

SCHOOL IMPROVEMENT PLAN 2007 - 2008

David Lawrence, Jr. K-8 Center (5005)

Feeder Pattern - North Miami Senior

Regional Center II

District 13 - Miami-Dade

Principal - Bernard Osborn

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

David Lawrence Jr. K-8 Center (DLK8) opened its doors in 2006 as the first school built in North Miami in 50 years. Named after David Lawrence Jr., former Miami Herald publisher and champion of children's issues for the past 16 years, the school is located adjacent to the north campus of Florida International University on approximately 10 acres. David Lawrence Jr. K-8 Center is in the North Miami Feeder Pattern; a new high school is to be built across the street and our students will transition there upon completing Grade 8 in 2009.

The population of the community is culturally diverse and represents all socio-economic levels. Many of the community members have professional careers and the business leaders in the community are highly supportive of the school. DLK8 counts many strengths contributing to our success. Among those are: a very active PTSA giving time and funding to all our activities, an incredible group of Dade Partners that assists us in encouraging, promoting and rewarding academic achievement and attendance, and the relationships that have been developed with both Florida International University and Johnson & Wales University to enhance our overall school program. An area of concern we will need to address this year is the high rate of unexcused absences we had during the 2006-2007 school year. This is due largely to transportation issues and out-of-area transfers

DLK8 services 1166 students in grades Pre-K through 7; Grade 8 will be added during the 2008-2009 school year. We have 162 students enrolled as out of area transfers from the surrounding communities; 45 of those students are No Child Left Behind (NCLB) transfers. The number of students on free or reduced lunch is 736 (63%), designating us a Title I funded School for the 2007-2008 school year. The student population is comprised of: 17% white non-Hispanic, 38% Hispanic, 39% Black, 2% Asian, 3% Multicultural and 1% Native American.

The school is comprised of 53 general education classes, a gifted education program, a Special Education (SPED) inclusion program, two autistic units and three Emotionally Behaviorally Disabled (EBD) units. Thirty-four percent (34%) of the students did not meet high standards in reading and 36% did not meet high standards in Mathematics. According to the No Child Left Behind requirements our Black and English Language Learner (ELL) sub-groups did not meet the proficiency targets in Reading and Mathematics. Our Economically Disadvantaged subgroup did not meet the proficiency target in Mathematics. There were 23 third graders retained as a result of scoring a Level 1 on the 2007 FCAT Reading. Six students were promoted to fourth grade as a result of Good Cause. Additionally, 5 Kindergarten students and 7 first graders were retained.

There are 91 (97%) full-time teachers, 3 (3%) part-time tutors and 3 administrators. The average student to teacher ratio for Kindergarten and first grade is 20; grade two, 22; grade three, 24; grade four, 21; grade five, is 23; grade 6, 30; and grade seven, 22. For the 2006-2007 school year our average daily attendance was 96.00 percent. Ten percent of students are in the gifted program, 11% are SPED and 16% are ELL. The Pre-Kindergarten program uses the High-Scope Curriculum for its 18 students which include one SPED child.

The focus for the 2007-2008 school year is:

Given instruction based on the Sunshine State Standards, 71% of all students in grades three through seven will achieve a Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, the number of Black students meeting high standards in grades three through seven will increase to 58% on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, the number of ELL students meeting high standards in grades three through seven will increase to 58% on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, 69% of all students in grades three through seven will achieve a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the number of Black students meeting high standards in grades 3 through 7 will increase to 62% on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the number of economically disadvantaged students meeting high standards in grades 3 through 7 will increase to 62% on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the number of ELL students meeting high standards in grades 3 through 7 will increase to 62% on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their proficiency in writing as evidenced by a 5% increase in the percentage of students scoring a 3.5 or above on the 2008 administration of the FCAT Writing+ Assessment.

Given instruction based on the Sunshine State Standards, 67% of fifth grade students will achieve Level 3 or higher on the administration of the 2008 FCAT Science Assessment.

Given the schoolwide emphasis on parental and community involvement, David Lawrence Jr. K-8 Center will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the volunteer database and parent sign in sheets from the 2006-2007 to the 2007-2008 school year.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 2% decrease in the number of suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, all students and teachers will augment their usage as evidenced by the utilization of the Electronic Gradebook, the Smartboard, Accelerated Reader (AR), FCAT Explorer, Reading Plus and Riverdeep per software generated reports.

Given instruction using the Sunshine Standards for Physical Education, 70% of students in grades four through six will be award recipients of either silver or gold awards of the 2007-2008 FITNESSGRAM.

Given an emphasis on the benefits of students participating in electives or special classes, students will develop an interest in the fine arts as evidenced by 75% participation in projects and activities.

David Lawrence Jr. K-8 Center will show progress toward reaching the 90th percentile or higher on the State of Florida ROI Index publication.

David Lawrence Jr. K-8 Center holds academic performance in very high esteem. The strategies identified are designed to address the needs of all students to meet performance standards.

After examining the results of the Organizational Performance Self Assessment Survey, David Lawrence K-8 Center will build upon the following two areas:

1. Strategic Planning with an average score of 4.0. Through the use of open communication, teachers will be informed of decisions primarily affecting them and will be provided with opportunities to help in the decision making process.
2. Performance Results with an average score of 4.2. Information about funding will be shared during faculty meetings.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

5005 - DAVID LAWRENCE, JR. K-8 CENTER

VISION

The staff and community of David Lawrence Jr. K-8 Center will provide all stakeholders with a safe learning environment that will increase student achievement and academic excellence for all subgroups as we set "sail" on a path to success.

MISSION

The educational mission of David Lawrence Jr. K-8 Center is to cultivate and enrich the lives of our students through research-based curriculum coupled with a strong sense of community involvement where all children will achieve their personal and academic potential.

CORE VALUES



School Improvement Plan 2007-2008



Responsibility

We, the faculty and staff at David Lawrence Jr. K-8 Center, accept the responsibility of ensuring that all children fulfill their own potential. We take on the responsibility of guiding our students into becoming productive citizens of the United States and the World.

Respect

We, the faculty and staff at David Lawrence Jr. K-8 Center, promise to create a safe, nurturing environment by respecting the rights and diversity of all individuals who are part of our school and the school's community.

Integrity

We, the faculty and staff at David Lawrence Jr. K-8 Center, promise to conduct the school in an ethical manner which builds the qualities of honesty and respect in all our students. In doing so, we will create an environment where students feel safe and can develop into participating citizens who are prepared for the twenty-first century.

School Demographics

Facility/Community

David Lawrence Jr. K-8 Center opened its doors in August of 2006 on approximately 10 acres in North Miami adjacent to the campus of Florida International University. The number of students on free or reduced lunch is 736 (63%), designating us a Title I funded School for the 2007-2008 school year.

Student Demographics

The school currently serves 1166 students including 162 students enrolled as out of area transfers from the surrounding communities; 45 of those students are No Child Left Behind (NCLB) transfers. For the 2007-2008 school year, our grade configuration is Pre-Kindergarten through seventh grade: grade eight will be added for the 2008-2009 school year. The student population is comprised of: 17% white non-Hispanic, 38% Hispanic, 39% Black, 2% Asian, 3% Multicultural and 1% Native American. Thirty-four percent (34%) of the students did not meet high standards in reading and 36% did not meet high standards in Mathematics. Ten percent (10%) of students are in the gifted program, 11% are SPED and 16% are ELL. The Pre-Kindergarten program uses the High-Scope Curriculum for its 18 students including one SPED child. According to the No Child Left Behind requirements our Black and English Language Learner (ELL) sub-groups did not meet the proficiency targets in Reading and Mathematics. Our Economically Disadvantaged subgroup did not meet the proficiency target in Mathematics.

Unique Aspects: Advantages

DLK8 has a very active PTSA with over 200 members that contribute greatly to the success of our school. Parent volunteers assist instructional staff and provide support, both physically and financially, in the operation of the school. Our PTSA offers "mini-grants" to our faculty and staff each quarter. The Cambridge International Programme challenges students to achieve at advanced levels in the areas of Reading, Math and Science. Our after-school program is a resource that offers piano, soccer, jump-rope and dance to students for a fee. Dade Partners support our efforts to infuse career opportunities into our curriculum through guest speakers and site visits. Among our Dade partners are: Bank United, Coldwell Banker, Costco, Starbucks Coffee, and The Juice People. DLK8's relationship with FIU allows student teachers from the School of Education to get practical experience through observations, participation and/or internships. Johnson & Wales University will offer nutrition and cooking workshops to our parents and staff for our "Healthy Eating/Healthy Choices" program.

Unique Aspects: Concerns

A large percentage of our students depend on the Miami Dade County Public School buses as a means of transportation to and from school; therefore, transportation issues combined with the number of students on out-of-area transfers (162) greatly impact our attendance.

Teacher Demographics

David Lawrence Jr. K-8's staff consists of the following: 53 classroom teachers, 17 SPED teachers, 3 ELL and 10 special area teachers. In addition there are 3 counselors, 1 career specialist, 1 trust counselor; 1 reading leader, 1 math leader, 1 media specialist, 1 library clerk, 8 SPED paraprofessionals, and 3 administrators. This year we added a total of 25 new teachers, 50% of whom are beginning teachers. Of the instructional staff, 50% hold a Master's Degree or higher and two are National Board Certified. The following is the ethnic breakdown of instructional staff and administrators: 43% white non-Hispanic, 39% Hispanic, 16% Black, 2% Asian/Pacific Islander. The school's leadership team consists of the principal, 2 assistant principals, the reading leader, math leader and media specialist.

Class Size/Teacher-to-student Ratio

The average class size for DLK8 is: Kindergarten and first grade, 20; grade two, 22; grade three, 24; grade four, 21; grade five, 23; grade 6, 30; and grade 7, 22. The average class size for SPED is: Kindergarten, 2; grade 1, 5; grade 2, 2; grade 3, 2.5; grade 4, 2; grade 5, 2; grade 6, 3; and grade 7, 2. The teacher to student ratio is: Kindergarten and grade 1, 1:20; grade 2, 1:22; grade 3, 1:24; grade 4, 1:21; grade 5, 1:23; grade 6, 1:30; and grade 7, 1:22.

Attendance Rate

For the 2006-2007 school year our average daily attendance was 96.00 percent. Issues with transportation as well as the number of out of area transfers (162), greatly impact our attendance.

Promotion/Retention Rates

There were 23 third graders retained as a result of scoring a Level 1 on the 2007 FCAT Reading Assessment. Six students were promoted to fourth grade as a result of Good Cause. Additionally, 5 Kindergarten students and 7 first graders were retained.

Feeder Pattern

David Lawrence Jr. K-8 Center is in the North Miami Feeder Pattern; a new high school is to be built across the street and our students will transition there upon completing Grade 8 in 2009.

Special Programs

David Lawrence Jr. K-8 Centers' vision of gifted education is to provide access to excellence and academic enrichment. Our program goal is to offer academically talented students maximum academic development. The DLK8 program offers accelerated academic



School Improvement Plan 2007-2008



courses and educational opportunities that are challenging, accelerated, enriched, and innovative.

In addition to the gifted program, DLK8 is a Cambridge Center offering additional academic enrichment for all students. Although gifted is solely for the students that have been identified and placed in the program, Cambridge objectives offers challenging curricula to all students.

School Community Relation/Partners

Dade Partners support our efforts to infuse career opportunities into our curriculum through guest speakers and site visits. Dade partners include: Bank United, Coldwell Banker, Costco, Starbucks Coffee, and The Juice People. DLK8's relationship with FIU allows student teachers from the School of Education to get practical experience through observations, participation and/or internships. Johnson & Wales University will offer nutrition and cooking workshops to our parents and staff for our "Healthy Eating/Healthy Choices" program.

Grants

As a result of 63% of students qualifying for free and reduced lunch, David Lawrence Jr. K-8 Center is a Title I funded school. The purpose of Title I is to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

School Foundation

Leadership:

The results of the spring 2007 Organizational Self Assessment Survey indicate that there is high satisfaction with the administration at David Lawrence Jr. K-8 Center (DLK-8 Center). The average score on the Leadership section was 4.4. The area that scored the lowest was the item "My work location asks me what I think." The administration of DLK-8 Center will continue to utilize an open door policy so that all staff members can find the time to meet individually with them. Additionally, e-mail will be used to communicate between all staff members. Teachers will be encouraged to check their e-mail regularly and to voice successes, problems and concerns through this medium.

District Strategic Planning Alignment:

The results of the spring 2007 Organizational Self Assessment Survey indicated that the staff is moderately satisfied with strategic planning at David Lawrence Jr. K-8 Center. The average score on the Strategic Planning section was a 4.0. The item scoring the lowest in this section was, "As it plans for the future, my work location asks for my ideas." DLK-8 Center's School Improvement Plan will be shared with all staff and they will be kept informed of the many initiatives that affect them directly via e-mails, meetings and in-services.

Stakeholder Engagement:

The results of the spring 2007 Organizational Self Assessment Survey indicated that there is satisfaction with the way employees feel about their relationship with parents and students at David Lawrence Jr. K-8 Center (DLK-8Center). The average score on the Customer and Market section of the survey was 4.3. The item that scored the lowest in this section was, "I am allowed to make decisions to solve problems for my customers." DLK-8 Center's administration and staff will work together to build rapport with each other and the school's "customers."

Faculty & Staff:

The results of the 2007 Organizational Self Assessment Survey indicate that there is satisfaction with faculty and staff at David Lawrence K-8 Center. On the survey, the section entitled "Human Resource Focus" had an average score of 4.3. The item that scored the lowest was "I am recognized for my work." Teachers on the same grade level have common planning time. Additionally, teachers meet regularly with the lead teacher and administration to discuss successes and progress made in meeting the school's goals. Teachers will be recognized for their hard work and attendance via the morning announcements, email and faculty meetings.

Data/Information/Knowledge Management:

The results of the spring 2007 Organizational Self Assessment Survey indicated that there is satisfaction with the way data knowledge is measured, analyzed and managed at DLK-8 Center. The average score on this section was 4.4. The item that scored the lowest was "I get the information I need to know about how my work location is doing." Data will be shared at grade level meetings, faculty meetings and EESAC meetings. The data will include information towards meeting the objectives set forth in the SIP.

Education Design:

The results of the spring 2007 Organizational Self Assessment Survey indicate that there is satisfaction with the Education Design at DLK-8. On the survey, the section entitled "Process Management" received an average score of 4.2. The item that scored the lowest was, "I have control over my work processes." The following are some processes that drive the function of the school: 1. Common planning time, 2. Monthly grade level meetings, 3. Administrative monitoring of progress towards meeting the school's objectives and goals, 4. Collaboration with the EESAC on both fiscal and curricular decisions.

Performance Results:

The results of the spring 2007 Organizational Self Assessment Survey indicate that there is satisfaction with educational results at DLK-8 Center. On the section entitled "Business Results," the average score was 4.2. The item scoring the lowest was "I know how well my work location is doing financially" with a score of 3.4. Again, DLK-8 is a relatively new school; we will strive to familiarize the staff with more of the financial aspects of the school. Information about various grants and funding that support the school program will be shared during faculty meetings,

Schools Graded 'C' or Below

Professional Development:

Reading

The Reading Leadership Team examined student test data (i.e. DIBELS, FCAT, District Interims, and SAT) and teacher surveys to determine that Professional Development is needed in the areas of explicit Reading Comprehension strategies (targeting main idea, particularly), explicit vocabulary strategies, and fluency building instruction. The strategies of Reciprocal Teaching, the Reading Standards instructional flow, Words Their Way, and Guided Reading are the targets of this year's professional development for teachers in Grades K - 7.

Math

The Math Leadership Team examined student test data (i.e. spring 2007 FCAT Math Assessment) to determine that professional development would be beneficial in all strands.

Science

The school's science teachers and the leadership team examined student test data from fifth grade and teacher surveys to determine that Professional Development is needed in the following areas of science: inquiry based hands-on activities, best practices in science, the 8 science strands, the science pacing guides, and guidance in the new science series, Scott Foresman. Furthermore, workshops should target all the science strands: Science Process skills, Life and Environmental, Earth/Space, and Physical/Chemical.

Disaggregated Data :

Reading

Phoneme Segmentation Fluency is a concern for First Grade (as measured by the spring 2007 DIBELS). Oral Reading Fluency is a concern for grades 2 and 3 (as measured by the spring 2007 DIBELS). Main idea and vocabulary is a concern for grades 3 through 7 (as measured by the spring 2007 FCAT Reading and District Reading Interim Assessments). Support and Elaboration is a concern for grades 1 through 7 (as measured by the 2007 District Writing pretest and posttest and the spring 2007 FCAT Writing+ Assessment.) The programs that will be employed to meet the needs of students showing difficulties in these areas are Voyager Passport - Level B (First Grade), Voyager Passport - Level C (Second Grade), Voyager Passport and Reading Plus (Grades 3 - 5), and Read XL or Language! and Reading Plus (Grade 6 and 7). Additionally, the Words Their Way program will be used by teachers in small groups during the differentiated instruction part of the 90-minute Reading block to support word study skills among these students. Finally, explicit Vocabulary Instruction and Reciprocal Teaching will be employed with all students, regardless of reading proficiency, using informational texts during Social Studies. Scholastic News (Grades 2-5) and Junior Scholastic (Grades 6-7) will serve as the reading passages for the latter initiative.

Math

The following data is based on the 2007 FCAT Math Assessment. Students in grade 3 had the most difficulty with the following 3 strands: number sense, concepts and operations, measurement and algebraic thinking. Students in grades 4 through 6 were deficient in all strands. In grade 5, close attention needs to be addressed to the data analysis and probability and measurement strands. In grades 6 and 7, close attention needs to be addressed to each of the five strands.

Science

Based on the 2007 FCAT Science Assessment, 50% of Grade 5 students had difficulty on the Physical/Chemical, Life and Environment, and Scientific Thinking Strands; 53% had difficulty on the Earth/Space Strand.

Informal and Formal Assessments:

Reading

Informal Assessments are: teacher survey of professional development needs and student surveys of use of reading strategies and reading attitudes. Formal Assessments are: Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Monthly Reading Benchmark Exams (teacher produced), District Interim Exams, and monthly writing assessments.

Math

Informal assessment is a survey of professional development needs. Formal assessments are: monthly math benchmark exams (math leader) and District Interim Assessments.

Science

Informal Assessments are: teacher survey of professional development needs and student survey of science interest and background knowledge. Formal assessments are: quarterly benchmark exams and District Interim Science Exams.



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Alternative Instructional Delivery Methods :

Reading

Voyager Passport is the reading intervention for Tier 1, 2, and 3 students. Reciprocal Teaching and the reading standards instructional flow procedure are the reading strategy foci for teachers in grades 2 through 7 (integrated with informational texts). Words Their Way and Guided Reading are the strategy foci for teachers in grades Kindergarten through 7 during differentiated instruction of the core Reading program (ii). Journal Writing, Reader Response logs, Writing Portfolios, Writer's Workshop, and the Young Author's Newsletter are the components of the writing program aimed at improving writing support and elaboration.

Math

Provide tutoring during the school day for students who require special help. Math is departmentalized in grade 5.

Science

Departmentalization of grade 5, infusion of Science content and skills into other areas of the curriculum i.e. Math, Language Arts, Social Studies, Music, Art and Physical Science.



School Improvement Plan 2007-2008



Schools Offering Primarily Grades 6 through 12

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

David Lawrence Jr. K-8 Center will identify and improve the reading proficiency level of all students.

Needs Assessment

The results of the 2007 FCAT Reading Assessment indicated that 66% of all students in grades three through six scored at achievement Level 3 or higher; further analysis of the data indicated that only 48% of Black students and 42% of ELL students scored at achievement Level 3 or higher. The following are the results by grade level of students meeting proficiency: Grade 3, 50%; Grade 4, 59%; Grade 5, 61%; and Grade 6, 64%. Additionally, the results of the 2007 FCAT Reading Assessment by clusters showed that students in Grade 3 and Grade 6 had the most difficulty with Reference and Research; students in Grade 4 with Words/Phrase; and students in Grade 5 with Main Idea/Author's Purpose.

NCLB Subgroup Target

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



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Measurable Objective

Given instruction based on the Sunshine State Standards, 71% of all students in grades three through seven will achieve a Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, the number of Black students meeting high standards in grades three through seven will increase to 58% on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, the number of ELL students meeting high standards in grades three through seven will increase to 58% on the 2008 administration of the FCAT Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairs, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Examine disaggregated test data of all sub-groups to impact classroom instruction.	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairs, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Implement the inclusion model for Students with Disabilities.	Assistant Principal, Teachers, Special Education Teachers	08/20/2007	06/05/2008	Inclusion of SWD	0
Provide research-based professional development opportunities including: CRISS, Reciprocal Teaching, FCRR Centers and monitoring effective literacy instruction.	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairs, Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Provide support for new/beginning teachers through mentoring and modeling of lessons.	Principal, Assistant Principals, Lead Teachers, Department/Grade Level Chairpersons, Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Implement intensive/ intervention programs: Voyager, Read XL and tutoring.	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairs, Teachers	08/20/2007	06/05/2007	District-wide Literacy Plan	5000
Provide tutorial services to all students testing at the lower levels as well as subgroups not meeting AYP.	Principal, Assistant Principals, Lead Teacher, Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	5000
Implement "Challenge of the Day" via morning announcements to reinforce literary skills.	Principal, Assistant Principals, Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Utilize Accelerated Reader and Reading Plus to reinforce and enrich the Sunshine State Standards (SSS).	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairs, Teachers, Media Specialist	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Implement Reading Plus for grades 2-7.	Principal, Assistant Principals, Teachers, Instructional Support Personnel	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Implement The Cambridge International Programme.	Principal, Assistant Principals, Teachers, Instructional Support Personnel	08/20/2007	06/05/2008	Advanced Academics	
Provide educational field trips to Miami Book Fair International.	Principal, Reading Leader, Media Specialist	11/04/2007	11/11/2007	District-wide Literacy Plan	200
Provide and Authors' Forum whereby students meet published authors.	Principal, Media Specialist, Reading Leader	09/25/2007	05/05/2008	District-wide Literacy Plan	

Research-Based Programs

Houghton-Mifflin Core Reading Program for grades K-5
 McDougal-Littell Core Reading Program for Grade 6 -7
 Comprehensive Research-Based Reading Plan
 Voyager Passport
 Accelerated Reader
 Reading Plus
 FCAT Explorer



School Improvement Plan 2007-2008



Professional Development

Continuous Improvement Model
Cambridge International Programme
Houghton-Mifflin
DIBELS
The Cambridge International Programme
Voyager, Read XL
Learning Today/Early Success
Reading Plus
Language!
Accelerated Reader
Creating Independence through Student Owned Strategies (CRISS)
Fourth Grade Reading Standards
Fifth Grade Reading Standards

Evaluation

DIBELS
Pre-test, progress test, posttest
District Interim Assessments
Implement monthly benchmark assessments using TEST MAKER
2008 FCAT Reading Assessment

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

David Lawrence Jr. K-8 Center will identify and improve the mathematics proficiency level of all students.

Needs Assessment

The results of the 2007 FCAT Mathematics Assessment indicate that 64% of all students in grades 3 through 6 scored at achievement Level 3 or higher; further analysis of the data indicated that only 45% of Black students, 53% of economically disadvantaged students, and 52% of ELL students scored at achievement Level 3 or higher. The following are the results by grade level of students meeting proficiency: grade 3, 73%; grade 4, 56%; grade 5, 54%; and grade 6, 52%. Additionally, the results of the 2007 FCAT Mathematics Assessment by content clusters showed that students in grade 6 had the most difficulty with Number Sense Concepts and Operations; students in grade 5 with Algebraic Thinking, students in grade 4 with Geometry and Spatial Sense, and students in grade 3 with Data Analysis and Probability Strands.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, 69% of all students in grades three through seven will achieve a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the number of Black students meeting high standards in grades 3 through 7 will increase to 62% on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the number of economically disadvantaged students meeting high standards in grades 3 through 7 will increase to 62% on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the number of ELL students meeting high standards in grades 3 through 7 will increase to 62% on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairs, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Examine disaggregated test data of all subgroups to impact classroom instruction.	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairs, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Implement the Inclusion Model for Students With Disabilities.	Principal, Assistant Principals, Teachers, Special Education Teachers	08/20/2007	06/05/2008	Inclusion of SWD	0
Provide research-based professional development opportunities including mentoring, modeling of lessons, and monitoring effective mathematics instruction.	Principal, Assistant Principals, Math Leader	08/20/2007	06/05/2008	Exchange Meaningful Information	0
Provide mathematical applications skills using hands-on interdisciplinary activities as evidenced in weekly lesson plans.	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairs, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Provide small-group tutoring during the school day for students in need of assistance.	Principal, Assistant Principals, Math Leader, Department/Grade Level Chairs, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	5000
Implement the use of the "Problem of the Day" via email each day to estimate, calculate, and analyze solutions to real world problems.	Principal, Assistant Principals, Math Leader, Department/Grade Level Chairs, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Utilize software that facilitates computer-assisted instruction to reinforce and enrich SSS: Riverdeep, FCAT Explorer.	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairs, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Implement The Cambridge International Programme	Principal, Assistant Principals, Math Leader, Department/Grade Level Chairs, Teachers	08/20/2007	06/05/2008	Advanced Academics	

Research-Based Programs

Harcourt Math (Florida Edition) for Grades K-5
 Glencoe Mathematics (Florida Edition) for Grade 6 -7
 Continuous Improvement Model
 FCAT Explorer



School Improvement Plan 2007-2008



Professional Development

Continuous Improvement Model
Cambridge International Programme
District Pacing Guide
Sharing of Best Practices
Math Manipulatives
Higher-Order Thinking Strategies

Evaluation

Research based text pre-test, progress test, posttest
District Interim Assessment
School benchmark assessments
2008 FCAT Mathematics Assessment

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

David Lawrence Jr. K-8 Center will identify and improve the writing proficiency level of all students.

Needs Assessment

The results of the 2007 FCAT Writing+ indicated that 84% of all students in grade 4 scored a 3.5 or higher on the Writing prompt. Further analysis of the data indicated that 78% of all students in grade 4 scored a 3.5 or higher on the Expository prompt and 82% scored a 3.5 or higher on the Narrative prompt. Additionally, only 61% of students in grade 4 scored at achievement Level 3 or higher on the multiple choice section of the Assessment.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their proficiency in writing as evidenced by a 5% increase in the percentage of students scoring a 3.5 or above on the 2008 administration of the FCAT Writing+ Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Houghton Mifflin Reading/Writing workshop as evidenced by weekly instructional lesson plans.	Principal, Assistant Principals, Reading Leader, Department/Grade Level Chairs, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Implement "Creative Writing Workshop" for students in grades 3, 4 and 7.	Principal, Assistant Principals, Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Teach students to work with peers to analyze, edit and revise their writing based on the FCAT rubric components: Focus, Organization, Support, and Conventions.	Principal, Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Provide in-school tutoring in writing that targets the specific needs of students.	Principal, Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	5000
Utilize the six-point rubric to holistically score student writing in all classes.	Principal, Assistant Principals, Reading Leader, Department/Grade Level Chairs, Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Implement the Inclusion Model for Students With Disabilities.	Assistant Principal, Teachers, Special Education Teachers	08/20/2007	06/05/2008	Inclusion of SWD	0
Provide staff development on innovative and effective strategies that enhance the writing process, i.e., "Writer's Workshop."	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairs	08/20/2007	06/05/2008	District-wide Literacy Plan	700

Research-Based Programs

Houghton-Mifflin Reading Program for grades K-5
McDougal-Littell Reading Program for Grade 6-7

Professional Development

Sharing Best Practices for Writing
Scoring using the Rubric and the Plus in FCAT Writes+

Evaluation

District pre/post tests
In-house quarterly tests
Monthly writing prompts
Quarterly FCAT writing simulations
2008 FCAT Writing+ Assessment

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

David Lawrence Jr. K-8 Center will identify and improve the science proficiency skills of all students.

Needs Assessment

The results of the 2007 FCAT Science Assessment indicated that 58% of all students in grade 5 scored at achievement level lower than a 3.

Measurable Objective

Given instruction based on the Sunshine State Standards, 67% of fifth grade students will achieve Level 3 or higher on the administration of the 2008 FCAT Science Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairs, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Implement District Pacing Guide to drive instruction.	Principal, Assistant Principals, Lead Teacher, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Departmentalize Grade 5 to better utilize the strengths of teachers.	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairs, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Conduct workshops where parents and community volunteers share information on science related careers.	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairs, Teachers	08/20/2007	06/05/2008	Exchange Meaningful Information	0
Monitor the implementation of science projects to be displayed in school Science Fair for grades 3-7.	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairs, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Conduct hands-ons experiments in the science labs emphasizing the use of the Scientific Method.	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairs, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Conduct a Science/Technology Fair to enhance student's knowledge of "all things science."	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairs, Teachers	08/20/2007	06/05/2008	Improve Public Perception	1500
Utilize the FIU Marine/ Science Technology Lab by providing field trips, lectures and professional development.	Principal, Assistant Principals	08/20/2007	06/05/2008	Academic Enrichment Opportunities	1000
Collaborate with North Miami Library for participation in science related workshops.	Principal, Media Specialist, Grade Level Chairs, Teachers	08/20/2007	06/05/2008	Exchange Meaningful Information	0
Implement the Cambridge International Programme.	Principal, Assistant Principals, Department/Grade Level Chairs, Teachers, Instructional Support Personell	08/20/2007	06/05/2008	Academic Enrichment Opportunities	

Research-Based Programs

Harcourt-Brace Science Series in Grades K-5
 Glencoe in Grade 6-7

Professional Development



School Improvement Plan 2007-2008



Continuous Improvement Model
Cambridge International Programme
Science Best Practice Strategies
Science Standards
Eight strands of science
Use of hand-on activities
Inquiry Method Activities

Evaluation

District Interim Assessment Tests
School benchmark assessments
2008 FCAT Science Assessment

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

David Lawrence Jr. K-8 Center will provide learning and volunteer opportunities aimed at encouraging parental involvement to enhance student achievement.

Needs Assessment

During the 2006-2007 school year, there were a total of 105 volunteers registered in the volunteer database system. In addition, the parent sign-in logs from the 2006-2007 school year indicated that only 48% of our parents participated in school related activities.

Measurable Objective

Given the schoolwide emphasis on parental and community involvement, David Lawrence Jr. K-8 Center will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the volunteer database and parent sign in sheets from the 2006-2007 to the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct an Open House/ Resource Fair to acquaint parents with the services offered by the school and community.	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairs, Teachers	09/06/2007	09/08/2007	Exchange Meaningful Information	0
Maintain communication of information in order to promote parent participation in the various workshops: monthly "Principal Chats," biweekly newsletters, email, ConnectEd, and the school's website and marquee.	Principal, Media Specialist, PTA	08/20/2007	06/02/2008	Exchange Meaningful Information	0
Provide various substantive workshops related to the academic, emotional and/or social growth of children in conjunction with the PTA and include social activities during the workshops.	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairs, Counselors, PTA	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Establish a parent resource room.	Principal, Assistant Principals, PTA	08/20/2007	06/05/2008	Exchange Meaningful Information	500
Encourage parents to participate in "Career Day."	Principal, Assistant Principals, Counselors	08/20/2007	06/05/2008	Exchange Meaningful Information	500

Research-Based Programs

National PTA Standards

Professional Development

Strategy sharing by district and school PTA Representatives
Parent workshops

Evaluation

Title I Parental Involvement End-of -Year Report

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Discipline & Safety Statement

David Lawrence Jr. K-8 Center will promote and maintain a safe learning environment for all students and staff.

Needs Assessment

Based on the May 4, 2007 Executive Summary of Student Case Management Report, 4% of students received some type of suspension (outdoor/indoor). Twelve percent of students were referred due to disruption or defiance.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 2% decrease in the number of suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Review the Code of Student Conduct rules and regulations with students.	Principal, Assistant Principals, Department/Grade Level Chairs, Counselors, Teachers	08/20/2007	06/05/2008	Safe and High-quality Facilities	0
Implement and follow the schoolwide discipline plan.	Principal, Assistant Principals, Entire Faculty and Staff	08/20/2007	06/05/2008	Student Wellness	0
Implement "I'm a Good Role Model Program" pairing grades 4-6 with grades Pre-K - 3	Principal, Assistant Principals, Department/Grade Level Chairs, Counselors, Teachers	08/20/2007	06/05/2008	Student Wellness	0
Conduct Parent/Teacher conferences to address excessive absences and behavior issues.	Principal, Assistant Principals, Department/Grade Level Chairs, Counselors, Teachers	08/20/2007	06/05/2008	Exchange Meaningful Information	0
Provide morning supervision to ensure a safe environment and proper behavior.	Principal, Assistant Principals, Counselors, Parent Volunteers	08/20/2007	06/05/2008	Safe and High-quality Facilities	0
Implement "Young Gentleman/Young Ladies" Club to promote leadership opportunities within the school community that will enhance self esteem, character development and community service.	Principal, Counselors	08/20/2007	06/05/2008	Education Innovation	1000
Implement the "Random Acts of Kindness" (RAK) program which recognizes students who are caught doing good deeds.	Assistant Principals, Counselors, Teacher	08/20/2007	06/05/2008	Student Wellness	0

Research-Based Programs

NA

Professional Development

Monthly discipline and safety meetings to discuss any issues of concern
Anti-bullying Inservice

Evaluation

Records of in-school and out-of-school suspension and referrals

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

Miami-Dade County Public Schools

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

Technology Statement

David Lawrence Jr. K-8 Center will promote and improve technology utilization throughout the school.

Needs Assessment

Incomplete construction issues during our opening year limited our technology usage in 2006-2007.

Measurable Objective

Given an emphasis on the use of technology in education, all students and teachers will augment their usage as evidenced by the utilization of the Electronic Gradebook, the Smartboard, Accelerated Reader (AR), FCAT Explorer, Reading Plus and Riverdeep per software generated reports.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide onsite training in the use of the District Electronic Gradebook and the SMARTBOARD.	Principal, Assistant Principals, Lead Teacher, Computer Technician	08/20/2007	06/05/2008	Education Innovation	0
Provide training for teacherS in the use of Reading Plus and Accelerated Reader.	Principal, Assistant Principals, Lead Teacher, Computer Technician	8/20/2007	06/05/2008	Education Innovation	0
Conduct parent workshops on the use of FCAT Explorer and Riverdeep.	Principal, Assistant Principals, Lead Teacher	10/15/2007	03/30/2008	Education Innovation	0
Implement a computer lab schedule for teachers.	Principal, Assistant Principals, Lead Teacher, Computer Technician	09/30/2007	06/05/2008	Continuous Improvement Model	0
Implement a schoolwide incentive program for AR.	Assistant Prinicipal, Reading Leader, Media Specialist	09/30/2007	05/15/2008	District-wide Literacy Plan	500

Research-Based Programs

Accelerated Reader
Riverdeep

Professional Development

Electronic Gradebook
SMARTBOARD
Accelerated Reader
Reading Plus
RiverDeep
FCAT Explorer

Evaluation

Electronic Gradebook Quarterly Reports
Accelerated Reader Reports
FCAT Explorer Reports
Reading Plus Reports
Riverdeep Reports

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

Miami-Dade County Public Schools

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

Health & Physical Fitness Statement

David Lawrence Jr. K-8 Center will promote a healthy lifestyle program which includes healthy eating and increased physical fitness.

Needs Assessment

There is a need for overall awareness of good nutrition and physical fitness among all students.

Measurable Objective

Given instruction using the Sunshine Standards for Physical Education, 70% of students in grades four through six will be award recipients of either silver or gold awards of the 2007-2008 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the "Healthy Eating/Healthy Choices" initiative to encourage good nutrition as part of a healthy lifestyle.	Principal, Assistant Principals, Department/Grade Level Chairs, Counselors, Teachers, PTSA,	08/20/2007	06/05/2008	Student Wellness	0
Establish a professional relationship with FIU's Hospitality School to work with the school's Food and Nutrition Staff to create healthy menus.	Principal, Assistant Principals, Food and Nutrition Staff	08/20/2007	06/05/2008	Improve Public Perception	0
Establish and enforce a "No Candy Policy" regarding rewards and/or incentives.	Principal, Assistant Principals, Department/Grade Level Chairs, Counselors, Teachers, PTA	08/20/2007	06/05/2008	Student Wellness	0
Administer a pre and post fitness and lifestyle survey to establish individual goals and determine end of the year progress.	Assistant Principals, P. E. Teachers	08/20/2007	06/05/2008	Student Wellness	500
Require students in grades 2-7 to keep a personal record of their fitness progress.	Assistant Principals, P. E. Teachers	08/20/2007	06/05/2008	Student Wellness	0
Offer family workshops on healthy cooking through a partnership with Johnson & Wales University.	Principal, Assistant Principals, Johnson & Wales University, PTSA	08/20/2007	06/05/2008	Exchange Meaningful Information	0

Research-Based Programs

FITNESSGRAM

Professional Development

Johnson & Wales
 FIU School of Hospitality
 Food and Nutrition Staff

Evaluation

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

Miami-Dade County Public Schools

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

Electives & Special Areas Statement

David Lawrence Jr. K-8 Center will provide opportunities for students to pursue other interests and develop their talents.

Needs Assessment

During the 2006-2007 school year, approximately 100 students participated in extra curricular activities. There is a need to increase the number of students participating in extra-curricular activities to 150 students.

Measurable Objective

Given an emphasis on the benefits of students participating in electives or special classes, students will develop an interest in the fine arts as evidenced by 75% participation in projects and activities.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Participate in the Fairchild Challenge.	Sixth Grade Teachers, Media Specialist	08/20/07	06/05/2008	Exchange Meaningful Information	0
Offer a variety of courses and activities that will appeal to student's interests.	Assistant Principals, Teachers, Special Area Teachers	08/20/2007	06/05/2008	Exchange Meaningful Information	2000
Identify targeted students for participation in various programs.	Principal, Assistant Principals, Guidance Counselors, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Inform parents of the various programs offered after school.	Principal, Media Specialist, PTSA	08/20/2007	06/05/2008	Exchange Meaningful Information	

Research-Based Programs

N/A

Professional Development

Fairchild Challenge
Journalism

Evaluation

Club rosters
Sign-in sheets
Attendance logs

Return On Investment Goal

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

Florida Education Priorities

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

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

Return On Investment Statement

DLK8 will rank at or above the 90th percentile statewide on the ROI (Return on Investment) Index value and cost effectiveness of programs.

Needs Assessment

As a new school with no available data, we will aim to achieve at least the 90th percentile on the ROI Index.

Measurable Objective

David Lawrence Jr. K-8 Center will show progress toward reaching the 90th percentile or higher on the State of Florida ROI Index publication.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district on resource allocation.	Principal, EESAC Members	08/20/2007	06/05/2008	Exchange Meaningful Information	0
Take advantage of a broader resource base, e.g. private foundations, grants, volunteer networks.	Principal, Assistant Principals, EESAC Members	08/20/2007	06/05/2008	Business Process Redesign	0
Consider reconfiguration of existing resources.	Principal	08/20/2007	06/05/2008	Continuous Improvement Model	0
Become more informed about the use of finances in relation to school programs.	Principal, Assistant Principals, EESAC Members	08/20/2007	06/05/2008	Continuous Improvement Model	0

Research-Based Programs

N/A

Professional Development

NA

Evaluation

State of Florida ROI Index Publication

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:

Input will be sought by all members to reach consensus on the expenditure of EESAC monies.

Training:

Input will be sought by all members to recommend encouraging all staff to participate in professional development which enhances their knowledge base and skill level.

Instructional Materials:

Input will be sought by all members to recommend that the school continue to purchase all necessary materials to support the educational programs.

Technology:

Input will be sought by all members to recommend funds to support and enhance the use of technology.

Staffing:

Input will be sought by all members to recommend the hiring of necessary staff to maintain a low pupil/teacher ratio in all classrooms and to hire as many part time classroom assistants to provide support for the additional tutoring of students.

Student Support Services:

Input will be sought by all members to recommend training for prospective parent volunteers to work with students in reading.

Other Matters of Resource Allocation:

Input will be sought by all members to recommend pursuing participation in grant writing and increasing the number of Dade Partners.

Benchmarking:

Input will be sought by all members to recommend that students be monitored on an ongoing basis in order to ensure the effectiveness of recommended materials and services.

School Safety & Discipline:

Input will be sought by all members to recommend that all parents support the schoolwide discipline.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	10200
Mathematics	5000
Writing	5700
Science	2500
Parental Involvement	1000
Discipline & Safety	1000
Technology	500
Health & Physical Fitness	500
Electives & Special Areas	2000
Return On Investment	0
Total	28400



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