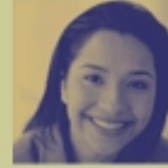
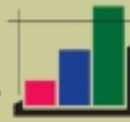




Florida Department of Education

DIVISION of PUBLIC SCHOOLS

"We're all about Increased Student Achievement!"



BUREAU OF SCHOOL IMPROVEMENT

2007 – 2008

SCHOOL IMPROVEMENT PLAN

School Name: LAWRENCE ACADEMY

District Name: Dade

Principal: Yolanda LaCount/Lead Teacher

Board of Directors: Sofia Santiesteban

Superintendent: Rudolph F. Crew, Ed.D

Date of School Board Approval: Pending Board Approval

**Jeanine Blomberg,
Commissioner**
Florida Department of
Education
325 West Gaines Street
Tallahassee, Florida 32399



**Cheri Pierson
Yecke, Chancellor**
K-12 Public Schools
Florida Department of
Education
325 West Gaines
Street
Tallahassee, Florida
32399

VISION/MISSION/BELIEF STATEMENTS

According to the 2000 census, only 45.4% of the population in Florida City holds a high school degree or higher and only 6.7% holds a bachelor's degree or higher. It is the vision of Lawrence Academy that the majority of the students not only complete high school, but enroll in some form of postsecondary institution after high school.

The mission of Lawrence Academy is to build character of tomorrow's leaders for middle-grade students by cultivating a rigorous and challenging academic environment with a college preparatory curriculum infused with character building techniques through collaborative support and effort of the school, family, and community.

Lawrence Academy, Inc. draws from America's full and rich heritage by promoting a strong work ethic and establishing commitment to moral development. The foundation of Lawrence Academy is based on core values, giving students the foundation to tackle vigorous and challenging curriculum, and further, giving students the tools to be productive citizens. The primary core values are derived from Miami-Dade County's character education curriculum, which are citizenship, cooperation, fairness, honesty, integrity, kindness, pursuit of excellence, respect and responsibility. Lawrence Academy is named in the honor of Mr. Allen Lawrence and the memory of the late Mrs. Roxie Lawrence, ordinary people who did extraordinary actions by setting examples of moral behavior and promoting a strong work ethic.

SCHOOL PROFILE DEMOGRAPHICS

Lawrence Academy is located in the heart of Florida City, a federally declared Empowerment Zone. According to the 2000 census, the median household income is \$14,923. Ethnically, Blacks make up 56.7% of the population, Hispanic 32.1%, White Non-Hispanic, 7.0% and Other 7.1%.

Lawrence Academy Middle School has an enrollment of 136 students. For the 2006-2007, over 73% of our students qualified for free or reduced lunch and it is expected that the percentage will be at least the same or higher for the 2007-2008 school year based on the demographics of the student population.

The population of the student population of Lawrence Academy for the 2007-2008 school year is as follows: Hispanic: 44%

Black (Non-Hispanic): 42%

White: 10%

Other: 4%

Lawrence Academy has one Director, one Administrative Assistant/Counselor, one Lead Teacher, eight full-time teachers, one Executive Secretary, one registrar, two substitute teachers, one part-time community involvement specialist, one part-time computer technician, one part-time ESE teacher, one custodian, one security guard, and one paraprofessional. Currently, 50% of Lawrence of the instructional staff is Black, 25% Hispanic, and 25% Asian. Lawrence Academy is governed by a well-experienced board with over 120 years of experience collectively in administration and education.

SCHOOL MATCH

Lawrence Academy's population is similar to Miami Community Charter which is located 3 blocks west of the school. Miami Community Charter serves grades K-5, but received a second charter to serve grades 6-8. Miami Community Charter has many of the same issues as Lawrence Academy. Both schools are Title I schools with a significant percentage of migrant students. Miami Community has maintained a "C" average which is a respectable grade. Miami Community and Lawrence Academy have already collaborated on several projects. This summer, Miami Community Charter and Lawrence Academy collaborated on providing META training for their teachers. Lawrence Academy and Miami Community Charter are in the process of collaborating on conducting in-services for the teachers on selected planning days.

QUALITY STAFF

Highly Qualified Administrators

Keitha D. Burnett is the Director of the Lawrence Academy's academic program. With over 25 years in the field of education, Dr. Burnett has been noted for her efforts in improving academic achievement from students from remediation to advanced placement. Dr. Burnett understands the dynamics of using data to make curriculum decisions. Ms. Yolanda LaCount, the Lead Teacher for Lawrence Academy has been instrumental in motivating teachers to "teach" and students to "learn."

Recruitment/Retention of Highly Qualified Teachers

Lawrence Academy recruitment/retention of highly qualified teachers is a progressive plan. As the budget increases, Lawrence Academy has significantly improved the salary and benefits of its employees over the past three years. By the fourth year (2008-2009), the salary and benefits will be competitive with Miami-Dade County Public Schools.

In addition, Lawrence Academy uses classified ads, employment agencies, networking to recruit quality teachers. To retain teachers, Lawrence Academy uses stipends, and mentorship.

[Show attached staff list](#)

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

Lawrence Academy has incorporated the Plan-Do-Study-Act (PDSA) Model for schoolwide improvement. The PDSA Model involves a four step process that is a systematic process for making improvements in services. The cycle includes Plan-for changes to bring about improvement, Do-changes on a small scale first to try them, Study-see if changes are working, and Act-to get the greatest benefits from changes.

This worked effectively the first year of operation (we made a "C" the first year), but it has not worked as effectively the second year, primarily because of implementation, not because of the Model. We plan to continue with this Model, but to increase our level of study.

Communication with Parents

During our Back-to-School orientation meeting, our parents were informed about the status of Lawrence Academy and what needs to be done to bring Lawrence Academy's academic standing back to satisfactory.

Beginning of the year school packets have been prepared for all students with a letter enclosed about the academic standing of Lawrence Academy in English and Spanish.

[Show attached Public School Notice to parents](#)

[Show attached notification of SINI status](#)

Pre-School Transition

N/A

Teacher Mentoring

Lawrence Academy uses the expertise of the Director who is a National Board Certified Teacher and two of the governing board members who are retired principals. This year, Lawrence Academy will increase their level of formal and informal observations in order to give constructive feedback to all teachers.

Extended Learning Opportunities

Lawrence Academy had a six-weeks summer (2007) remediation program for students that failed a course and/or made a 1 or 2 on the reading and/or math portion of the FCAT.

Lawrence Academy will continue their after-school tutoring starting in September from 3:45 p.m.-5:30 p.m. Monday through Friday, in the areas of math and reading and the Saturday Tutorial Program from 9:00 p.m. -3:00 p.m.

In these sessions, the teachers used strategies such as teach/reteach, graphic organizers, manipulatives, and self-questioning to help students grasp the material.

SCHOOLS GRADED C OR BELOW

Professional Development

Describe the professional development that supports enhanced and differentiated instructional strategies.

Lawrence Academy sponsored a META training at their site this summer (2007) that focuses specifically on strategies used for Limited English Proficient Students. These strategies can be applied across the board for all students that have learning difficulties. We also plan to use the services of a consultant to provide ongoing professional development for our teachers which will be targeted to help teachers use data effectively.

The administration and faculty had an emergency meeting on July 23 and they agreed to implement the following:

Increase the level of principal walk-throughs to provide more support and feedback.

Provide opportunities for teachers to participate in district-level workshops.

Meet weekly to discuss the progress of students by examining data collected from grades, interim assessments, and mini-assessments.

Develop a mentorship program for teachers.

Provide a forum for teachers to share "best practices."

Provide opportunities for parents to share individual concerns about their child.

Require all teachers to develop a professional development that would enhance the effectiveness of their delivery.

Disaggregated Data

Describe the use of student achievement data to determine the effectiveness of instructional strategies.

Lawrence Academy uses interim assessments in specific strands to determine the weaknesses of each student. With this information, administration and teachers make decision about students that are required to attend summer school, after school and Saturday tutoring.

Informal and Formal Assesments

Describe the type of ongoing formal and informal assesments to be used during the school year to measure student progress

Lawrence Academy will use the district's interim assessments and mini-assessments. Additionally, Lawrence Academy will use standardized assessments designed by Curriculum Associates.

Alternative Instructional Delivery Methods

Describe the alternative instructional delivery methods that allow you to reach all student subgroups and help to improve their academic achievement.

Lawrence Academy uses after school tutoring, Saturday School tutoring, and summer school to support remediation, acceleration, and enrichment strategies.

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the text box below.

In the checkbox below, please indicate which of the ten guiding principles is addressed below.

Different Innovative Approaches to Instruction

Responsibility of Teaching Reading for Every Teacher

Quality Professional Development for Teachers and Leaders

Small Learning Communities (SLC)

Intensive Intervention in Reading and Mathematics

Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

Parental Access and Support

Applied and Integrated Courses

Academic and Career Planning

Different Innovative Approaches to Instruction
Grade C or Below
Responsibility of Teaching Reading for Every Teacher
Writing Strategies, Reading Strategies
Quality Professional Development for Teachers and Leaders
Grade C or Below, Math Strategies, Science Strategies
Small Learning Communities
Math Strategies, Parental Involvement
Intensive Intervention in Reading and Mathematics
Reading Strategies, Math Strategies
Course Choice Based on Student Goals/Interst/Talent
Math Strategies
Master Schedules Based on Student Needs
Math Strategies
Reading Strategies
Parental Access and Support
Parental Involvement Strategies

Applied and Integrated Courses
Reading Professional Development
Math Professional Development
Academic and Career Planning
vision/Mission/Belief Statements

GOALS

Goal:	Reading
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Needs Assessment

Sixth, seventh, and eighth graders made 42%, 46%, and 17% respectively, indicating that all grade levels did not reach the mastery level in reading. Lawrence Academy needs to address reading issues related to the failure of all student subgroups which did not meet the AYP targets as well as issues related to increasing the overall proficiency rate to meet the required standards.

Objective

Given instruction using the Sunshine State Standards, Lawrence Academy students in grades six, seventh, and eighth graders will improve their reading skills as evidenced by 58% of the students reaching the state required mastery level as documented by the scores of the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Lawrence Academy Black students in grades six, seventh, and eighth graders will improve their reading skills as evidenced by 58% of the students reaching the state required mastery level as documented by the scores of the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Lawrence Academy Hispanic students in grades six, seventh, and eighth graders will improve their reading skills as evidenced by 58% of the students reaching the state required mastery level as documented by the scores of the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Lawrence Academy Economically Disadvantaged students in grades six, seventh, and eighth graders will improve their reading skills as evidenced by 58% of the students reaching the state required mastery level as documented by the scores of the 2008 FCAT Reading Test.

Strategies

Utilize a district pre-test to monitor students' progress and modify instruction to meet student needs.
Provide after-school and Saturday school tutoring for all students, however, there will be a greater emphasis on students that have scored a 2 or less on the FCAT Reading.
Utilize a variety of teaching strategies in the class such as read aloud, task cards, and cooperative learning.
Provide novels and other reading/supplementary materials for students.
Utilize student data such as FCAT scores and student grades to identify students who should attempt high level classes and encourage those students to register for the highest level classes in which they can be successful.
Provide opportunities across the curriculum for structured reading.
Require students that scored a "2" or less to take Intensive Reading.

Evaluation

Quarterly and Bi-Weekly District Assessments, Measuring Up Benchmark Testing, Assessment of student work samples
2008 FCAT Reading Test

Research-based Programs

Summer Reading List
FCAT Preparation materials (Measuring Up)
State and District approved materials

Professional Development

Regular professional development meetings will be conducted in which best practices, and ideas for the use of differentiated instruction techniques, more effective use of block scheduling, and improved use of technology in the classroom will be shared. Curriculum mapping and vertical team meetings will also be conducted regularly. Teachers will also attend professional development workshops offered by MDCPS.

Highly Qualified Instructors

Cheryl Simpson. Lawrence Academy is using the services of the Florida Consortium of Charter Schools which provide professional development as well as mentoring for our teachers.

We will placed Cheryl Simpson on a Professional Development Plan where she can take the test or devise a plan to complete the coursework within the given framework. We will stress the importance of expediting the certification process.

Budget

Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)	Curriculum Associates Measure Up	Title 1	3500
Technology	Software	Title 1	2000
Professional Development	Consultant	General	6000
Other			0
Total:			\$11,500.00

Goal:	Math
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Needs Assessment

Sixth, seventh, and eighth graders made 17%, 20%, and 24% respectively, indicating that the majority of the students are not obtaining the mastery level in math, even though the percentage increased by 10% for seventh graders. Additionally, all student subgroups did not meet AYP. It is clear that math is an area that needs to be intensively addressed.

Objective

Given instruction using the Sunshine State Standards, students in grades six, seventh, and eighth will improve their mathematics skills as evidenced by 62% reaching the state required mastery level as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Black students in grades six, seventh, and eighth will improve their mathematics skills as evidenced by 62% reaching the state required mastery level as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades six, seventh, and eighth will improve their mathematics skills as evidenced by 62% reaching the state required mastery level as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades six, seventh, and eighth will improve their mathematics skills as evidenced by 62% reaching the state required mastery level as documented by scores on the 2008 FCAT Mathematics Test.

Strategies

Implement a mentorship program where older successful students mentor younger students who are struggling in higher level classes, in regular classes, or with success on the FCAT.

Utilize student data such as FCAT scores and student grades to identify students who should attempt higher level classes and encourage those students to register for the highest level classes in which they can be successful.

Implement the schoolwide Curriculum Mapping and Vertical Planning Initiative in order to enhance the integration of curriculum and provide for more effective delivery of instruction.

Conduct staff development programs which focus on alternative strategies for improving student achievement and providing support for struggling students, regardless of placement. These strategies should include sharing best practices, more effective use of block scheduling, and improved use of technology in the

classroom.

Collect and assess quarterly samples of student work from across the curriculum to document the implementation of strategies included in the School Improvement Plan.

Continue to utilize the Inclusion Model where possible for Exceptional students in mathematics classes.

Encourage attendance for after-school and Saturday FCAT Tutoring for all students.

Implement a mentorship program where older successful students mentor younger students who are struggling in higher level classes, in regular classes, or with success on the FCAT.

Evaluation

District interim tests, mini assessments, Released FCAT Test, FCAT Explorer, teacher assessment
2008 FCAT Mathematics Test

Research-based Programs

Measuring Up, FCAT Explorer, state adopted text books

Professional Development

Regular professional development meetings will be conducted in which best practices, and ideas for the use of differentiated instruction techniques, more effective use of block scheduling, and improved used of technology in the classroom will be shared. Curriculum mapping and vertical team meetings will also be conducted regularly.

Highly Qualified Instructors

Lawrence Academy has a temporary substitute that will be replaced by a certifiable teacher from Jamaica.
Barrington Milwood will coming to United States. He has 25 years of experience teaching and he has a degree in math. After submitting his documents for certification, he will more than likely receive a temporary certificate based on his education and teaching experience.

Budget

Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)	Curriculum Associates Meaure Up	Title 1	3400
Technology	Software	Title 1	3200
Professional Development	Consulting	General	6000
Other			0
Total:			\$12,600.00

Goal:	Writing
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Needs Assessment Lawrence Academy had their first group of students to take the writing portion of the FCAT writing in the 2007, therefore, there are no comparisons to any previous year.

Objective Given instruction using the Sunshine State Standards, students will score at least one percentage higher on the writing portion of the 2008 FCAT.

Strategies Provide opportunities for students to write in a variety of formats across the curriculum in order to better prepare them for the writing requirements in more rigorous academic classes.
 Administer District-provided pre, interim and post tests, analyzing the data to determine students' needs.
 Provide professional development activities to enhance teachers' delivery of writing instruction.
 Continue to allocate 30 minutes per day of reading across the curriculum in order to improve students' schema, vocabulary, and writer's voice.
 Utilize rubrics as a means of assessing and monitoring students' progress in writing skills.
 Use alternative assessments to assess and monitor students' progress in writing.
 Use the services of Florida Consortium of Charter Schools.

Evaluation Timed Writings, Released FCAT Writing

Research-based Programs Curriculum Associates, State adopted Holt-Rinehart Literature and Language Arts Texts,
 Measure Up

Professional Development District Workshops, In-Service, Florida Consortium of Charter Schools

Budget

Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)	Curriculum Associates Measure Up	Operating	2500
Technology	Software	Title 1	2500
Professional Development	In-service Florida Consortium of Charter Schools	General	6000
Other			0
Total:			\$11,000.00

Goal:	Science
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Needs Assessment Lawrence Academy had only a 3% passing rate on the 2007 science portion of the FCAT. Lawrence Academy needs to reassess its science curriculum.

Objective Given instruction using the Sunshine State Standards, at least 30% of the students in grade eight will reach the state required mastery level as documented by scores on the 2008 FCAT Science Test.

Strategies Utilize student data such as FCAT scores and student grades to identify students who should attempt higher grades level classes and encourage those students to register for the highest level science classes in which they can be successful. Conduct staff development programs which focus on alternative strategies for improving student achievement and providing support for struggling students, regardless of placement. These strategies should include sharing best practices, use of differentiated instruction, more effective use of block scheduling, and improved use of technology in the classroom. Provide tutoring opportunities for struggling science students outside of the normal classroom experience, utilizing traditional tutoring methods as well as district-provided, web-based resources such as Riverdeep. Document coverage of annually assessed Sunshine State Science Standards in all eight grade science classes.

Evaluation Released FCAT Science test, Interim Assessments

Research-based Programs Curriculum Associates
Measure-Up

Professional Development In-service, District workshops, Florida Consortium of Charter Schools

Highly Qualified Instructors Lawrence Academy recruited a certifiable teacher from India. Until her arrival in late August, we have a substitute. Professional development will be provided and assistance given in order to obtain state certification.

Budget

Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)	Measure Up Curriculum Associates	Operating Budget	2500
Technology	Software	Title I	1500
Professional Development	Florida Consortium of Charter Schools	Operating	3500
Other			0
Total:			\$7,500.00

Goal:	Parental Involvement
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Needs Assessment Lawrence Academy requires parental involvement as stated in the parental contract, however, a third of the parents volunteered for various school activities, Lawrence Academy must seek means to reiterate the importance of parent involvement.

Objective Given the District's guidelines for volunteers, Lawrence Academy will increase its level of parental involvement by 10% as evidenced by sign-in logs.

Strategies Meet with parents to discuss the new guidelines for volunteers, their implementation, and implications. Documentation will include agendas from 'meet and greet' meetings, Back to School Night, club meetings as well as sign-in sheets where applicable.
 Recruit members, conduct meetings and provide support for active Parent-Teacher-Student Association (PTSA) at Lawrence Academy.
 Provide meeting opportunities such as Academy Night, Sixth Grade Orientation, Back to School Night, and articulation in order to increase communication and to disseminate important information.
 Announce meetings for parents and students during the morning, lunchtime and afternoon and display them prominently on the school's bulletin board located at the entrance. Flyers and letters will be sent home as necessary.
 Collect parents e-mail addresses during Back-to-school-Night in order to facilitate electronic communication between parents, counselors and teachers.

Evaluation Agendas, sign-in sheets, samples of flyers and letters

Research-based Programs Learning Communities

Professional Development In-service

Budget

Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)			0
Technology			0
Professional Development			0
Other	Communication	General	500
Total:			\$500.00

Goal:	Return on Investment
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Needs Assessment Lawrence Academy will demonstrate efforts to improve student performance while taking into account budgetary concerns.

Objective Lawrence Academy's ROI percentile ranking will increase by at least one percentile point.

Strategies Strategies to lower the cost per weighed fulltime equivalent student:
 Reallocate school resources to better implement teaching, learning and class-size mandates. Purchase research-based materials Increase participating in programs provided by the Department of Education, (FCAT Explorer and Florida Achieves) Utilize school and district in-service training.

Strategies to improve annual learning gains:
 Use student data analysis results to find more effective educational strategies that fit the needs of students and staff.
 Identify the lowest quartile students early and provide additional assistance.
 Provide strategies to parents for their student's academic improvement.
 Continue to provide high quality teacher professional development and monitor its implementation.

Evaluation The percentage of students with learning gains will be divided by the program costs per weighted FTE student at Lawrence Academy.

SCHOOL ADVISORY COUNCIL

Yes	No	The majority of the SAC members are not employed by the school. The 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.
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SAC Involvement

The School Advisory Council reviews and monitors the School Improvement Plan. They provide suggestions and support to the principal in helping accomplishing goals and objectives set forth in the SIP.

FINAL BUDGET

Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)	Reading: Curriculum Associates Measure Up Math: Curriculum Associates Measure Up Writing: Curriculum Associates Measure Up Science: Measure Up Curriculum Associates Parental Involvement:	Reading: Title 1 Available: \$3,500.00 Math: Title 1 Available: \$3,400.00 Writing: Operating Available: \$2,500.00 Science: Operating Budget Available: \$2,500.00 Parental Involvement: Available: \$0.00	\$11,900.00
Technology	Reading: Software Math: Software Writing: Software Science: Software Parental Involvement:	Reading: Title 1 Available: \$2,000.00 Math: Title 1 Available: \$3,200.00 Writing: Title 1 Available: \$2,500.00 Science: Title 1 Available: \$1,500.00 Parental Involvement: Available: \$0.00	\$9,200.00
Professional Development	Reading: Consultant Math: Consulting Writing: In-service Florida Consortium of Charter Schools Science: Florida Consortium of Charter Schools Parental Involvement:	Reading: General Available: \$6,000.00 Math: General Available: \$6,000.00 Writing: General Available: \$6,000.00 Science: Operating Available: \$3,500.00 Parental Involvement: Available: \$0.00	\$21,500.00
Other	Reading: Math: Writing: Science: Parental Involvement: Communication	Reading: Available: \$0.00 Math: Available: \$0.00 Writing: Available: \$0.00 Science: Available: \$0.00 Parental Involvement: General Available: \$500.00	\$500.00
		Total:	\$43,100.00

IMPLEMENTATION EVALUATION

Lawrence Academy will hire an independent consultant firm to assist in monitoring and assisting in the implementing a successful school improvement plan.

Members

- 1) Yolanda LaCount/Lead Teacher , Principal
- 2) Jennifer Evelyn , Community Member
- 3) Karen Walker , Parent
- 4) Sheneka Stevenson , SAC Chair
- 5) Denisse Palos , Student
- 6) Matthew Price , Community Member

Signature
