progress and to adjust instruction as needed.

Person Responsible
Georgette Menocal

Schedule
Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion
Formative Assessments – Houghton Mifflin McGraw Hill Reading Wonders Weekly and/or Unit Assessments, Monthly iReady and Reading Plus Reports, Go Math Chapter Test results, Reflex Math reports, District Interim Assessments, Teacher informal observations during instruction, Student Work Folders Summative Assessment – Results of the 2017 FSA Assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. 1

🔑 G087678

> **G1.B1** Limited evidence of collaborative planning among and between grade levels and subject area departments. 2
>
> 🔑 B233095

> > **G1.B1.S1** Plan collaboratively for rigorous, purposeful, and engaging instructional activities in all content areas that are based on standards and/or specific course benchmarks. 4
> >
> > 🔑 S246037

Strategy Rationale

Effective collaboration and planning will result in rigorous instruction.

Action Step 1 5

Provide a professional development opportunity to develop structured and focused curriculum collaboration within grade levels and departments to include Florida Standards, Pacing Guides, Best Practices, and Data Analysis reviews.

Person Responsible

Georgette Menocal

Schedule

On 9/21/2016

Evidence of Completion

Sign-In Sheet, Agenda, Hand-Outs

Action Step 2 5

Teachers will provide students with an essential question and/or focus to targeted skills within the Florida Standards after participating in grade level and/or subject area planning meetings.

Person Responsible

Denise Formoso

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Lesson Plans, classroom walkthroughs, observations

Action Step 3 5

Provide opportunities for teachers to review district Pacing Guides aligned to Florida Standards, share best practices, and identify learning outcomes through focused curriculum collaboration groups.

Person Responsible

Georgette Menocal

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Sign in Sheets, collaborative conversations

Action Step 4 5

When areas of need are identified, administrative feedback and corrective strategies will be provided.

Person Responsible

Georgette Menocal

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Feedback from classroom walkthroughs

Action Step 5 5

Subject area liaisons will share information and best practices during grade level, subject area, or professional development faculty meetings.

Person Responsible

Denise Formoso

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Sign-In Sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Consistently monitor fidelity of implementation through participation in grade level, subject area, and professional development faculty meetings.

Person Responsible

Denise Formoso

Schedule

Biweekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Sign-In Sheets, Teacher Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Consistently monitor effectiveness by conducting classroom walkthroughs.

Person Responsible

Georgette Menocal

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Feedback from classroom walkthroughs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 A318825	Provide a professional development opportunity to develop structured and focused curriculum...	Menocal, Georgette	8/24/2016	Sign-In Sheet, Agenda, Hand-Outs	9/21/2016 one-time
G1.MA1 M332129	Utilizing the FCIM, the LLT will review students' monthly and quarterly assessment reports to...	Menocal, Georgette	8/22/2016	Formative Assessments – Houghton Mifflin McGraw Hill Reading Wonders Weekly and/or Unit Assessments, Monthly iReady and Reading Plus Reports, Go Math Chapter Test results, Reflex Math reports, District Interim Assessments, Teacher informal observations during instruction, Student Work Folders Summative Assessment – Results of the 2017 FSA Assessments	6/8/2017 monthly
G1.B1.S1.MA1 M332127	Consistently monitor effectiveness by conducting classroom walkthroughs.	Menocal, Georgette	8/22/2016	Feedback from classroom walkthroughs	6/8/2017 weekly
G1.B1.S1.MA1 M332128	Consistently monitor fidelity of implementation through participation in grade level, subject...	Formoso, Denise	8/22/2016	Sign-In Sheets, Teacher Lesson Plans	6/8/2017 biweekly
G1.B1.S1.A2 A318826	Teachers will provide students with an essential question and/or focus to targeted skills within...	Formoso, Denise	8/22/2016	Lesson Plans, classroom walkthroughs, observations	6/8/2017 weekly
G1.B1.S1.A3 A318827	Provide opportunities for teachers to review district Pacing Guides aligned to Florida Standards,...	Menocal, Georgette	8/22/2016	Sign in Sheets, collaborative conversations	6/8/2017 monthly
G1.B1.S1.A4 A318828	When areas of need are identified, administrative feedback and corrective strategies will be...	Menocal, Georgette	8/22/2016	Feedback from classroom walkthroughs	6/8/2017 weekly
G1.B1.S1.A5 A318829	Subject area liaisons will share information and best practices during grade level, subject area,...	Formoso, Denise	8/22/2016	Sign-In Sheets	6/8/2017 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Limited evidence of collaborative planning among and between grade levels and subject area departments.

G1.B1.S1 Plan collaboratively for rigorous, purposeful, and engaging instructional activities in all content areas that are based on standards and/or specific course benchmarks.

PD Opportunity 1

Provide a professional development opportunity to develop structured and focused curriculum collaboration within grade levels and departments to include Florida Standards, Pacing Guides, Best Practices, and Data Analysis reviews.

Facilitator

Dr. Georgette Menocal

Participants

Administrators, Teachers

Schedule

On 9/21/2016

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Provide a professional development opportunity to develop structured and focused curriculum collaboration within grade levels and departments to include Florida Standards, Pacing Guides, Best Practices, and Data Analysis reviews.				$0.00
2	G1.B1.S1.A2	Teachers will provide students with an essential question and/or focus to targeted skills within the Florida Standards after participating in grade level and/or subject area planning meetings.				$0.00
3	G1.B1.S1.A3	Provide opportunities for teachers to review district Pacing Guides aligned to Florida Standards, share best practices, and identify learning outcomes through focused curriculum collaboration groups.				$2,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			3061 - Ludlam Elementary School	Other		$2,200.00
			Notes: Technology Upgrades			
4	G1.B1.S1.A4	When areas of need are identified, administrative feedback and corrective strategies will be provided.				$0.00
5	G1.B1.S1.A5	Subject area liaisons will share information and best practices during grade level, subject area, or professional development faculty meetings.				$0.00
					Total:	$2,200.00