

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

**Laura C. Saunders Elementary School (2941)**

Feeder Pattern - Homestead Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Hernandez Suzet

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Laura C. Saunders Elementary School will institute an instructional program with a strong focus on literacy from kindergarten to fifth grade. Common instructional reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy intervention across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous evaluation which monitors student achievement through a variety of assessments including weekly, monthly and interim assessments that will yield student performance data to be carefully analyzed and used to focus instruction accordingly.

Given instruction based on the Sunshine State Standards (SSS), students in grades three through five will improve their reading skills as evidenced by 58 percent of students scoring at or above Achievement Level Three on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), Black students in grades three through five will improve their reading skills as evidenced by 58 percent of students scoring at or above Achievement Level Three on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), Hispanic students in grades three through five will improve their reading skills as evidenced by 58 percent of students scoring at or above Achievement Level Three on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), Economically Disadvantaged students in grades three through five will improve their reading skills as evidenced by 58 percent of students scoring at or above Achievement Level Three on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), English Language Learners (ELL students) in grades three through five will improve their reading skills as evidenced by 58 percent of students scoring at or above Achievement Level Three on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards students in grades three through five will improve their mathematics skills as evidenced by 62 percent of students scoring at or above Achievement Level Three on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards Black students in grades three through five will improve their mathematics skills as evidenced by 62 percent of students scoring at or above Achievement Level Three on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards economically disadvantaged students in grades three through five will improve their mathematics skills as evidenced by 62 percent of students scoring at or above Achievement Level Three on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards English Language Learner (ELL students) in grades three through five will improve their mathematics skills as evidenced by 62 percent of students scoring at or above Achievement Level Three on the 2008 administration of the FCAT Mathematics Test.

Given instruction on the Sunshine State Standards, the number of students in fourth grade scoring at or above achievement level 3.5 or above on the FCAT Florida Writing Plus Test will increase by at least one percent.

Given instruction using the Sunshine State Standards, students in grade five at Laura C. Saunders Elementary School will demonstrate improvement in science as evidenced by 52 percent of the students scoring Level 3 or higher on the 2008 administration of the FCAT Science Test.

Given school wide emphasis on community outreach, parental involvement will increase as evidenced by a minimum of five percent of students having a parent attend at least one school sponsored event during the 2007-2008 school year as documented in teacher sign in rosters.

Given an emphasis on safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of student referrals during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of educational technology, all teachers will attend a minimum of four workshops on the use of technology during the 2007-2008 school year as documented by the sign in rosters as compared to the sign in rosters from the 2006-2007 school year.



# School Improvement Plan 2007-2008



Based on the recommendations of the Florida Department of Education, students in grades two through five will improve their fitness as evidenced by 51 percent of students receiving Gold or Silver certificates for the 2007-2008 FITNESSGRAM.

There will be an increase in the number of enrichment classes (9) offered to students in the 2006-2007 school year as compared to the number of enrichment classes (7) offered during the 2005-2006 school year.

Laura C Saunders Elementary School will improve its ranking on the State of Florida ROI index publication from the 37th percentile in 2004 to the 38th percentile on the next publication of the index.

Laura C. Saunders Elementary School, as a member of the School Improvement Zone, recognizes that good instruction is the foundation that fosters learning. After analyzing the most recent results of the Organizational Performance Improvement Snapshot (OPIS) report, it has been determined that the teachers feel that they do not know how well their work location is doing financially. To address this concern, the teachers will be invited to attend a professional development workshop concerning the school's operational budget and expenditures. Furthermore, high caliber professional development in other disciplines for teachers and administrators will occur. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities into classroom instruction. School site administrators, as the instructional leaders of the schools, will be involved in the professional development activities in order to effectively monitor instruction. The administrative team for the School Improvement Zone will be at the core of the professional development effort, monitoring and supporting the direct services to Laura C. Saunders Elementary School.



# 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.

## 2941 - LAURA C. SAUNDERS ELEMENTARY SCHOOL

### VISION

Laura C. Saunders Elementary School enriches the community through: the conveyance of the cultural heritage of the nation; the provision of the best possible educational experiences to our students and the surrounding community; the extension of the services of the school to encompass the needs of the whole individual; and the provision of a center for community activities.

### MISSION

The mission of Laura C. Saunders Elementary School is to develop independent, life long academically successful, healthy learners by working in partnership with our families and community.

We have established an atmosphere conducive to enabling our children to develop not only academically, but also emotionally and socially, thereby creating in the children a sense of themselves and the world around them.

### CORE VALUES



# School Improvement Plan 2007-2008



## 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.

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## ***School Demographics***

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Laura C. Saunders Elementary School is a full service, federally funded school which serves 916 students including standard curriculum students, ESE (Exceptional Student Education) students, ESOL (English for Speakers of Other Languages) students, and economically disadvantaged students. The ethnic/racial makeup of the student population is 51 percent Black, 47 percent Hispanic, two percent white and less than one percent other. Ninety two point two percent of the school's population is eligible for free or reduced rate lunch. The mobility rate of the school is 61 percent. The State Attorney's Truancy Intervention Program is in place at the school.

The faculty and staff at Laura C. Saunders are as diverse as the student body. Fifteen percent of the faculty is White, 53 percent Black, 48 percent Hispanic. Thirty six percent of the teachers hold advanced degrees, 27 percent have their Masters and nine percent have a Specialist or Doctorate. The average teaching experience is eight years. This year, 18.7 percent of the faculty are beginning teachers.

Laura C. Saunders houses three Pre K units, as well as eight Kindergarten homerooms. Furthermore, there are seven first grade homerooms, eight second grade and nine third grade homerooms, respectively. Additionally, there are five fourth grade homerooms and five fifth grade homerooms. Also at Laura C. Saunders, there are three self-contained EH (Emotionally Handicapped) units. Laura C. Saunders uses a full inclusion model with five full time co-teachers in the third through fifth grade classes. There are also five TEAM (Teaching Enrichment Classes to Minorities) classes. Servicing the students in bilingual education are four Spanish S/SL teachers, one ESOL teacher and one CCHL (Curriculum Content in the Home Language) teacher. There is one math facilitator as well as two reading coaches, and one Guidance Counselor. Moreover, there is one shared on-site Social Worker who is at the school 2 ½ days a week. Additionally, there are seven special area teachers instructing the students in the fine arts and physical education. One Science Lab/Math teacher provides students in grades four and five, one hour of hands-on science a week. Full time reading tutors and paraprofessionals are assigned to grades to help deliver the guided reading component as well as the (ICU) Intensive Care Unit tutoring.

Due to the relatively low-income bracket of the population, the students are in need of support to secure the basic resources that will enable them to realize their full potential. The Full Service School component is instrumental in identifying the neediest families and students in order to provide direct assistance and references to appropriate social service agencies. Additionally, students in need of extra help in mastering the skills taught in the classroom are served through tutoring programs. Many of these students require extensive redirection of unproductive behaviors. The School Support Team and the entire Laura C. Saunders Elementary School staff share in this responsibility.

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## ***School Foundation***

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### **Leadership:**

According to the percentage of staff who have responded to the online survey on May 7, 2007, LEADERSHIP received a ranking of 4.1, which is slightly above the "AGREE" mark. The staff agreed the most with question 1a. I know my organization's mission (what it is trying to accomplish). Whereas the staff least agreed with item 1g. My organization asks me what I think.

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

According to the percentage of staff who have responded to the online survey on May 7, 2007, DISTRICT STRATEGIC PLANNING ALIGNMENT received a ranking of 3.8, which is slightly below the "AGREE" mark. The staff agreed the most with question 2c. I know how to tell if we are making progress on my work group's part of the plan. Whereas the staff least agreed with item 2a. As it plans for the future, my work location asks for my ideas.

### **Stakeholder Engagement:**

According to the percentage of staff who has responded to the online survey on May 7, 2007, CUSTOMER AND MARKET FOCUS received a ranking of 4.0, which is approximately on the "AGREE" mark. The staff agreed the most with question 3a and 3b. I know who my most important customers are and I keep in touch with my customers. Whereas the staff least agreed with items 3d and 3e. I ask my customers if they are satisfied or dissatisfied with my work and I am allowed to make decisions to solve problems for my customers.

### **Faculty & Staff:**

According to the percentage of staff who have responded to the online survey on May 7, 2007, HUMAN RESOURCES FOCUS received a ranking of 3.9, which is slightly below the "AGREE" mark. The staff agreed the most with questions 5d and 5f. I am recognized for my work and my supervisor and my work location care about me. Whereas the staff least agreed with item 5b. The people I work with cooperate and work as a team.

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

According to the percentage of staff who have responded to the online survey on May 7, 2007, MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT received a ranking of 4.2, which is slightly above the "AGREE" mark. The staff agreed the most with question 4a and 4b. I know how to measure the quality of my work and I know how to analyze (review) the quality of my work to see if changes are needed. Whereas the staff least agreed with item 4f. I get the information I need to know about how my organization is doing.

### **Education Design:**

According to the percentage of staff who have responded to the online survey on May 7, 2007, PROCESS MANAGEMENT received a ranking of 3.9, which is slightly below the "AGREE" mark. The staff agreed the most with questions 6b. I collect information (data) about the quality of my work. Whereas the staff least agreed with items 6d I have control over my work processes.

### **Performance Results:**

According to the percentage of staff who have responded to the online survey on May 7, 2007, BUSINESS RESULTS received a ranking of 3.9, which is slightly below the "AGREE" mark. The staff agreed the most with questions 7i. I am satisfied with my job. Whereas the staff least agreed with item 7c. I know how well my organization is doing financially.



# School Improvement Plan 2007-2008



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

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**





School Improvement Plan  
2007-2008



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

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

## Reading Goal

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

#### *Florida Education Priorities*

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

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

#### *District Strategic Plan*

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

### Reading Statement

Increase reading performance of all NCLB populations.

### Needs Assessment

Scores on the 2007 FCAT Reading Test indicate that 53 percent of the third graders, 44 percent of the fourth graders, and 53 percent of the fifth graders tested met the state required mastery level. In accordance with the No Child Left Behind Act, none of the tested sub-groups for Laura C. Saunders achieved AYP. In addition, 50 percent of students are meeting high standards in reading, 64 percent of all students are making learning gains and 82% of the lowest 25 percentile are making adequate progress in reading. In conclusion, 44 percent of all students tested made Adequate Yearly Progress, a one percent decrease from the 2006 Reading Test.

### NCLB Subgroup Target

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

### Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), students in grades three through five will improve their reading skills as evidenced by 58 percent of students scoring at or above Achievement Level Three on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), Black students in grades three through five will improve their reading skills as evidenced by 58 percent of students scoring at or above Achievement Level Three on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), Hispanic students in grades three through five will improve their reading skills as evidenced by 58 percent of students scoring at or above Achievement Level Three on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), Economically Disadvantaged students in grades three through five will improve their reading skills as evidenced by 58 percent of students scoring at or above Achievement Level Three on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), English Language Learners (ELL students) in grades three through five will improve their reading skills as evidenced by 58 percent of students scoring at or above Achievement Level Three on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core literacy program.	Reading Coaches Zone Curriculum Support Specialist Administrators	08/20/07	06/11/08	Other/ Not Applicable	0
Implement an immediate intensive intervention program that addresses student reading deficiencies as identified by diagnostic assessments.	Reading Coaches Zone Curriculum Support Specialist Teachers Reading Tutors Administrators	8/20/07	06/11/08	Other/ Not Applicable	0
Infuse CRISS strategies in the implementation of all curriculum.	Teachers Reading Coaches Zone Curriculum Support Specialist Administrators	08/30/07	06/11/08	Other/ Not Applicable	0
Utilize both the SPI and Edusoft software to gather data in order to provide differentiated instruction.	Reading Coaches Technology manager Administrators	08/20/07	06/11/08	Other/ Not Applicable	0
Implement the 8-Step Continuous Improvement Model for school reform.	Administrators Reading Coaches Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Attend transition academy training to articulate with middle school personnel.	Reading Coaches Administrators 5th grade Language Arts teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Implement a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.	Teachers Reading Coaches Curriculum Support Facilitator Administrators	08/20/07	06/11/08	Other/ Not Applicable	0
Identify the students scoring at levels one and two of the FCAT, as delineated in the AYP disaggregated data, and provide tutorial assistance during school hours to address the reading deficiencies of all subgroups represented.	Teachers Reading Coaches Zone Curriculum Support Specialist Administrators	08/20/07	06/11/08	Other/ Not Applicable	0
Focus on the cluster of Main Idea/Purpose and instruct the remaining clusters of Comparisons, Words/Phrases, and Reference/Research according to the timeline identified in the Instructional Focus Calendar in Reading as well as in all content areas.	Teachers Reading Coaches Zone Curriculum Support Specialist Administrators	08/20/07	06/11/08	Other/ Not Applicable	0
Implement a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.	Teachers Reading Coaches Zone Curriculum Support Specialist Administrators	08/20/07	06/11/08	Other/ Not Applicable	0

Develop a scope and sequence and implement an instructional focus calendar based on the reading series that will align with Sunshine State Standards and will include weekly monitoring assessments.	Reading Coaches Zone Curriculum Support Specialist Administrators	08/20/07	06/11/08	Other/ Not Applicable	0
Utilize and monitor computer-assisted programs such as Reading Plus, FCAT Explorer, Riverdeep, etc. to enrich and remediate students reading skills and monitor performance.	Reading Coaches Teachers Technology Facilitator Administrators	08/20/07	06/11/08	Other/ Not Applicable	0
Administer weekly, monthly, and interim assessments aligned to the Sunshine State Standards tested benchmarks.	Teachers Reading Coaches Zone Curriculum Support Specialist Administrators	08/20/07	06/11/08	Other/ Not Applicable	65000
Provide and monitor additional tutorial services, during the school day and the extended day for students who scored at levels one & two on the 2008 FCAT Reading Test and provide differentiated instruction.	Reading Coaches Zone Curriculum Support Specialist Reading tutors Administrators	08/20/07	06/11/08	Other/ Not Applicable	5000
Provide in-class support to teachers and students in both effective teaching strategies and learning techniques to improve students reading skills.	Reading Coaches Zone Curriculum Support Specialist Paraprofessionals Administrators	08/20/07	06/11/08	Other/ Not Applicable	10000
Provide staff development for administrators and faculty on Florida's Formula, the five essential components of reading, the school site CCRP and SRP, weekly assessment and analysis of data, and differentiated instruction for all students. Additionally, in-services will also include training on resources required for the implementation of the School Improvement Plan. Delivery of in-services will include model lessons and mentoring of teachers.	District Curriculum Support Personnel Reading Coaches Administrators	08/20/07	06/11/08	Other/ Not Applicable	15000
Notify parents in writing and in the home language of monthly meetings whereby the Reading Coaches will provide workshops and printed information regarding strategies for parents to use at home to support reading achievement.	Reading Coaches Community Involvement Specialist Administrators	08/20/07	06/11/08	Other/ Not Applicable	1000
Utilize a parent compact (Title I parent compact) to promote a positive learning environment at school and at home and to promote parents active participation in their child's education.	Community Involvement Specialist Administrators	08/20/07	06/11/08	Other/ Not Applicable	20000
Monitor the Extended Day School year according to the District Zone calendar to begin one week earlier and end one week later than non-zone schools.	School Improvement Zone Administrators	08/20/07	06/11/08	Other/ Not Applicable	5000

### Research-Based Programs

The main research-based program used at Laura C. Saunders is the Houghton-Mifflin Reading program.

Additional resources include Reading Plus, America Reads, Waterford, Early Success, Soar to Success, FCAT Explorer, Accelerated Reader, Voyager Passport, Fast ForWord, Quick Reads, McGraw-Hill Direct Instruction/SRA.

### Professional Development



# School Improvement Plan

## 2007-2008



Using the School Improvement Zone organizational structure, teachers must obtain 56 hours of professional development during the school year. Trainings will include the core reading program, intervention programs, and assessments used at the elementary school level as follows: Houghton Mifflin Reading, Houghton Mifflin's Early Success, Houghton Mifflin's Soar to Success, Voyager Passport.

Provide professional development that will enable school-site administrators to support the school-wide literacy plan.

Provide professional development on the 8-Step Continuous Improvement Model.

Provide professional development on the Transition Academy to fifth grade teachers.

School Improvement Zone Curriculum Support Specialists and school-site reading coaches will provide on going professional development to teachers in kindergarten through grade five in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning time as well as the side-by-side coaching model described in the Reading First grant.

Provide professional development to instructional staff in reading's Big Five.

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

All new and beginning teachers will receive continuous mentoring. Furthermore, as Laura C. Saunders falls under the auspices of the Superintendent's School Improvement Zone all teachers and staff will be provided systematic and needs-based professional development during grade level planning sessions and in-house workshops during teacher planning days.

Furthermore, Laura C. Saunders and the University of Florida's College of Education Lastinger Center for Learning are participating in an educational partnership initiative designed to improve the quality of teaching and learning.

### **Evaluation**

The success of meeting the objectives will be measured by scores on the 2008 administration of the FCAT Reading Test. Progress toward objectives will be monitored by district assessments, interim assessments, and by school developed weekly and cumulative benchmark assessments.

### Mathematics Goal

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

**Florida Education Priorities**

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

**Miami-Dade County Public Schools**

**District Strategic Plan**

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

**Mathematics Statement**

Increase the mathematics performance of all NCLB populations.

**Needs Assessment**

Scores on the 2007 FCAT Math test indicate that 66 percent of the third graders, 68 percent of fourth graders, and 44 percent of fifth graders tested met the state required mastery level. Moreover, 55 percent of students tested achieved AYP.

In accordance with the No Child Left Behind Act, none of the tested sub-groups for Laura C. Saunders achieved AYP. with the exception of the Limited English Proficient students and the Students with Disabilities . In addition, 55 percent of students are meeting high standards in reading, 61 percent of all students are making learning gains and 58% of the lowest 25 percentile are making adequate progress in reading.

**NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
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### Measurable Objective

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Given instruction based on the Sunshine State Standards economically disadvantaged students in grades three through five will improve their mathematics skills as evidenced by 62 percent of students scoring at or above Achievement Level Three on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards English Language Learner (ELL students) in grades three through five will improve their mathematics skills as evidenced by 62 percent of students scoring at or above Achievement Level Three on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Riverdeep technology program for students scoring at Achievement Levels 1 and 2 on the 2007 FCAT Sunshine State Standards administration.	TeachersMathematics support personnelTechnology facilitatorAdministrators	08/20/07	06/11/08	Other/ Not Applicable	0
Develop a scope and sequence and implement an instructional focus calendar based on the mathematics series that will align with Sunshine State Standards and will include monthly monitoring assessments in conjunction with the District's suggested long range plan.	Mathematics support personnelAdministrators	08/20/07	06/11/08	Other/ Not Applicable	0
Utilize and monitor computer-assisted programs, to enrich and remediate students mathematical skills and monitor performance.	Mathematics support personnelTechnology facilitatorAdministrators	08/20/07	06/11/08	Other/ Not Applicable	0
Provide differentiated, yet flexible, tutorial programs in mathematics to all students during the school day to improve mathematics performance and increase mathematics skills of students who scored Levels one and two on the 2008 FCAT.	TeachersMathematics support personnelAdministrators	08/20/07	06/11/08	Other/ Not Applicable	0
Provide professional development on the Transition Academy to fifth grade teachers.	District/Zone mathematics support personnelAdministrators	08/20/07	06/11/08	Other/ Not Applicable	0
Focus on the cluster of Number Sense and instruct the remaining content strands of Measurement, Geometry, Algebraic Thinking, and Data Analysis and Probability according to the timeline identified in the Instructional Focus Calendar in mathematics as directed by data.	TeachersMathematics support personnelAdministrators	08/20/07	06/11/08	Other/ Not Applicable	0
Implement a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.	TeachersMathematics support personnelAdministrators	08/20/07	06/11/08	Other/ Not Applicable	0
Utilize CRISS strategies in insure implementation and infusion of Mathematics curriculum.	Reading CoachesMath support personnelZone Curriculum Support SpecialistAdministrators	08/20/07	06/11/08	Other/ Not Applicable	0



Implement weekly, monthly, and interim assessments that are aligned to the Sunshine State Standards tested benchmarks using a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.	TeachersMathematics support personnelAdministrators	08/20/07	06/11/08	Other/ Not Applicable	0
Employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core mathematics program.	School site mathematics resource personnelZone Curriculum Support SpecialistsAdministrators	08/20/07	06/11/08	Other/ Not Applicable	30000
Notify parents in writing and in the home language of monthly meetings whereby the Mathematics Facilitator will provide workshops and printed information regarding strategies for parents to use at home to support mathematics achievement	TeachersMathematics support personnelCommunity Involvement SpecialistAdministrators	08/20/07	06/11/08	Other/ Not Applicable	1000
Provide staff development for administrators and faculty on instructional strategies in mathematics, assessment and analysis of assessment of data, and differentiated instruction for all students. Additionally, in-services will also include training on resources required for the implementation of the School Improvement Plan. Delivery of in-services will include model lessons and mentoring of teachers.	Mathematics support personnelAdministrators	08/20/07	06/11/08	Other/ Not Applicable	15000
Utilize a parent compact (Title I parent compact) to promote a positive learning environment at school and at home and to promote parents active participation in their child's education.	Community Involvement SpecialistAdministrators	08/20/07	06/11/08	Other/ Not Applicable	20000
Provide mathematics enrichment academy during the extended day extra hour to those students scoring at or above a level three in Reading on the 2008 administration of the FCAT test	TeachersMath Support PersonnelAdministrators	08/20/07	06/11/08	Other/ Not Applicable	5000
Implement the 8-Step Continuous Improvement Model for school reform.	TeachersAdministrators Mathematics support personnel	08/20/07	06/11/08	Other/ Not Applicable	0

### Research-Based Programs

The main research-based program used at Laura C. Saunders is the Scott Foresman-Addison Wesley "Mathematics"

Additional resources include Math Advantage, Riverdeep, Successmaker, FCAT Coach, AIM Higher, and Measuring Up!

### Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during collaborative planning sessions. Trainings will include the core mathematics program, intervention programs, and assessments used at the elementary school level.

Provide professional development on the Transition Academy to fifth grade teachers.

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Furthermore, Laura C. Saunders and the University of Florida's College of Education Lastinger Center for Learning are participating in an educational partnership initiative designed to improve the quality of teaching and learning. Finally, in-house training and in-services will be provided to all teachers and staff members throughout the school year when deemed necessary.

Finally, all teachers will be offered CRISS training to help infuse the curriculum in the content area.

### Evaluation

Success of meeting the objectives will be measured by the scores on the 2008 FCAT Mathematics Test. Formative weekly benchmark assessments and interim cumulative assessments will be administered by the teacher. Generated data will be scored by the data management system to redirect classroom instruction and create flexible tutorials.



## Writing Goal

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

#### **Florida Education Priorities**

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

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

#### **District Strategic Plan**

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

### **Writing Statement**

Increase the writing performance of all NCLB populations.

### **Needs Assessment**

The results attained from the School Performance Accountability Report indicate that 94 percent of the students tested met the state standard of 3.5 or above in writing. Students will show a one percent gain on the 2008 Writing Test. The data revealed test improvement is needed in expository writing benchmarks. The data indicates the strength is in narrative writing, continuous instruction is required as we seek to raise student achievement levels. Professional development is needed in the areas of pre-writing skills; vocabulary development, editing and using the rubric to score student writings will be addressed.

### **NCLB Subgroup Target**

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

### Measurable Objective

Given instruction on the Sunshine State Standards, the number of students in fourth grade scoring at or above achievement level 3.5 or above on the FCAT Florida Writing Plus Test will increase by at least one percent.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide coaching and mentoring with the implementation of the monthly prompts, interpretation of the U-6 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.	Teachers Reading Coaches Curriculum Specialists Administrators	08/20/07	06/11/08	Other/ Not Applicable	0
Use analyzed data from the Pretest narrative/expository writing prompts to establish differentiated instruction groups.	Reading Coaches Teachers Curriculum Support Specialist Administrators	08/20/07	06/11/08	Other/ Not Applicable	0
Incorporate writing throughout all content areas including strategies specific to each subgroup.	Teachers Reading Coaches Administrators	08/20/07	06/11/08	Other/ Not Applicable	0
Implement a scope and sequence for writing that emphasizes writing techniques and student self-evaluation.	Teachers Reading Coaches Curriculum Support Specialist Administrators	08/20/07	06/11/08	Other/ Not Applicable	0
Provide students with monthly writing prompts to assess the skills that were addressed during instruction.	Reading Coaches Administrators	08/20/07	06/11/08	Other/ Not Applicable	0
Identify and organize fourth grade students by ability for small group instruction.	Teachers Reading Coaches Administrators	08/20/07	06/11/08	Other/ Not Applicable	0
Provide a Creative Writing academy for the extended day component of the School Improvement Zone extended day and extended year for those students scoring at or above a level three on the administration of the 2007 FCAT Reading test.	Reading Coaches Teachers Administrators	08/20/07	06/11/08	Other/ Not Applicable	0
Implement writing centers as part of the School Improvement Zone extended day and extended year model.	Teachers Reading Coaches Zone Curriculum Support Specialist Administrators	08/20/07	06/11/08	Other/ Not Applicable	0
Administer and analyze the Pre- and Post- Test narrative/expository writing prompts.	Reading Coaches Teachers Curriculum Support Specialist Administrators	08/20/07	06/11/08	Other/ Not Applicable	500
Notify parents in writing and in the home language of monthly meetings whereby the Reading Coaches will provide workshops and printed information regarding strategies for parents to use at home to support reading achievement.	Reading Coaches Community Involvement Specialist Administrators	08/20/07	06/11/08	Other/ Not Applicable	500
Provide staff development for administrators and faculty on instructional strategies in writing, assessment and analysis of assessment of data, and differentiated instruction for all students.	Reading Coaches Curriculum Support Specialist Administrators	08/20/07	06/11/08	Other/ Not Applicable	1000
Utilize a parent compact (Title I parent compact) to promote a positive learning environment at school and at home and to promote parents active participation in their child's education.	Community Involvement Specialist Administrators	08/20/07	06/11/08	Other/ Not Applicable	1000
Monitor the use of CRISS strategies.	Reading Coaches Zone Curriculum Support Specialist Teachers Administrators	08/20/07	06/11/08	Other/ Not Applicable	0

### Research-Based Programs

Laura C. Saunders uses the Houghton Mifflin & "Reading" program's writing component. However, the curriculum is based on the Sunshine State Standards, pacing guides and the Competency Based Curriculum objectives set forth by the District and the State.

The effective writing component of the Comprehensive Reading Plan (CRP).

### Professional Development



# School Improvement Plan

## 2007-2008



Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during collaborative planning sessions. Trainings will include the core writing program, intervention programs, and assessments used at the elementary school level.

All new and beginning teachers will receive continuous mentoring. Furthermore, as Laura C. Saunders falls under the auspices of the Superintendent's School Improvement Zone all teachers and staff will be provided systematic and needs-based professional development to include training in the following: CRISS strategies, Learning Express, Core writing program, holistic scoring, reciprocal teaching, FCAT writing strategies, and Best Practices. Additionally, on-going training will be offered with focus on the Continuous Improvement Model.

Furthermore, Laura C. Saunders and the University of Florida's College of Education Lastinger Center for Learning are participating in an educational partnership initiative designed to improve the quality of teaching and learning. Finally, in-house training and in-services will be provided to all teachers and staff members throughout the school year when deemed necessary.

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

### **Evaluation**

This objective will be measured by the scores of the 2008 FCAT Writing Plus test, as well as scores on monthly writing prompts. Furthermore, this objective will be assessed by comparing the scores on Pre and Post test 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

#### *District Strategic Plan*

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

### Science Statement

Increase the science performance of all NCLB populations.

### Needs Assessment

Based on the 2007 FCAT Science performance data, 27 percent of the 5th grade students met high standards. Furthermore, Fifth grade students scored a Mean Scale Score of 287 as evidenced from the result of the 2007 FCAT Science test. This shows that this result is eight points below the District's Mean Scale Score of 295.

### Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five at Laura C. Saunders Elementary School will demonstrate improvement in science as evidenced by 52 percent of the students scoring Level 3 or higher on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide a hands on science academy during the School Improvement Zone's extended day and extended year.	TeachersScience Lab teacherAdministrators	08/20/07	6/11/08	Other/ Not Applicable	0
Implement the District's Suggested Long Range Science Plans for elementary school.	TeachersScience Lab TeacherCurriculum Support SpecialistAdministrators	08/20/07	06/11/08	Other/ Not Applicable	0
Integrate CRISS strategies throughout the science curriculum.	Reading CoachesScience lab teacherTeachersAdministrators	08/20/07	06/11/08	Other/ Not Applicable	0
Establish a long range Science plan, aligned with the Mathematics scope and sequence, in order to provide opportunities for the integration of the two subjects so that students can experience the relationship between Mathematics and Science.	Mathematics support personnelTeachersAdministratorsCurriculum support specialist	08/20/07	06/11/08	Other/ Not Applicable	10000
Utilize interim assessments to analyze progress and redirect instruction through the use of the Sunshine State Standards.	TeachersScience Lab teacherCurriculum Support SpecialistAdministrators	08/20/07	06/11/08	Other/ Not Applicable	200
Increase students' participation in hands-on science activities by conducting experiments that demonstrate concrete applications of the scientific method by the utilization of the science lab for students in fourth and fifth grades.	TeachersAdministrators Science lab teacher	08/20/07	06/11/08	Other/ Not Applicable	1000
Notify parents in writing and in the home language of various parent meetings whereby the Science teachers will assist in providing workshops and printed information regarding strategies for parents to use at home to support reading achievement via science.	Reading CoachesMathematics support personnelScience Lab TeacherCommunity Involvement SpecialistAdministrators	08/20/07	06/11/08	Other/ Not Applicable	500
Provide staff development for administrators and faculty on instructional strategies in science, assessment and analysis of assessment of data, and differentiated instruction for all students. Additionally, in-services will also include training on resources required for the implementation of the School Improvement Plan. Delivery of in-services will include model lessons and mentoring of teachers by the Science lab teacher and curriculum support personnel.	Curriculum Support PersonnelScience lab teacherAdministrators	08/20/07	06/11/08	Other/ Not Applicable	30000
Utilize a parent compact (Title I parent compact) to promote a positive learning environment at school and at home and to promote parents active participation in their child's education.	Community Involvement SpecialistAdministrators	08/20/07	06/11/08	Other/ Not Applicable	1000
Engage students in science investigate through exhibits and science projects.	TeachersScience lab teacherCurriculum support facilitatorAdministrators	08/20/07	06/11/08	Other/ Not Applicable	1000
Disaggregate and analyze the 2007 FCAT Science Test to identify strengths and weaknesses of students in grades 5	AdministratorsCurriculum Support FacilitatorScience lab teacherFifth Grade Teachers	08/20/07	06/11/08	Other/ Not Applicable	0

### Research-Based Programs



# School Improvement Plan

## 2007-2008



The fifth grade students use the Macmillian McGraw-Hill "Science" series. Furthermore, Laura C. Saunders uses the Riverdeep program as an additional resource.

### **Professional Development**

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during collaborative planning sessions. Trainings will include the core science program, intervention programs, and assessments used at the elementary school level.

All new and beginning teachers will receive continuous mentoring. Furthermore, as Laura C. Saunders falls under the auspices of the Superintendent's School Improvement Zone all teachers and staff will be provided systematic and needs-based professional development.

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Furthermore, Laura C. Saunders and the University of Florida's College of Education Lastinger Center for Learning are participating in an educational partnership initiative designed to improve the quality of teaching and learning. Finally, in-house training and in-services will be provided to all teachers and staff members throughout the school year when deemed necessary.

### **Evaluation**

This objective will be evaluated by the scores of the 2008 FCAT science test, as well as school developed Science interim assessment tests.

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

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

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

### **Parental Involvement Statement**

To increase communication and parental involvement by 8 percent.

### ***Needs Assessment***

Title I Monthly School Report and PTA membership indicate a low percentage of parent participation with an average of one percent of parents attending workshops while four percent of parents are members of the PTA. Furthermore, improvement is still needed since less than 20 percent of parents are participating in parental activities. Additionally, based on the PTA National Standard I: Communication, efforts need to be highly focused on improved communication and increased participation and support from parents.

### Measurable Objective

Given school wide emphasis on community outreach, parental involvement will increase as evidenced by a minimum of five percent of students having a parent attend at least one school sponsored event during the 2007-2008 school year as documented in teacher sign in rosters.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Offer classes such as Family Literacy and ESOL to be held at the school in conjunction with the Miami Sunset Adult Education Center.	Administrators Community Involvement Specialist Adult Education Department	08/20/07	06/11/08	Other/ Not Applicable	0
Boost the PTA membership by offering incentives for attendance at meetings and events.	Community Involvement Specialist PTA Administrators Social Worker Reading Coaches	08/20/07	06/11/08	Other/ Not Applicable	0
Utilize non-emergency clinic referrals to insure 100 percent registration for use of the full service clinic and the services provided.	School Social Worker Guidance Counselor Community Involvement Specialist Teachers Administrators	08/20/07	06/11/08	Other/ Not Applicable	0
Encourage and promote increased community involvement through collaboration with Dade Partners and the School Volunteer Program and other local family-oriented initiatives.	Community Involvement Specialist Social Worker Guidance Counselor Curriculum Support Facilitator Administrators	08/20/07	06/11/08	Other/ Not Applicable	0
Offer parent breakfast/workshops on a monthly basis by offering incentives and topical subjects such as workforce readiness and parenting skills.	Community Involvement Specialist Social Worker Administrators Reading Coaches Math support personnel Science lab teacher Counselor	08/20/07	06/11/08	Other/ Not Applicable	500
Increase positive parent-school communication through the use of student progress reports, flyers, report cards, newsletters, parent-teacher conferences, home visits, and Parent planned or initiated activities.	Teachers Community Involvement Specialist Social Worker Full Service Coordinator Guidance Counselor Administrators	08/20/07	06/11/08	Other/ Not Applicable	500
Provide and maintain a Parent Resource Center with instructional materials and activities that support student learning and achievement.	Community Involvement Specialist Social Worker Math Support Personnel Reading Coaches PTA President Administrators	08/20/07	06/11/08	Other/ Not Applicable	1000
Inform parents of the District offered Parent Academy.	Administrators Community Involvement Specialist	08/20/07	06/11/08	Other/ Not Applicable	500

### Research-Based Programs

The National PTA is one of the more widely recognized researched-based parental involvement programs.

### Professional Development





# School Improvement Plan

## 2007-2008



All new and beginning teachers will receive continuous mentoring. Furthermore, as Laura C. Saunders falls under the auspices of the Superintendent's School Improvement Zone all teachers and staff will be provided systematic and needs-based professional development. Additionally, in-house training and in-services will be on going and provided to all teachers and staff members with focus on cultural awareness. Moreover, Laura C. Saunders and the University of Florida's College of Education Lastinger Center for Learning are participating in an educational partnership initiative designed to improve the quality of teaching and learning. Furthermore, there will be training and orientation offered to all new staff members on the full service school concept.

### **Evaluation**

This objective will be evaluated by an increase of 8 percent of the number of parents who attend a school function as evidence by the parent sign in rosters.

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

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

### **Discipline & Safety Statement**

To create a safe and orderly environment.

### **Needs Assessment**

Analysis of the Executive Summary for Student Case Management forms for 2006-2007 indicates that one of the greatest needs is to improve student behavior. This report shows that there were 222 referrals processed for general disruptive conduct as compared to 322 the year before, a decrease of 69 percent. Furthermore, there were 29 referrals for defiance of school personnel or authority, seven more than the year before, a .75 percent increase, and finally, 83 referrals for rude and discourteous behavior, an increase of .87 percent from the previous year. Additionally, there was a total of 39 outdoor suspensions, as compared to 29 outdoor suspension for 2006-2007, an increase of .74 percent. An analysis of this report indicates a need for a decrease in the behaviors indicated above. Decrease in negative behaviors along with a proactive approach to discipline, will help to create a safe and orderly environment.

### Measurable Objective

Given an emphasis on safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of student referrals during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Miami-Dade County Public Schools Police will come out and speak to students about various subjects including bullying, gang prevention and vandalism.	Community Involvement Specialist Counselor Social Worker Administrators	08/20/07	06/11/08	Other/ Not Applicable	0
Implement a school wide character education calendar with strategies all teachers will use throughout the year.	Counselor Social Worker Administrators	08/20/07	06/11/08	Other/ Not Applicable	0
Provide workshops with parents on parenting and alternative discipline strategies as needed.	Community Involvement Specialist Guidance Counselor Administrators	08/20/07	06/11/08	Other/ Not Applicable	500
Implement Bullying Prevention Program.	Guidance Counselor Social Worker Administrators	08/20/07	06/11/08	Other/ Not Applicable	500
Form an ad-hoc committee together with all stakeholders to create a school-wide discipline plan.	EESAC Committee Teachers Administrators	08/20/07	06/11/08	Other/ Not Applicable	50
Participate in the school based BAM (Be A Mentor) program to help guide selected students and mentor them on a one-on-one basis.	Teachers Social Worker Counselor Administrators	08/20/07	06/11/08	Other/ Not Applicable	1000

### Research-Based Programs

Project ACHIEVE, PK - 8  
 Bullying Prevention Program (Olweus), K - 8  
 Project PROUD (Peacefully Resolving Our Unsettled Differences)

### Professional Development

All teachers will receive professional development in the following areas:

- Intervention skills for dealing with violent and potentially violent students
- SCAM procedures
- Conflict Resolution
- Classroom management that promotes student self-discipline
- Counseling of at risk students
- Character Education

### Evaluation

The Discipline Committee will meet regularly to monitor referrals. This objective will be met when there is a twelve percent decrease of the number of discipline referrals for the 2007-2008 school year as compared to the 2006-2007 school year.

### Technology Goal

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

**Florida Education Priorities**

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

**Miami-Dade County Public Schools**

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

**Technology Statement**

Increase student use of technology by providing Professional Development to teachers on technology usage in the classroom.

**Needs Assessment**

Due to the implementation of the electronic gradebook, all teachers will need enhanced skills in the use of technology.

### Measurable Objective

Given an emphasis on the use of educational technology, all teachers will attend a minimum of four workshops on the use of technology during the 2007-2008 school year as documented by the sign in rosters as compared to the sign in rosters from the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Infuse the student-based programs into the curriculum, giving students daily opportunities to utilize technology.	TeachersTechnology CoordinatorAdministrators	08/20/07	06/11/08	Other/ Not Applicable	0
Utilize technology to retrieve, evaluate, and use information related to student progress.	TeachersAdministrators	08/20/07	06/11/08	Other/ Not Applicable	0
Increase and improve student achievement, delivery of instruction, and teacher technological awareness teachers will be trained in the following areas:  <ul style="list-style-type: none"> <li>• Edusoft</li> <li>• Electronic Grade Book</li> <li>• Microsoft Office Applications</li> <li>• FCAT Explorer</li> <li>• Voyager</li> <li>• Reading Plus</li> </ul>	Technology FacilitatorTeachersAdministrators	08/20/07	06/11/08	Other/ Not Applicable	45000
Employ skills that foster higher level thinking to produce various projects electronically.	TeachersTechnology CoordinatorAdministrators	08/20/07	06/11/08	Other/ Not Applicable	1000

### Research-Based Programs

National Education Technology Standards System for Technology.

### Professional Development

Teachers will participate in the following professional development/training sessions:

- Edusoft
- Electronic Grade Book
- Microsoft Office Applications
- FCAT Explorer
- Voyager
- Reading Plus

### Evaluation

Progress will be monitored by teachers' attendance, sign in rosters and training packets. In addition, students progress reports and projects will be evaluated and/or displayed.

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

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

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

To improve Student Health and Physical Fitness.

### ***Needs Assessment***

Based on the results of the 2006-2007 FITNESSGRAM, 21 percent of all 2nd to 5th grade students tested received either a Gold or a Silver certificate. These results indicate a need for students to become more physically active and health conscious.

### Measurable Objective

Based on the recommendations of the Florida Department of Education, students in grades two through five will improve their fitness as evidenced by 51 percent of students receiving Gold or Silver certificates for the 2007-2008 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide activities that promote the attainment of knowledge in food and nutrition to raise health consciousness.	Physical Education teachers Teachers Science lab teacher Administrators	08/20/07	06/11/08	Other/ Not Applicable	0
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Adminstrators	08/20/07	06/11/08	Other/ Not Applicable	0
Provide activities that promote the attainment of knowledge in hygiene and cleanliness to raise health consciousness.	Physical Education teachers Science teachers Administrators	08/20/07	06/11/08	Other/ Not Applicable	0
Notify parents in writing when students are not meeting Physical Education requirements.	Physical Education Teachers Teachers Community Involvement Specialist Administrators	08/20/07	06/11/08	Other/ Not Applicable	0
Direct and oversee students participation in the following activities in order to prepare for the FITNESSGRAM.	Physical Education teachers Administrators	08/20/07	06/11/08	Other/ Not Applicable	500

### Research-Based Programs

The Research-based program is "Moving into the Future: National Standards for Physical Education" through the National Association for Sports and Physical Education.

### Professional Development

District-wide physical fitness workshops.

### Evaluation

Evaluation will be made based upon results of the 2007-2008 FITNESSGRAM.

## Electives & Special Areas Goal

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

#### *Florida Education Priorities*

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

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

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

Given an emphasis on increased electives and Special Areas, Laura C. Saunders will increase the number of classes offered by eight percent.

### **Needs Assessment**

In assessing the extended day program for the 2006-2007 school year, it was established that students who had achieved an FCAT level three and above would benefit from other activities, rather than staying in the Reading remediation groups. These students would therefore benefit from courses that offer enriching activities.



### Measurable Objective

There will be an increase in the number of enrichment classes (9) offered to students in the 2006-2007 school year as compared to the number of enrichments classes (7) offered during the 2005-2006 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify students achieving at or above level 3 on the FCAT so they may be placed in an enrichment group.	Reading Coaches Math Support Personnel Administrators	08/20/07	06/11/08	Other/ Not Applicable	0
Create a schedule whereby students will receive 2 grading period in one enrichment class and 2 grading periods in a different enrichment academy.	Reading Coaches Curriculum Support Facilitator Zone Support Specialist Administrators	08/20/07	06/11/08	Other/ Not Applicable	0
Offer students who have achieved FCAT level 3 and above a variety of enrichment classes to include but not limited to: Science Club Chess Club Math Academy Public Speaking Book Club Chorus Dance Club Art Club Organized Sports	Physical Education Teachers Music Teachers Art Teachers Science Lab Teacher Media Specialist Reading Coaches Zone Curriculum Support Specialist Administrators	08/20/07	06/11/08	Other/ Not Applicable	500

### Research-Based Programs

N/A

### Professional Development

N/A

### Evaluation

Evaluation will be made based upon student participation and the number of enrichment classes offered.

## Return On Investment Goal

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

#### *Florida Education Priorities*

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

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

#### *District Strategic Plan*

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

### **Return On Investment Statement**

To improve student performance by developing an effective relationship between the cost of programs purchased and the effectiveness of programs purchased. To establish cost effective programs that produce a high return on investments and high learning gains.

### **Needs Assessment**

The most recent data supplied from the FLDOE indicates that in 2004, Laura C. Saunders Elementary School ranked at the 37th percentile on the State of Florida ROI (Return On Investment) index.

### Measurable Objective

Laura C Saunders Elementary School will improve its ranking on the State of Florida ROI index publication from the 37th percentile in 2004 to the 38th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Administrators Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Administrators	08/20/07	06/11/08	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	08/20/07	06/11/08	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Administrators	08/20/07	06/11/08	Other/ Not Applicable	0

### Research-Based Programs

N/A

### Professional Development

NA

### Evaluation

On the next State of Florida ROI index publication, Laura C Saunders Elementary School will show progress toward reaching the 38th percentile.

**EESAC Compliance**

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

**Budget:**

Budget- the EESAC recommended to commit part of the budget for materials needed to fully implement the curriculum.

**Training:**

Training- the EESAC recommended specific staff development across the curriculum.

**Instructional Materials:**

Instructional materials- the EESAC recommended the purchase of appropriate classroom materials to support the instructional program.

**Technology:**

Technology- the EESAC recommended allocation of funds to provide software and hardware for classroom computers.

**Staffing:**

Staffing- the EESAC supported the reduction of the student-teacher ratio.

**Student Support Services:**

Student Support Services- the EESAC recommends various programs to support the Full Service School.

**Other Matters of Resource Allocation:**

Other Matters of Resource Allocation- the EESAC recommended allocating funds to each grade level based on student need.

**Benchmarking:**

Benchmarking- the EESAC recommended implementing monthly school wide monitoring of reading, writing, math and science to better assess the students' needs and progress.

**School Safety & Discipline:**

School Safety & Discipline- the EESAC formed an ad-hoc committee to address safety and discipline. A discipline plan has been put into place.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	121000
Mathematics	71000
Writing	3000
Science	43700
Parental Involvement	2500
Discipline & Safety	2050
Technology	46000
Health & Physical Fitness	500
Electives & Special Areas	500
Return On Investment	0
<b>Total</b>	<b>290250</b>



# School Improvement Plan 2007-2008



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

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

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

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

\_\_\_\_\_  
*Principal*

\_\_\_\_\_  
*EESAC Chair*

\_\_\_\_\_  
*UTD Steward*

\_\_\_\_\_  
*EESAC Parent Representative*

\_\_\_\_\_  
*EESAC Business/Community Representative*

\_\_\_\_\_  
*EESAC Student Representative, as applicable*

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

\_\_\_\_\_  
*Region Superintendent*