

Preliminary Report, Highlights: Ludlam, Miami-Dade County

High Free and Reduced Lunch, 52% and Limited English, 30%

The teachers set goals at two levels: high and higher. If they want to achieve an increased score of 6 in writing, they will aim for a 7 or 8. Time and again, they meet and exceed their goals.

SUPPORT TEACHERS: Ludlam teachers are considered and treated as professionals. They are part of a team that includes a very effective Assistant Principal. The administration provides a high level of support and expects intense focus. Every effort is made to maximize instructional time. Budgets and schedules are planned creatively in order to reduce class size at critical times during the day. Teachers work collaboratively, helping one another to analyze data and develop lesson plans. They meet regularly to assess test scores and improve student tracking—one of the essential tools for charting student direction. The staff develops and applies a school-wide monthly reading prompt that is charted and included as part of the monthly progress report on the school's progress as a unit.

Results: Accountability Report: 80% of Grade 4 students achieved a score of 3.0 or higher on the FCAT writing.

Practices that Promote High Performance:

- Using computer-assisted instruction to determine which books students should read to improve skills
- Following a block schedule to eliminate fragmented instructional and student time on task
- Scheduling regular meetings between administration/support staff and teachers to discuss student needs

CELEBRATE DIVERSITY: The student population is very diverse. The school motto epitomizes the school's appreciation of its cultural richness: "Many Faces—One Goal." The diversity is reflected in the make-up of the School Improvement Team, which is actively involved in the decision-making process, including the budget. The school credits the parents' participation in their children's education, at school and home, as key to its success. The parents, whatever ethnicity, feel ownership. The school's PTA was instrumental in purchasing computer equipment for classrooms that serve a wide range of students with varying academic needs. Ludlam has a "Multicultural Exchange Program" with other district schools that jointly celebrates and highlights many cultures.

Results: School Grades: 2000: B; 2001: A; 2002: A.

Practices that Promote High Performance:

- Educating parents, staff and students on the differences and similarities between and among cultures
- Recruiting parent volunteers to read to children during lunch time
- Sharing data with parents that gives them an up-close look at their children's progress and the big picture

PROVIDE A MENU: Ludlam teachers have a variety of programs, materials and instructional support services. They appreciate the variety and being entrusted to choose. The choices include: America Reads, reading tutorial programs, and FCAT test strategy programs. Many choices have technology components. The menu enables teachers to find a perfect program fit for children with varying abilities and skills. The school has a special program for students with elevated academic potential who do not fit the gifted category. Additional staff have been hired to increase their potential. There is a full-time FCAT tutor to assist low performing schools' grades 3 through 5. All specialized small group instruction for underachieving students is delivered by a certified teacher.

Results: Accountability Report: Reading scores were higher than the State or District average

Practices that Promote High Performance:

- Emphasizing smart technology use, including electronic grade books (monitored by the administration) and streamlining the paper work and paper management that takes away from instructional time
- Sharing portfolios exhibiting student progress with parents
- Working productively with outside agencies to set up interventions for students needing help