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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 5005 - David Lawrence, Jr. K-8 Center

*FeederPattern:* North Miami Senior

*Region:* Regional Center II

*District:* 13 - Miami-Dade

*Principal:* Bernard Osborn

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *David Lawrence, Jr. K-8 Center*

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David Lawrence Jr. K-8 Center (DLK8), established in 2006, is 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 15 years, the school services approximately 900 students in grades Pre-K through 6; grades seven and eight will be added over the next two years. The student population was drawn from W.J. Bryan, Natural Bridge, and Fulford Elementary Schools and various private and charter schools. There is no FCAT data on 14% of the student body having come from private schools, as they have not previously taken any subtest of the FCAT. The school is composed of 41 general education classes, a gifted education program, a SPED inclusion program, two autistic units and two Bertha Abess units. David Lawrence Jr. K-8 Center is offering the Cambridge Model Academic Program; Cambridge is one of the world's leading providers of international assessments which encourages high achievement. The University of Cambridge will assist DLK8 in reaching above average expectations and goals for our students. David Lawrence Jr. K-8 Center has an extensive after-school program that includes homework help, an academic excellence program and many other special programs. DLK8 has developed relationships with Florida International University and Johnson & Wales University. Student teachers from FIU School of Education will get practical experience at DLK8 through field experience and/or internships. Students from FIU School of Hospitality Management will also gain field experience as they work with our nutrition and kitchen staff to create healthy menus. Johnson & Wales University will offer nutrition and cooking workshops to our parents and staff for our "Healthy Eating/Healthy Choices" grant received from Health Foundation of South Florida. Additionally, the school system's Department of Food and Nutrition will bring a fresh and natural approach to the cafeteria food program.

Given instruction using the Sunshine State Standards, 70% of all students in grades three through six will achieve a Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, 61% of all students in grades three through six will achieve a Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in grade four will score a 3.5 or higher on the 2007 administration of the FCAT Writing Plus Assessment.

Given instruction using the Sunshine State Standards, 25% of fifth grade students will achieve Level 3 or above on the 2007 FCAT Science Assessment.

Recognizing the importance of parental involvement, 51% of our families will participate in one or more parent workshops and/or various parent-student activities during the 2006-2007 school year as documented by parent attendance logs.

Given the Code of Student Conduct and classroom guidance interventions on good discipline and safety, 95% of students in grades Kindergarten through six will demonstrate exceptional behavior during the 2006-2007 school year as evidenced by only 5% of the total school population being referred for disciplinary issues.

Given on-going school site training in the implementation of the Given on-going, school site training in the implementation of the District Electronic Gradebook during 2006-2007, 100% of first through sixth grade teachers will utilize the Electronic Gradebook as the primary means to record student work and grades as documented by generated quarterly reports.

Given instruction using the Sunshine Standards for Physical Education, 70% of students in grades two through six will be award recipients of either silver or gold awards of the 2006-2007 FITNESSGRAM.

Given the opportunity to participate in various enrichment activities, 75% of students in grades K-6 will be involved in enrichment programs in all areas during the 2006-2007 school year as evidenced by club rosters, sign-in sheets and attendance logs.

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. As a new school, still not totally moved into our entire space, we are attempting to set a baseline in each of the areas specified in our objectives. 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. Process Management with an average score of 4.2. DLK-8 is a new school: due to circumstances beyond our control and the ongoing construction issues, we opened with incomplete resources including supplies, text books and a Media Center. As the building reaches completion and resources arrive, we are becoming a complete school able to supply our teachers with the proper tools for teaching.
2. Strategic Planning with an average score of 4.3. 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.

# 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.

## **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 foster student achievement and academic excellence as we set SAIL on a path to success.

### MISSION

The educational mission of the 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

### Responsibility

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

### 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*

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David Lawrence Jr. K-8 Center is located in North Miami adjacent to the north campus of Florida International University. 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 David Lawrence Jr. K-8 Center. We currently serve approximately 900 students including 50 students enrolled as out of area transfers from the surrounding communities. The school serves students from Pre-Kindergarten through sixth grade: grades seven and eight will be added over the next two years. Of those students 56% are on free or reduced lunch. Ethnically, the student population is: 19% white non-Hispanic, 39% Hispanic, 36% Black, 2% Asian, 3% Multicultural and .1% Native American. Instructionally, 7% are in the gifted program, 11% are students with disabilities and 15% are ESOL. The student to teacher ratio is 20.9:1 for Kindergarten through three and 22.8:1 for grades four through 6.

David Lawrence Jr. K-8 Center staff is composed of sixty-five classroom, special education, ESOL, and special area teachers; three counselors, one media specialist, one library clerk, one lead teacher and three administrators. Of the instructional staff, 47% hold a Master's Degree or higher and two are National Board Certified. The following is the ethnic breakdown of instructional staff and administrators: 41% white non-Hispanic, 40% Hispanic, 15% Black, 4% Asian/Pacific Islanders.

# *School Foundation*

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## ***Leadership:***

The results of the 2006 Organizational Self Assessment Survey indicate that there is satisfaction with the administration of David Lawrence Jr. K-8 Center (DLK-8 Center). On all the questions asked, the leadership of DLK-8 Center scored an average of 4.6. The area that scored the lowest was the item “My work location asks me what I think.” The administration of DLK-8 Center has an open door policy so that all staff members can find the time to meet individually with them. Additionally, e-mail is used vigorously to communicate between all staff members. Teachers are 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 2006 Organizational Self Assessment Survey indicate that there is moderate satisfaction with strategic planning at David Lawrence Jr. K-8 Center. All items on the Strategic Planning section scored a 4.3. As a brand new school, there was no Sip already in place. They are, however, kept informed of many initiatives that affect them directly through e-mails, meetings and in-services.

## ***Stakeholder Engagement:***

The results of the 2006 Organizational Self Assessment Survey indicate that there is moderate satisfaction with the way employees feel about their relationship with parents and students at David Lawrence Jr. K-8 Center (DLK-8 Center). The average score on the Customer and Market section of the survey was 4.4. The item that scored the lowest was in this section, and was the second lowest item on the whole survey was, “I ask my customers if they are satisfied or dissatisfied with my work.” David Lawrence Jr. K-8 Center is a new school. It will take time to build rapport with the school’s “customers.” Staff must first make the school a comfortable and safe place for students to learn. There are, however, many programs in place to build customer satisfaction, including a very active PTA, counselors and a career specialist, all of whom keep in contact with students and parents as needed. E-mail, voice mail and teacher created websites are being used to keep in touch with students, teachers and parents.

## ***Faculty & Staff:***

The results of the 2006 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 4.5. The area that scored the lowest was the item “I am recognized for my work.” DLK-8 is a new school with a new faculty; teachers are just beginning to get to know one another and develop relationships. Teachers on the same grade level have common planning time. Additionally, teachers meet regularly with the lead teacher and administration to discuss concerns, successes and progress made in meeting the school’s goals.

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

The results of the 2006 Organizational Self Assessment Survey indicate that there is satisfaction with the way data knowledge is measured, analyzed and managed at DLK-8 Center. The area that scored the lowest was the item “I get all of the important information I need to do my work.” Data is shared at grade level meetings, faculty meetings and

EESAC meetings. The data includes information towards meeting the objectives set forth in the SIP.

### ***Education Design:***

The results of the 2006 Organizational Self Assessment Survey indicate that there is moderate satisfaction with the Education Design at DLK-8. On the survey the section entitled "Process Management" received an average score of 4.2. The area that scored the lowest was the item "I can get all of the resources I need to do my job." 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 2006 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 4.4. The item scoring the lowest was "I know how my organization is doing financially" with a score of 3.4. Again, DLK-8 is a new school; we will strive to familiarize the staff with more of the financial aspects of the school.



## GOAL 1: READING

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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 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 type="checkbox"/>

**GOAL 1 STATEMENT:**

Identify and improve the reading proficiency level of all students.

**Needs Assessment**

The results of the 2006 FCAT Reading Assessment indicate that 69% of students presently in grades 4-6 scored at achievement level 3 or higher. The following are the results by grade level: 4th grade, 82%; 5th grade, 67% and 6th grade, 69%. An analysis of the results of the Reading Assessment by strands indicates that students in grades 6 had difficulty on the Main Idea and Vocabulary in Context Strands. Students in grade 5 had the most difficulty on the Research and Reference Strand. Students in grade 4 had the most difficulty in the Main Idea and Research and Reference Strands.

**NCLB SUBGROUP TARGET**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards, 70% of all students in grades three through six will achieve a Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Examine disaggregated test data of all subgroups to impact classroom instruction.	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairpersons, Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Provide research-based professional development opportunities including mentoring, modeling of lessons, and monitoring effective literacy instruction to staff.	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairpersons, Teachers	8/14/06	5/30/07	Academic Teams	\$0.00
Utilize software that facilitates computer-assisted instruction to reinforce and enrich SSS: Accelerated Reader, Reading Plus, Early Success.	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairpersons, Teachers, Media Specialist	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Implement intensive/ intervention programs: Reading Plus, Language and Learning Today/Early Success and tutoring.	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairpersons, Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Train parents to tutor all students testing at the lower levels.	Assistant Principals, Lead Teacher, Teachers	8/14/06	5/30/07	Community Partnerships	\$0.00
Implement the inclusion model for Students with Disabilities.	Assistant Principal, Teachers, Special Education Teachers	8/14/06	5/30/07	Inclusion	\$0.00

### Research-Based Programs

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

## **Professional Development**

- Houghton-Mifflin
- Learning Today/Early Success
- Reading Plus
- Language!
- Project Draw
- Fourth Grade Reading Standards
- Fifth Grade Reading Standards

## **Evaluation**

- 70% of students in grades three through six will achieve a Level 3 or higher on the 2007 FCAT Reading Assessment.
- DIBLES
- Pre/progress/post test
- District interim progress tests

## GOAL 2: MATHEMATICS

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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 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 type="checkbox"/>

**GOAL 2 STATEMENT:**

Identify and improve the mathematics proficiency level of all students.

**Needs Assessment**

The results of the 2006 FCAT Mathematics Assessment indicate that 60% of students presently in grades 3-6 scored at Achievement Level 3 or higher. The following are the results by grade level: 4th grade, 73%; 5th grade, 59% and 6th grade, 49%. An analysis of the results of the mathematics Assessment by strands indicates that students in grades 6 had difficulty on the Number Sense Concepts and Operations Strand. Students in grade 5 had the most difficulty on the Algebraic Thinking Strand. Students in grade 4 had the most difficulty in the Geometry and Spatial Sense, and the Data Analysis and Probability Strands.

**NCLB SUBGROUP TARGET**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards, 61% of all students in grades three through six will achieve a Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide research-based professional development opportunities including mentoring, modeling of lessons, and monitoring effective mathematics instruction to staff.	Principal, Assistant Principals, Lead Teacher	8/14/06	5/30/07	District Strategic Plan	\$0.00
Utilize software that facilitates computer-assisted instruction to reinforce and enrich SSS: Riverdeep, FCAT Explorer, Successmaker.	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairpersons, Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Provide mathematical applications skills using hands-on interdisciplinary activities as evidenced in weekly lesson plans.	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairpersons, Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide tutoring during the school day for students who require special help.	Department/Grade Level Chairpersons, Teachers	8/14/06	5/30/07	Mentoring Opportunities	\$0.00
Implement the use of the "Problem of the Day" to estimate, calculate, and analyze solutions to real world problems.	Department/Grade Level Chairpersons, Teachers, Media Specialist	8/14/06	5/30/07	District Strategic Plan	\$0.00
Examine disaggregated test data of all subgroups to impact classroom instruction.	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairpersons, Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Implement the inclusion model for Students with Disabilities.	Assistant Principal, Teachers, Special Education Teachers	8/14/06	5/30/07	Inclusion	\$0.00

### Research-Based Programs

- Harcourt Math (Florida Edition) for Grades K-5
- Glencoe Mathematics (Florida Edition) for Grade 6.

## **Professional Development**

- District Pacing Guide
- Sharing of Best Practices
- Use of Manipulatives
- Higher-Order Thinking Strategies

## **Evaluation**

- 61% of all students in grades three through six will achieve a Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.
- Research based text pre/progress/post tests
- District interim progress tests
- School benchmark assessments

### GOAL 3: WRITING

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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 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"/>

**GOAL 3 STATEMENT:**

Identify and improve the writing proficiency level of all students

**Needs Assessment**

As a new school with no available data, David Lawrence's fourth grade students need to meet or exceed level 3.5 on the 2007 administration of the FCAT Writing Assessment.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	LOWEST 25%	OTHER	GRADUATION RATE
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will score a 3.5 or higher on the 2007 administration of the FCAT Writing Plus Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Houghton Mifflin Reading/Writing workshop as evidenced by weekly instructional lesson plans.	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairperson, Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Implement "Creative Writing Workshop" for students in grades 3 and 4.	Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Encourage students to work with peers to analyze, edit and revise their writing based on the FCAT rubric components: Focus, Organization, Support, and Conventions.	Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Provide in-school tutoring in writing that targets the specific needs of students	Principal, Teachers	8/14/06	5/30/07	Mentoring Opportunities	\$0.00
Utilize the six-point rubric to holistically score student writing in all classes.	Principal, Assistant Principals, Lead Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairperson, Teachers	8/24/06	5/30/07	District-wide literacy plan	\$0.00
Implement the inclusion model for Students with Disabilities.	Assistant Principal, Teachers, Special Education Teachers	8/14/06	5/30/07	Inclusion	\$0.00
Provide staff development on innovative and effective strategies that enhance the writing process.	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairpersons	8/14/06	5/30/07	Communities of Practice	\$0.00

### Research-Based Programs

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



## **Professional Development**

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

## **Evaluation**

- All students in grade four will attain a 3.5 or higher on the 2007 administration of the FCAT Writing Plus Assessment.
- District pre/post tests
- In-house quarterly tests
- Quarterly FCAT writing simulations

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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"/>

### ***GOAL 4 STATEMENT:***

Identify and improve the science proficiency skills of all students.

### ***Needs Assessment***

As a new school with no available data, 25% of David Lawrence's fifth grade students need to achieve Level 3 and above on the 2007 administration of the FCAT Science Assessment.

## Measurable Objective

Given instruction using the Sunshine State Standards, 25% of fifth grade students will achieve Level 3 or above on the 2007 FCAT Science Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement District Pacing Guide to drive instruction.	Principal, Assistant Principals, Lead Teacher	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Conduct a "Family Science Night."	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairpersons, Teachers	10/05/06	5/30/07	Community Partnerships	\$0.00
Utilize the FIU Marine/ Science Technology Lab by means of field trips, lectures and professional development.	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairpersons, Teachers	10/14/06	5/30/07	Community Partnerships	\$0.00
Conduct workshops where parents and community volunteers share information on science related careers.	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairpersons, Teachers	10/14/06	5/30/07	School-to-Career	\$0.00
Monitor the implementation of science projects to be displayed in school Science Fair for grades 3-6.	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairpersons, Teachers	11/01/06	5/30/07	District Strategic Plan	\$0.00
Maintain a record of science lab usage with an emphasis on the Scientific Method as evidenced in lesson plans and/or science logs.	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairpersons, Teachers	10/04/06	5/30/07	District Strategic Plan	\$0.00

### Research-Based Programs

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

### Professional Development

- Science Best Practice Strategies
- Science Standards
- Eight strands of science
- Use of hand-on activities
- Inquiry Method Activities

## **Evaluation**

- 25% of fifth grade students will achieve a Level 3 or higher on the 2007 FCAT Science Assessment.
- District interim progress tests
- School benchmark assessments

## GOAL 5: PARENTAL INVOLVEMENT

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 5 STATEMENT:**

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

**Needs Assessment**

As a new school, David Lawrence K-8 Center needs to establish a baseline of parent involvement and will use attendance logs/sign-in sheets to determine that base.

## Measurable Objective

Recognizing the importance of parental involvement, 51% of our families will participate in one or more parent workshops and/or various parent-student activities during the 2006-2007 school year as documented by parent attendance logs.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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 Chairpersons, Teachers	09/07/06	09/08/06	Community Partnerships	\$0.00
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, Assistant Principals, Lead Teacher, Department/Grade Level Chairpersons, Teachers, Counselors, PTA	8/14/06	5/30/07	District Strategic Plan	\$0.00
Implement and encourage participation in the nationally recognized "Project Appleseed."	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairpersons, Counselors, PTA	8/14/06	5/30/07	Community Partnerships	\$0.00
Provide various workshops related to the academic, emotional and/or social growth of children.	Principal, Assistant Principals, Lead Teacher, Department/Grade Level Chairpersons, Counselors, PTA	8/14/06	5/30/07	District Strategic Plan	\$0.00

### Research-Based Programs

NA

### Professional Development

- Project Appleseed

### Evaluation

51% of our families will participate in one or more parent workshops and/or various parent-student activities during the 2006-2007 school year as documented by parent attendance logs.

## GOAL 6: DISCIPLINE & SAFETY

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

**GOAL 6 STATEMENT:**

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

**Needs Assessment**

As a new school, David Lawrence Jr. K-8 Center will implement and maintain a “no tolerance” policy regarding improper behavior of students towards teachers, staff and their peers as well as property.

## Measurable Objective

Given the Code of Student Conduct and classroom guidance interventions on good discipline and safety, 95% of students in grades Kindergarten through six will demonstrate exceptional behavior during the 2006-2007 school year as evidenced by only 5% of the total school population being referred for disciplinary issues.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide guidance to students on following the Code of Student Conduct rules and regulations.	Principal, Assistant Principals, Department/Grade Level Chairpersons, Counselors, Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Implement and follow the school-wide discipline plan.	Principal, Assistant Principals, Department/Grade Level Chairpersons, Counselors, Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Implement "I'm a Good Role Model Program" pairing Grades 4-6 with Grades Pre-K - 3	Principal, Assistant Principals, Department/Grade Level Chairpersons, Counselors, Teachers	10/01/06	5/30/07	Community Partnerships	\$0.00
Conduct Parent/Teacher conferences to address excessive absences and behavior issues.	Principal, Assistant Principals, Department/Grade Level Chairpersons, Counselors, Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide morning supervision to ensure a safe environment and proper behavior.	Principal, Assistant Principals, Counselors, Parent Volunteers	8/14/06	5/30/07	District Strategic Plan	\$0.00

## Research-Based Programs

NA

## Professional Development

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



## **Evaluation**

- 95% of students in grades Kindergarten through six will demonstrate exceptional behavior as evidenced by only 5% of the total school population being referred for disciplinary issues.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

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

### ***GOAL 7 STATEMENT:***

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

### ***Needs Assessment***

Network-based technology supports accountability and facilitates communication among the entire school community. In compliance with the District Initiative, the Electronic Gradebook will be implemented during the 2006-2007 school year.

## Measurable Objective

Given on-going school site training in the implementation of the District Electronic Gradebook during 2006-2007, 100% of first through sixth grade teachers will utilize the Electronic Gradebook as the primary means to record student work and grades as documented by generated quarterly reports.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide onsite training in the use of the District Electronic Gradebook.	Principal, Assistant Principals, Lead Teacher, Computer Technician	8/14/06	5/30/07	District Strategic Plan	\$0.00
Ensure that all teachers have access to the District Electronic Gradebook.	Principal, Assistant Principals, Lead Teacher, Computer Technician	8/14/06	5/30/07	District Strategic Plan	\$0.00
Identify teachers needing training.	Principal, Assistant Principals, Lead Teacher,	8/14/06	5/30/07	Communities of Practice	\$0.00
Provide ongoing support for all teachers.	Principal, Assistant Principals, Lead Teacher, Computer Technician	8/14/06	5/30/07	Communities of Practice	\$0.00

## Research-Based Programs

NA

## Professional Development

- Training and on-going support in the effective utilization of the District Electronic Gradebook.

## Evaluation

- Electronic Gradebook's Quarterly Reports

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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 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"/>

### **GOAL 8 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 two through six will be award recipients of either silver or gold awards of the 2006-2007 FITNESSGRAM.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the "Healthy Eating/Healthy Choices" grant initiative to encourage good nutrition as part of a healthy lifestyle.	Principal, Assistant Principals, Department/Grade Level Chairpersons, Counselors, Teachers, Health Foundation of South Florida, PTA	8/14/06	5/30/07	Community Partnerships	\$0.00
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, FIU Hospitality School, Food and Nutrition Staff	8/14/06	5/30/07	Community Partnerships	\$0.00
Establish and enforce a "No Candy Policy" regarding rewards and/or incentives.	Principal, Assistant Principals, Department/Grade Level Chairpersons, Counselors, Teachers, PTA	8/14/06	5/30/07	District Strategic Plan	\$0.00
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	10/01/06	5/04/07	District Strategic Plan	\$0.00
Require students in grades 2-6 to keep a personal record of their fitness progress.	Assistant Principals, P. E. Teachers	10/01/06	5/30/07	District Strategic Plan	\$0.00
Offer family workshops on healthy cooking through a partnership with Johnson & Wales University.	Principal, Assistant Principals, Johnson & Wales University, PTA	4/06/06	5/30/07	Community Partnerships	\$0.00

## Research-Based Programs

FITNESSGRAM

## Professional Development

- Johnson & Wales
- FIU School of Hospitality
- David Lawrence Jr. K-8 Food and Nutrition Staff

## Evaluation

- 2006-2007 FITNESSGRAM

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

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

**GOAL 9 STATEMENT:**

David Lawrence Jr. K-8 Center will provide activities to enhance the school experience of our students.

**Needs Assessment**

David Lawrence Jr. K-8 is a new school. With input from the parents and community, it was determined that there was an interest in the school having extensive enrichment programs in all areas.

## Measurable Objective

Given the opportunity to participate in various enrichment activities, 75% of students in grades K-6 will be involved in enrichment programs in all areas during the 2006-2007 school year as evidenced by club rosters, sign-in sheets and attendance logs.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Participate in the Fairchild Challenge.	Sixth Grade Teachers Media Specialist	9/01/06	5/30/07	Community Partnerships	\$0.00
Participate in a hall mural project whereby students decorate the halls of the school within a theme.	Classroom Teachers Art Teachers	9/18/06	5/30/07	Expanding arts opportunities	\$0.00
Organize educational field trips to Miami Book Fair International, museums, exhibits, etc.	Classroom Teachers Special Area Teachers	9/01/06	5/30/07	Community Partnerships	\$0.00
Initiate an Authors Forum whereby students meet published authors	Media Specialist	9/25/06	5/30/07	Expanding arts opportunities	\$0.00
Offer after-school programs in many different areas e.g. Chess, ecology, journalism, drama, swimming, chorus	Teachers/Club Sponsors	9/14/06	5/30/07	Expanding arts opportunities	\$0.00

## Research-Based Programs

N/A

## Professional Development

- Based on needs of participating teachers, i.e., Fairchild Challenge, Journalism, etc.

## Evaluation

75% of students in grades K-6 will participate in enrichment programs during the 2006-2007 school year as evidenced by club rosters, sign-in sheets and attendance logs.



## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

*Miami-Dade County Public Schools*

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

**GOAL 10 STATEMENT:**

David Lawrence Jr. K-8 Center 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.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with the district on resource allocation.	Principal EESAC Members	8/14/06	5/30/07	District Strategic Plan	\$0.00
Take advantage of a broader resource base, e.g. private foundations, grants, volunteer networks.	Principal Assistant Principal EESAC Members	8/14/06	5/30/07	Community Partnerships	\$0.00
Consider reconfiguration of existing resources.	Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Become more informed about the use of finances in relation to school programs.	Principal EESAC Members	8/14/06	5/30/07	District Strategic Plan	\$0.00

### Research-Based Programs

N/A

### Professional Development

NA

### Evaluation

On the next State of Florida ROI Index publication, David Lawrence K-8 Center will show progress toward reaching the 90th percentile or more.

## *EESAC Compliance*

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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 school-wide discipline.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$0.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<hr/>	
<b>Total:</b>	<b>\$0.00</b>

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*