Lakeview Elementary School

2015-16 School Improvement Plan

Lakeview Elementary School

1290 NW 115TH ST, Miami, FL 33167

http://lve.dadeschools.net

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	C	B

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Lakeview Elementary is committed to providing students a world-class education with excellence and equity to empower each child to reach their highest potential. Through the efforts of an effective staff and the commitment of our students, parents, and community-at-large, we will collaboratively work to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers. All of this will be accomplished in a harmonious and safe learning environment that will ensure success for all students and future generations.

Provide the school's vision statement

Our mission at Lakeview Elementary School is to provide educational services based on the Florida State Standards to students in grades Pre-kindergarten through five. Instruction is provided in a collaboratively, technology savvy, and multi-cultural classroom community where knowledge, skills, and ethics are valued and supported in order to ensure that every child reaches their highest potential in order to succeed in a the global economy.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The administration, faculty, and staff at Lakeview Elementary School strive to develop and maintain a supportive and inclusive community of learners. This process begins the moment parents register students at our school. During registration, parents complete a home language survey; this form provides insight into the family language and culture. Our school's PTA sends the parent a survey to further identify family needs in order to to best assist the child. This information is provided to the teachers; counselor, and school personnel to best acclimate and provide support to the student. Additionally, the Community Involvement Specialist and the school PTA are avenues utilized to support and build strong relationships between the parent and the school. Relationships are fostered through outreach activities which include monthly PTA meetings, Parent Workshops, Adopt Dolphin Program, Read-Aloud, Pajama Night. PTA sponsored events, such as dances, pizza sales, and book fair also assist in this process. These activities allow students to build relationships with teachers and fellow classmates. Furthermore, our school infuses the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to: Special Education Week, History of Holocaust, History of Africans and African Americans, Hispanic contributions, Women's contributions, and Sacrifices of Veterans .

Describe how the school creates an environment where students feel safe and respected before, during and after school

Lakeview Elementary School understands that every child that walks through our doors is a priceless possession; first and foremost, they are our customer. Therefore, the administration, faculty, and staff is committed to enforcing rules and procedures that help make every child feel safe and respected. Since 2013, Lakeview Elementary began participating in the Superintendent's school initiative, i-Care; our goal is to provide our students and parents with a unique academically safe environment. This experience will be provided via our quick response to concerns, our sensitivity to cultural and ethnic backgrounds, courteous and respectful interactions, and equitable treatment for all as well as through the effective use of Creole, English and Spanish.

Due to recent events, parents and guests procedures to gain access to the school building were revised and are enforced by the two full time security monitors and the administration team. Furthermore, the school's Safety Plan and Student Code of Conduct helps maintain and improve school order and safety. Character education is embedded into the curriculum with an emphasis on prevention, positive alternatives, and the development of positive social skills and socially competent behaviors which build students' self-esteem and maintain a positive school climate. This process is reinforced weekly as teachers select students that demonstrate the positive character education trait selected for the week. These students are highlighted during morning announcements and received dolphin bucks for school-wide positive behavior.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

During collaborative conversations at a summer institute, a group of teachers/leaders sighted that the school's discipline plan needed revamping. As a result, two weeks prior to the opening of school, the teachers participated in professional development which included best practices in maintaining students on-task, providing positive feedback, utilizing verbal and non-verbal cues to redirect behavior and overall strategies for engaging students in the learning process. Additionally, the group was trained in Miami-Dade County's Code of Student Conduct and developed specific school targets for our students. The Student Code of Conduct addresses behaviors and corrective strategies, students' rights and responsibilities, as well as the district's multi-tiered systems of support for behavioral interventions. Our School-Wide Discipline Plan infuses M-DCPS Code of Student Conduct, establishes protocols for disciplinary incidents and provides clear behavioral expectations for our students.

In addition to the Student Code of Conduct and our School-wide Discipline Plan a parent compact is established annually, detailing the integral partnership between families and the school in maintaining a positive learning climate. Parents and students are briefed on school policies at the opening of school meeting during Open House and at the annual Title I meeting where copies are provided.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The student's social-emotional needs are addressed at Lakeview Elementary, through the support of our guidance counselor, psychologist, and social worker. Students identified as needing additional assistance or interventions are referred to the Student Support Team (RtI).

Referrals to student services/RtI Team may include guidance counseling, mentoring, and behavioral interventions. Additionally, our Dade Partners assist in this effort through the donation of school supplies, student's book bags, food and other items. Furthermore, our school participates in District programs that help to maintain the emotional well being of our students such as: Do the Right Thing, KAPOW, DARE, and Take Your Child to Work. As well as School programs such as Adopt A-Dolphin Family, Youth Crime Watch, Night School-Adult Program that assist parents in acquiring the English language to be able to assist their children at home.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

In our effort to ensure our students become productive members in our society, our school has a system in place to continuously monitor attendance and provide support as needed. An integral part of this plan is our school counselor, teachers, assistant principal, social worker and parents. On a

weekly basis, the social worker reviews the attendance bulletin to keep track of truant, absent, or late students. the information is used to set-up Attendance Review Committee meetings. Students that are absent receive a phone call on the day of the absence. Parents are informed of the absence and a written note is requested explaining the absence. If the child is absence again, he/she receives a phone call from the automated message system and from the child's teacher. If a child accumulates more than three absences, he/child is referred to the Attendance Committee Team. During the Attendance Committee meeting, parent, teacher, counselor and administration identify truant behavior and decide on a course of action to provide assistance such as referral to outside agencies. If parents are unable to attend the meeting, the social worker visits the home to identify root causes and give assistance. A strong school to home connection aids in minimizing the suspension rate. Through interim progress reports, conferences and phone calls our teachers keep our parents inform of their child's progress. This communication allows parents to provide support if and when a child's academic grades are decreasing in the core subjects.

Before the beginning of the school year, data is analyzed for all students. Students who have scored a level one on the statewide tests are identified and a plan of support is implemented. The plan includes academic counseling, additional intervention outside the basic academic block, and referral to RtI if the child is not progressing.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	4	7	19	29	9	12	80
One or more suspensions	0	0	1	2	0	2	5
Course failure in ELA or Math	8	13	21	11	3	5	61
Level 1 on statewide assessment	0	0	0	36	14	31	81

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	9	8	17	22	13	18	87

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The district's comprehensive program for student progression utilizes assessment data, universal screenings and ongoing progress monitoring, to evaluate the effectiveness of instruction, identify students in need of more intensive instructional support and monitor the student's response to implemented instruction and interventions. Provisions have been set forth for monitoring the academic progress of students that fail to meet state and district performance levels in reading and mathematics, including scoring in FSA Reading or Mathematics. A district-wide progress monitoring process, Progress Monitoring Plan (PMP) through Response to Intervention/Multi-Tiered Systems of Support (RtI/MTSSS) is in place for all schools. A PMP is initiated, and Tier 2 intervention is provided as soon as academic deficiencies are evident in the areas of ELA and Mathematics.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/185980.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The district's comprehensive program for student progression utilizes assessment data, universal screenings and ongoing progress monitoring, to evaluate the effectiveness of instruction, identify students in need of more intensive instructional support and monitor the student's response to implemented instruction and interventions. According to Section 1008.25(4)(b), F. S., provisions have been set forth for monitoring the academic progress of students that fail to meet state and district performance levels in reading and mathematics, including scoring in FSA Reading or Mathematics. A district-wide progress monitoring process, Progress Monitoring Plan (PMP) through Response to Intervention/Multi-Tiered Systems of Support (RtI/MTSSS) is in place for all schools. A PMP is initiated, and Tier 2 intervention is provided as soon as academic deficiencies are evident in the areas of ELA and Mathematics.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Banky, Sandra	Principal
Castillo, Isabel	Assistant Principal
Blanc, Renee	Teacher, K-12
Meredith, Shameeka	Teacher, K-12
Tucker, Jonathan	Teacher, K-12
Cervantes, Darcelie	Instructional Coach
Corbitt , Andre	Instructional Coach
Blemur , Sandra	Guidance Counselor
Charlesdegiordany , Nadine	Psychologist
Zamor , Sandra	Attendance/Social Work
Moran, Dr. Onaidy	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Administration: Principal: Mrs. Sandra V. Banky
Assistant Principal: Ms. Isabel D. Castillo
Instructional Support: Reading Coach: Dr. Onaidy Moran
Math Coach: Mr. Andre Corbitt
Instructional/Behavioral Support
ESOL Coordinator: Darcelie Cervantes
Counselor: Mrs. Sandra Blemur
School Psychologist: Mrs. Nadine Charlesdegiordany
School Social Worker: Ms. Sandra Zamor
Department/Grade Level Chairpersons
Science Chairperson: Ms. Renee Blanc
EESAC Chairperson: Mr. Jonathan Tucker
Reading Chairperson: Mrs. Shameeka Meredith
Community Stakeholder: Ms. Moise

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The steps below are taken by the school leadership in order to identify and align all available resources needed to maximize desired student outcomes:
1. Gathers and analyzes available data to determine school-wide needs as it relates to personnel, instruction, curriculum and professional development for faculty as indicated by student deficiencies and
achievement needs.
2. Assists with identifying resources needed to effectively deliver instruction as well as resources needed
for remediation and enrichment.
3. Identify funds including Title I, II and III to ensure students requiring remediation are
assisted through extended learning opportunities.
4. Maintains communication with staff for input and feedback, and updates them on availability of funds and
procedures to follow when needs arise.
5. Supports a process and structure within the school to design, implement and evaluate resources.
6. The funds and resources described below are utilized by administration to further assist students in reaching their maximum potential.
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school, focusing
on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group
implementation and protocols.
Title III
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent

Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills
in
reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected
schools
to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived,
foreign
born students
Title VI, Part B – NA
N/A
Title X- Homeless
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled,
Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless
students
receive all the services they are entitled to the following:
• The Homeless Education Program seeks to ensure a successful educational experience for
homeless
children by collaborating with parents, schools, and the community.
• The Homeless Education Program assists schools with the identification, enrollment, attendance,
and
transportation of homeless students. All schools are eligible to receive services and will do so upon
identification and classification of a student as homeless.
• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on
the
procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless
Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated,
segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all
School
Homeless Liaisons assigned by the school administrator to provide further details on the rights and
services of students identified as homeless.
• Project Upstart and The Homeless Trust, a community organization, provides a homeless
sensitivity,
awareness campaign to all the schools - each school is provided a video and curriculum manual, and
a
contest is sponsored by The Homeless Trust-a community organization.
• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
• The District Homeless Liaison continues to participate in community organization meetings and task
forces as it relates to homeless children and youth.
• Lakeview will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento
Law
ensuring appropriate services are provided to the homeless students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ms. Sandra V. Banky	Principal
Isabel Castillo	Education Support Employee
Therese Conner	Education Support Employee
Clifford Ingram	Teacher
Juanita Crosdale	Education Support Employee
Shameeka Meredith	Teacher
Kathy Gibbons-Adams	Teacher
Carol Cash	Teacher
Jonathan Tucker	Teacher
Cecily Wright	Teacher
Antiquenette Barbary	Education Support Employee
Betty Lashley	Parent
Barbara Ried	Parent
Ellaneese Love-Muhamad	Parent
Jennett Bienaime	Parent
Wilnise Joseph	Parent
Wadley Josephat	Student
Keneth Brown	Student
Alexandra Hernandez	Business/Community
Vernon Lemon	Business/Community
John Williams	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council (SAC) is the sole body responsible for final decision-making at the school relating to the implementation of school improvement and developing adjustments to meet the needs of the students throughout last school year. Elections and appointments of advisory council members were conducted by the council chairperson at a designated meeting of a new school year. Members were elected by secret ballot. The term of office for elected council members except parents and students were for four years.

Development of this school improvement plan

EESAC members were given the data and the 2014-2015 SIP and met to discuss data and strategies for the 2015-2016 school year.

Preparation of the school's annual budget and plan

Reach out to community to obtain more partners
Organize Family Night Events
Promote student activities/ accomplishments to increase parental participation.
Assist the school in creating and analyzing the climate surveys for parents and students.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The school improvement funds will be used to purchase 6 computers per classroom for 35 teachers in grades K through 5 for a total of $10,500.00. Additionally, 8 Smart boards projectors are needed as well as technology hardware, and supplemental resources for a total of $5,000.00 to support the implementation of the Florida Standards.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Banky, Sandra	Principal
Blanc, Renee	Teacher, K-12
Castillo, Isabel	Assistant Principal
Meredith, Shameeka	Teacher, K-12
Tucker, Jonathan	Teacher, K-12
Cervantes, Darcelie	Instructional Coach
Corbitt , Andre	Instructional Coach
Blemur , Sandra	Guidance Counselor
Moran, Dr. Onaidy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Every year, the Literacy Leadership comes together to set clear goals based on available data. Once the yearly goal/goals have been established, the team members meet once a month to assess the progress towards accomplishing said goals; the plan is adjusted as needed. Meetings also take place after every major interim assessment to review current data and determine if changes in interventions and/or tutoring are needed. Additionally, the Literary Leadership Team maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Furthermore, the team promotes and support literacy through literacy nights, professional development, leaders coaching and/or modeling,

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The strategies to encourage positive working relationship includes a clear and focused mission, high opportunities for students and teachers to collaborate, an environment conducive to learning, regular student monitoring, and a positive home-school relation. Schedules have been designed to provide consistent time for teachers to meet by content on a weekly basis. Research-based protocols are utilized

to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration and the development of problem solving interventions that involve teachers' high levels of commitment, energy, and motivation with the support of quality work and effective instruction.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Lakeview Elementary utilizes the strategies depicted below to recruit, develop and retain highly qualified, certified-in-field, effective teachers:
1. Request interns from local colleges and university to complete their students teaching program at Lakeview.
2. Regular meetings of Professional Learning Communities to help develop strong, collaborative relationships among teachers.
3. Common Planning time among departments and grade levels. Persons responsible are the Principal and
the Assistant Principal.
4. Encourage the teachers to participate in the CORE initiative that pays for attending professional developments and for improving student achievement.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All first year teachers participate in the district's MINT Program. This program includes a mentor support team, staff development opportunities, conferences, and written and oral feedback.
MINT, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. MINT helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.
School-based mentors work collaboratively weekly with their assigned teachers to ensure that the coaching cycle is completed effectively and the new teacher is keeping up with the high expectations set for the year.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Lakeview Elementary utilizes the district's mandated curriculum and enhances teacher's instructional knowledge in the delivery and mastery of the Florida Standards by providing opportunities to unpack the Florida Standards, gather necessary resources, and develop lessons and assessments for reading and writing that align to the standards. This collaborative sessions support a deeper level of comprehension, promote dialogue that can dispel misunderstanding and allows opportunities for growth in instructional practices.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school utilizes a multi-tiered system that identifies trends and patterns using school-wide and grade-level data to ensure efficient use of resources. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted supplemental interventions delivered individually or in small groups at increasing levels of intensity. The MTSS is characterized by a continuum of integrated academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels.

A student identified as a Tier 3 student is provided Intensive Individualized Intervention and Support. More focused targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction is provided.

A student identified as a Tier 2 student is entitled to targeted supplemental intervention and support – More focused targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction is provided.

A student that is meeting standard with the general curriculum is identified as a Tier 1 student and only enrichment activities will be provided.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 60

Our school offers before and after school tutoring to grades 2-5. Tutoring services offer opportunities for low performing students to increase their academic knowledge thus becoming more proficient at mandated state tests. Data is analyzed and students who are performing below 70% on district interim assessments in mathematics, reading and/or science are placed in the tutoring program. The before school tutoring program provides tutoring in 3rd grade reading, 4th grade writing, and 5th grade science. The after school tutoring program provides tutoring in 4th and 5th grade Reading and Mathematics. It is also a chance for high performing students to receive additional enrichment activities.

Strategy Rationale

Instruction in Core Academic Subjects, Enrichment Activities that contribute to a well-rounded education, Teacher Collaboration, Planning and Professional Development.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Castillo, Isabel, icastillo@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected after each interim assessment and after all formative assessments have been administered. The administrations then has monthly data chats with teachers from all grade levels and departments to determine if strategies have been effective, and determine what changes need to be made to meet student needs.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and a half day paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to gain knowledge through initiatives shared with supportive adults. Students are assessed utilizing selected components of the McGraw Hill Early Growth Indicators Standard Assessment, which are administered to all preschoolers as an initial, mid-year diagnostic and a final assessment. Low performing students are targeted early. Once identified, certified teachers work with low-performing students using the New Reading Basal Curriculum and High/Scope strategies. Funding to support the remediation and diagnostic instruments come from a District grant. The staff provides parents with packets of activities, registration materials, and workshops to train parents to assist their children at home. Lakeview Elementary provides strategies to be utilized by the parents at home to prepare their children to make a smooth transition to kindergarten.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we increase student achievement by improving core instruction in Literacy then we will improve core instruction achievement in Reading and proficiency on the annual statewide assessments.

G2.   If we increase student achievement by improving core instruction in Mathematics then we will improve core instruction achievement and proficiency on the annual statewide assessments

G3.   If we increase student achievement by improving core instruction in Science then we will improve core instruction achievement and proficiency on the annual statewide assessments.

G4.   If we increase student attendance and diminish the number of tardies, then we will improve core instruction achievement in all content areas and proficiency on the annual statewide assessments by involving parents .

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we increase student achievement by improving core instruction in Literacy then we will improve core instruction achievement in Reading and proficiency on the annual statewide assessments. `1a`

🔑 G070273

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	66.0

Resources Available to Support the Goal `2`

- Accelerated Reader, i-Ready Program, Reading books, On-line Programs, Wonders Reading Resources, Leveled Readers, and A-Z Resources

Targeted Barriers to Achieving the Goal `3`

- Students' low academic achievement is due to the lack of preparation to incorporate lesson alignment during Differentiated Instruction (DI) centers to be conducted with fidelity.

Plan to Monitor Progress Toward G1. `8`

School based leadership team will meet to analyze relevant data and conduct data chats.

Person Responsible
Sandra Banky

Schedule
Quarterly, from 9/4/2015 to 1/22/2016

Evidence of Completion
iReady and OPM reports

Plan to Monitor Progress Toward G1. `8`

School based-leadership team will meet to discuss the effectiveness and fidelity of the DI implementation plan, ESOL strategies, .

Person Responsible
Sandra Banky

Schedule
Monthly, from 9/4/2015 to 9/4/2015

Evidence of Completion
iReady and OPM reports

G2. If we increase student achievement by improving core instruction in Mathematics then we will improve core instruction achievement and proficiency on the annual statewide assessments `1a`

`G070274`

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	75.0

Resources Available to Support the Goal `2`

- I-Ready data, Topic assessments data, and District assessments data

Targeted Barriers to Achieving the Goal `3`

- Insufficient understanding on how to use data to drive and differentiate instruction.

Plan to Monitor Progress Toward G2. `8`

School based leadership team will meet to analyze relevant data and conduct data chats.

Person Responsible
Sandra Banky

Schedule
Quarterly, from 9/4/2015 to 1/22/2016

Evidence of Completion
iReady and OPM reports

G3. If we increase student achievement by improving core instruction in Science then we will improve core instruction achievement and proficiency on the annual statewide assessments. 1a

G070275

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	

Resources Available to Support the Goal 2

- J & J Book Camp Test, Essential Labs, Explore Learning Gizmos, Planning Cards, CER, Bell Ringers, Discovery Education, Pacing Guide,NGSSS, Science Item Specs, and AIMS Activity Book

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of the NGSSS to ensure standards based instruction aligned to the cognitive complexity of the standard.

Plan to Monitor Progress Toward G3. 8

School based leadership team will meet to analyze relevant Science lessons delivery with student data through data chats.

Person Responsible
Sandra Banky

Schedule
Monthly, from 9/4/2015 to 1/22/2016

Evidence of Completion
J & J Book Camp Data and District Assessments

G4. If we increase student attendance and diminish the number of tardies, then we will improve core instruction achievement in all content areas and proficiency on the annual statewide assessments by involving parents . 1a

Targets Supported 1b

G070276

Indicator	Annual Target
AMO Math - All Students	75.0
AMO Reading - All Students	66.0
FCAT 2.0 Science Proficiency	32.0

Resources Available to Support the Goal 2

- Absent Dash Board will be used to monitor students' absences, charts, bulletin board, trophies, certificates, pizza party, and Adopt a Dolphin/Family Program

Targeted Barriers to Achieving the Goal 3

- Students' low attendance is due to the lack of parental involvement.

Plan to Monitor Progress Toward G4. 8

School based-leadership team will meet to discuss and monitor the Attendance Bulletin to identify at-risk students.

Person Responsible

Sandra Banky

Schedule

Quarterly, from 9/4/2014 to 1/22/2016

Evidence of Completion

Parent Letters, Attendance Bulletin, and Parent Contact Log

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. If we increase student achievement by improving core instruction in Literacy then we will improve core instruction achievement in Reading and proficiency on the annual statewide assessments. 1

🔍 G070273

G1.B1 Students' low academic achievement is due to the lack of preparation to incorporate lesson alignment during Differentiated Instruction (DI) centers to be conducted with fidelity. 2

🔍 B182995

G1.B1.S1 Use data during common planning to develop and prepare DI lessons with appropriate instructional practices to meet needs of students. 4

🔍 S194743

Strategy Rationale

To strengthen DI, critical thinking skills, and the understanding of Reading concepts in all content areas.

Action Step 1 5

Utilize Common Planning time school wide to plan for whole group and prepare DI lessons including ESOL strategies.

Person Responsible

Dr. Onaidy Moran

Schedule

Weekly, from 9/4/2014 to 10/9/2015

Evidence of Completion

Sign-in Sheets, Administrators observation, and DI Grouping Templates with Lessons

Action Step 2 `5`

Utilize Common Planning time school wide to analyze relevant current data to prepare DI lessons to include ESOL strategies.

Person Responsible

Dr. Onaidy Moran

Schedule

Weekly, from 9/4/2015 to 11/25/2015

Evidence of Completion

DI Grouping Template, Imagine Learning reports, IReady reports

Action Step 3 `5`

Provide opportunities for Model classroom observation during DI rotations.

Person Responsible

Dr. Onaidy Moran

Schedule

Weekly, from 9/4/2015 to 10/9/2015

Evidence of Completion

DI Grouping Lessons and Teacher Protocol

Action Step 4 `5`

Provide instructional support to ESOL teachers to address students' individual needs at the Teacher Led Center.

Person Responsible

Dr. Onaidy Moran

Schedule

Weekly, from 9/4/2015 to 11/25/2015

Evidence of Completion

Teacher Led Center Activities

Action Step 5 5

Analyze data to determine students' academic progress and needs.

Person Responsible

Dr. Onaidy Moran

Schedule

Monthly, from 9/4/2015 to 10/29/2015

Evidence of Completion

IReady reports and OPM

Action Step 6 5

Conduct coaching cycles on Differentiated Instruction (Teacher Led, Independent, and Technology) to align instructional practices with fidelity.

Person Responsible

Dr. Onaidy Moran

Schedule

Weekly, from 9/4/2015 to 1/22/2016

Evidence of Completion

Coaching Logs,Teacher Protocols, Student Work Folders for DI

Action Step 7 5

Create DI At a Glance schedule to be utilized as a monitoring tool.

Person Responsible

Dr. Onaidy Moran

Schedule

On 9/30/2015

Evidence of Completion

DI Schedule

Action Step 8 `5`

Conduct classrooms walkthrough to monitor the implementation of DI with fidelity.

Person Responsible

Sandra Banky

Schedule

Weekly, from 9/4/2015 to 10/29/2015

Evidence of Completion

Administration observation

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Utilizing Common Planning time school wide to plan and analyze relevant current data for whole group and prepare DI lessons including ESOL strategies.

Person Responsible

Sandra Banky

Schedule

Weekly, from 9/4/2014 to 10/9/2014

Evidence of Completion

Sign-in Sheets, Administrators observation, DI Grouping Templates with Lessons, Imagine Learning reports, and Reading iReady reports.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Provide opportunities for Model classroom observation during DI rotations.

Person Responsible

Sandra Banky

Schedule

On 10/9/2015

Evidence of Completion

DI Grouping Lessons and Teacher Protocol

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Provide instructional support to ESOL teachers to address students' individual needs at the Teacher Led Center.

Person Responsible

Sandra Banky

Schedule

Weekly, from 9/4/2015 to 11/25/2015

Evidence of Completion

Administration observation and walkthrough

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Conduct coaching cycles on Differentiated Instruction (Teacher Led, Independent, and Technology) to align instructional practices with fidelity.

Person Responsible

Sandra Banky

Schedule

Weekly, from 9/4/2015 to 1/22/2016

Evidence of Completion

Coaching Logs,Teacher Protocols, Student Work Folders for DI, and walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Create DI At a Glance schedule to be utilized as a monitoring tool.

Person Responsible

Sandra Banky

Schedule

On 9/30/2015

Evidence of Completion

DI Schedule

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Conduct classrooms walkthrough to monitor the implementation of DI with fidelity.

Person Responsible

Sandra Banky

Schedule

Weekly, from 9/4/2015 to 10/20/2015

Evidence of Completion

Administration observation and walkthrough

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Aligned Reading DI lessons to students' iReady data, OPM, students' work, effective lesson planning for Whole Group and DI, and ESOL Strategies.

Person Responsible

Sandra Banky

Schedule

Weekly, from 9/4/2015 to 1/22/2016

Evidence of Completion

Sign-in Sheets, Administrators observation, DI Grouping Templates with Lessons, Imagine Learning reports, and Reading iReady reports.

G1.B1.S2 Create a technology plan to increase the use of technology centers during DI. 4

🔍 S194744

Strategy Rationale

To strengthen technology and the understanding of Reading concepts during DI in all content areas.

Action Step 1 5

Survey and identify functioning computers.

Person Responsible

Dr. Onaidy Moran

Schedule

On 10/29/2015

Evidence of Completion

Survey

Action Step 2 5

Identify priority grade level to supply technology equipment.

Person Responsible

Dr. Onaidy Moran

Schedule

On 1/22/2016

Evidence of Completion

Survey and iReady Data

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Effective use of technology to implement the iReady program with fidelity during DI.

Person Responsible

Sandra Banky

Schedule

Weekly, from 9/4/2015 to 10/9/2015

Evidence of Completion

iReady Report

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

School based leadership team will meet to analyze and review relevant data and conduct data chats using iReady Reports.

Person Responsible

Sandra Banky

Schedule

Monthly, from 9/4/2015 to 9/4/2015

Evidence of Completion

iReady Report

G2. If we increase student achievement by improving core instruction in Mathematics then we will improve core instruction achievement and proficiency on the annual statewide assessments `1`

🔍 G070274

G2.B1 Insufficient understanding on how to use data to drive and differentiate instruction. `2`

🔍 B182997

G2.B1.S1 Provide various opportunities to enhance teacher ability to use data to drive and differentiate instruction. `4`

🔍 S194745

Strategy Rationale

To strengthen critical thinking skills and the understanding of Mathematical concepts in all content areas.

Action Step 1 `5`

Provide common planning sessions school-wide focusing on analyzing and interpreting data (including CCHL teacher).

Person Responsible

Andre Corbitt

Schedule

Weekly, from 9/4/2014 to 10/2/2015

Evidence of Completion

Evidence of effective Differentiated Instructional grouping is observed by administration during walkthroughs.

Action Step 2 `5`

Provide opportunities for teachers school-wide to observe model classrooms utilizing differentiated instruction effectively.

Person Responsible

Andre Corbitt

Schedule

Weekly, from 9/4/2015 to 10/30/2015

Evidence of Completion

Evidence of Differentiated Instruction is effectively implemented school-wide resulting in an increase of overall student performance in mathematics.(iReady reports, OPM)

Action Step 3 `5`

Conduct Coaching Cycles with selected teachers on the implementation of Differentiated Instruction.

Person Responsible

Andre Corbitt

Schedule

Weekly, from 9/4/2015 to 1/31/2016

Evidence of Completion

Evidence of Differentiated Instruction is effectively implemented school-wide resulting in an increase of overall student performance in mathematics.

Action Step 4 `5`

Provide Professional Development school-wide geared towards the effective implementation on the use of data to drive and differentiate instruction.

Person Responsible

Andre Corbitt

Schedule

On 11/2/2015

Evidence of Completion

Sign-in Sheets, classroom walkthroughs

Action Step 5 `5`

Model best practices on how to use data to drive and differentiate instruction to meet the instructional needs of selected teachers.

Person Responsible

Andre Corbitt

Schedule

Weekly, from 9/4/2015 to 11/30/2015

Evidence of Completion

Coaching Logs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Provide common planning sessions school-wide focusing on analyzing and interpreting data (including CCHL teacher).

Person Responsible

Sandra Banky

Schedule

Weekly, from 9/4/2015 to 10/2/2015

Evidence of Completion

Lesson Plans, Math Journals, and Administrative Walkthroughs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Provide opportunities for teachers school-wide to observe model classrooms utilizing differentiated instruction effectively.

Person Responsible

Sandra Banky

Schedule

On 10/30/2015

Evidence of Completion

Lesson Plans, Administrative Walkthroughs, mathematics iReady reports and OPM.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Conduct Coaching Cycles with selected teachers on the implementation of Differentiated Instruction.

Person Responsible

Sandra Banky

Schedule

Weekly, from 9/4/2015 to 1/22/2016

Evidence of Completion

Coaching Log

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Provide Professional Development school-wide geared towards the effective implementation on the use of data to drive and differentiate instruction.

Person Responsible

Sandra Banky

Schedule

On 11/2/2015

Evidence of Completion

Sign-in Sheets, classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Model best practices on how to use data to drive and differentiate instruction to meet the instructional needs of selected teachers.

Person Responsible

Sandra Banky

Schedule

Weekly, from 9/4/2015 to 1/22/2016

Evidence of Completion

Coaching Logs and classroom walkthroughs

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Aligned Mathematics DI lessons to students' iReady data, OPM, students' work, effective lesson planning for Whole Group and DI, and ESOL Strategies.

Person Responsible

Sandra Banky

Schedule

Monthly, from 9/4/2015 to 1/22/2016

Evidence of Completion

Sign-in Sheets, Administrators observation, DI Grouping Templates with Lessons, Imagine Learning reports, and Reading iReady reports.

G3. If we increase student achievement by improving core instruction in Science then we will improve core instruction achievement and proficiency on the annual statewide assessments. `1`

🔑 G070275

G3.B1 Inconsistent use of the NGSSS to ensure standards based instruction aligned to the cognitive complexity of the standard. `2`

🔑 B182998

G3.B1.S1 Utilize the NGSSS when planning and delivering instruction. `4`

🔑 S194746

Strategy Rationale

To strengthen Science lessons delivery and the understanding of concepts.

Action Step 1 `5`

Provide professional development on un-wrapping the benchmark to plan for scaffold instruction.

Person Responsible

Isabel Castillo

Schedule

On 10/8/2015

Evidence of Completion

Agenda, Sign-in Sheets, Lesson Plans, and Administrators observation

Action Step 2 5

Provide professional development on scaffolded instruction.

Person Responsible

Isabel Castillo

Schedule

On 10/8/2015

Evidence of Completion

Agenda, Sign-in Sheets, Lesson Plans, Administrators observation

Action Step 3 5

During common planning provide professional development on how to align the resources tasks and activities for the targeted benchmark.

Person Responsible

Isabel Castillo

Schedule

Weekly, from 9/4/2015 to 10/29/2015

Evidence of Completion

Agenda, Sign-in Sheets, Lesson Plans, Administration Observation

Action Step 4 5

During common planning model on how to create a weekly lesson plan focus on scolded instruction.

Person Responsible

Isabel Castillo

Schedule

Weekly, from 9/4/2015 to 10/29/2015

Evidence of Completion

Agenda, Sign-in Sheets, Lesson Plans, Administration Observation

Action Step 5 `5`

Monitor common planning and delivery of lesson.

> **Person Responsible**
>
> Isabel Castillo
>
> **Schedule**
>
> Weekly, from 9/4/2015 to 10/29/2015
>
> ***Evidence of Completion***
>
> Walk-through

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Utilizing Common Planning time-school wide to plan and analyze relevant Science data for whole group lessons including ESOL strategies.

> **Person Responsible**
>
> Sandra Banky
>
> **Schedule**
>
> Monthly, from 9/4/2015 to 1/22/2016
>
> ***Evidence of Completion***
>
> Sign-in Sheets, Administrators observation, DI Grouping Templates with Lessons, Imagine Learning reports, and Reading iReady reports.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Align lessons to NGSSS, students' work, effective lesson planning for Science Whole Group instruction, and ESOL Strategies.

> **Person Responsible**
>
> Sandra Banky
>
> **Schedule**
>
> Monthly, from 9/4/2015 to 1/22/2016
>
> ***Evidence of Completion***
>
> Sign-in Sheets and Administrators observation

G4. If we increase student attendance and diminish the number of tardies, then we will improve core instruction achievement in all content areas and proficiency on the annual statewide assessments by involving parents .
1

G070276

G4.B1 Students' low attendance is due to the lack of parental involvement. 2

B183000

G4.B1.S1 Students are not attaining expected attendance levels because there is a lack of parental involvement. 4

S194747

Strategy Rationale

If we provide attendance incentives, we will increase student attendance and diminish the number of tardies. Thus, improving core instruction achievement in all content areas and proficiency on the annual statewide assessments.

Action Step 1 5

Homerooms with perfect attendance will be announced on the P.A. system

Person Responsible

Sandra Blemur

Schedule

Daily, from 9/4/2015 to 1/22/2016

Evidence of Completion

Attendance Report

Action Step 2 5

Top two homerooms with perfect attendance will receive a pizza party

Person Responsible

Sandra Blemur

Schedule

Quarterly, from 9/4/2015 to 1/22/2016

Evidence of Completion

Attendance Reports

Action Step 3 `5`

Monthly Professional Development will be held for parents

Person Responsible

Sandra Blemur

Schedule

Monthly, from 9/4/2015 to 1/22/2016

Evidence of Completion

Sign-In Sheets

Action Step 4 `5`

Students with perfect attendance for each grading period will receive a certificate

Person Responsible

Sandra Blemur

Schedule

Quarterly, from 9/4/2015 to 1/22/2016

Evidence of Completion

Students with perfect attendance for each grading period will receive a certificate

Action Step 5 `5`

Parents of students with perfect attendance for the year will receive a trophy.

Person Responsible

Sandra Blemur

Schedule

Annually, from 9/4/2015 to 1/22/2016

Evidence of Completion

Attendance Report

Action Step 6 `5`

Students with excessive absences will participate in the "Adopt a Dolphin/Family Program"

Person Responsible

Sandra Blemur

Schedule

Monthly, from 9/4/2015 to 1/22/2016

Evidence of Completion

Attendance Report and Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

School based-leadership team will meet to discuss and monitor the Attendance Bulletin to identify at-risk students.

Person Responsible

Isabel Castillo

Schedule

Monthly, from 9/4/2015 to 1/22/2016

Evidence of Completion

Parent Letters, Attendance Bulletin, Interventio Profile Report, and Parent Contact Log

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

School based-leadership team will meet to discuss and monitor the Attendance Bulletin to identify at-risk students.

Person Responsible

Isabel Castillo

Schedule

Weekly, from 9/4/2015 to 1/22/2016

Evidence of Completion

Parent Letters, Attendance Bulletin, and Parent Contact Log

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Utilize Common Planning time school wide to plan for whole group and prepare DI lessons including ESOL strategies.	Moran, Dr. Onaidy	9/4/2014	Sign-in Sheets, Administrators observation, and DI Grouping Templates with Lessons	10/9/2015 weekly
G1.B1.S2.A1	Survey and identify functioning computers.	Moran, Dr. Onaidy	9/4/2015	Survey	10/29/2015 one-time
G2.B1.S1.A1	Provide common planning sessions school-wide focusing on analyzing and interpreting data (including CCHL teacher).	Corbitt , Andre	9/4/2014	Evidence of effective Differentiated Instructional grouping is observed by administration during walkthroughs.	10/2/2015 weekly
G3.B1.S1.A1	Provide professional development on un-wrapping the benchmark to plan for scaffold instruction.	Castillo, Isabel	9/4/2015	Agenda, Sign-in Sheets, Lesson Plans, and Administrators observation	10/8/2015 one-time
G4.B1.S1.A1	Homerooms with perfect attendance will be announced on the P.A. system	Blemur , Sandra	9/4/2015	Attendance Report	1/22/2016 daily
G1.B1.S1.A2	Utilize Common Planning time school wide to analyze relevant current data to prepare DI lessons to include ESOL strategies.	Moran, Dr. Onaidy	9/4/2015	DI Grouping Template, Imagine Learning reports, IReady reports	11/25/2015 weekly
G1.B1.S2.A2	Identify priority grade level to supply technology equipment.	Moran, Dr. Onaidy	9/4/2015	Survey and iReady Data	1/22/2016 one-time
G2.B1.S1.A2	Provide opportunities for teachers school-wide to observe model classrooms utilizing differentiated instruction effectively.	Corbitt , Andre	9/4/2015	Evidence of Differentiated Instruction is effectively implemented school-wide resulting in an increase of overall student performance in mathematics.(iReady reports, OPM)	10/30/2015 weekly
G3.B1.S1.A2	Provide professional development on scaffolded instruction.	Castillo, Isabel	9/4/2015	Agenda, Sign-in Sheets, Lesson Plans, Administrators observation	10/8/2015 one-time
G4.B1.S1.A2	Top two homerooms with perfect attendance will receive a pizza party	Blemur , Sandra	9/4/2015	Attendance Reports	1/22/2016 quarterly
G1.B1.S1.A3	Provide opportunities for Model classroom observation during DI rotations.	Moran, Dr. Onaidy	9/4/2015	DI Grouping Lessons and Teacher Protocol	10/9/2015 weekly
G2.B1.S1.A3	Conduct Coaching Cycles with selected teachers on the implementation of Differentiated Instruction.	Corbitt , Andre	9/4/2015	Evidence of Differentiated Instruction is effectively implemented school-wide resulting in an increase of overall student performance in mathematics.	1/31/2016 weekly
G3.B1.S1.A3	During common planning provide professional development on how to align the resources tasks and activities for the targeted benchmark.	Castillo, Isabel	9/4/2015	Agenda, Sign-in Sheets, Lesson Plans, Administration Observation	10/29/2015 weekly
G4.B1.S1.A3	Monthly Professional Development will be held for parents	Blemur , Sandra	9/4/2015	Sign-In Sheets	1/22/2016 monthly
G1.B1.S1.A4	Provide instructional support to ESOL teachers to address students' individual needs at the Teacher Led Center.	Moran, Dr. Onaidy	9/4/2015	Teacher Led Center Activities	11/25/2015 weekly
G2.B1.S1.A4	Provide Professional Development school-wide geared towards the effective implementation on the use of data to drive and differentiate instruction.	Corbitt , Andre	9/4/2015	Sign-in Sheets, classroom walkthroughs	11/2/2015 one-time
G3.B1.S1.A4	During common planning model on how to create a weekly lesson plan focus on scolded instruction.	Castillo, Isabel	9/4/2015	Agenda, Sign-in Sheets, Lesson Plans, Administration Observation	10/29/2015 weekly
G4.B1.S1.A4	Students with perfect attendance for each grading period will receive a certificate	Blemur , Sandra	9/4/2015	Students with perfect attendance for each grading period will receive a certificate	1/22/2016 quarterly
G1.B1.S1.A5	Analyze data to determine students' academic progress and needs.	Moran, Dr. Onaidy	9/4/2015	IReady reports and OPM	10/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A5	Model best practices on how to use data to drive and differentiate instruction to meet the instructional needs of selected teachers.	Corbitt , Andre	9/4/2015	Coaching Logs	11/30/2015 weekly
G3.B1.S1.A5	Monitor common planning and delivery of lesson.	Castillo, Isabel	9/4/2015	Walk-through	10/29/2015 weekly
G4.B1.S1.A5	Parents of students with perfect attendance for the year will receive a trophy.	Blemur , Sandra	9/4/2015	Attendance Report	1/22/2016 annually
G1.B1.S1.A6	Conduct coaching cycles on Differentiated Instruction (Teacher Led, Independent, and Technology) to align instructional practices with fidelity.	Moran, Dr. Onaidy	9/4/2015	Coaching Logs,Teacher Protocols, Student Work Folders for DI	1/22/2016 weekly
G4.B1.S1.A6	Students with excessive absences will participate in the "Adopt a Dolphin/ Family Program"	Blemur , Sandra	9/4/2015	Attendance Report and Sign-in Sheets	1/22/2016 monthly
G1.B1.S1.A7	Create DI At a Glance schedule to be utilized as a monitoring tool.	Moran, Dr. Onaidy	9/4/2015	DI Schedule	9/30/2015 one-time
G1.B1.S1.A8	Conduct classrooms walkthrough to monitor the implementation of DI with fidelity.	Banky, Sandra	9/4/2015	Administration observation	10/29/2015 weekly
G1.MA1	School based leadership team will meet to analyze relevant data and conduct data chats.	Banky, Sandra	9/4/2015	iReady and OPM reports	1/22/2016 quarterly
G1.MA2	School based-leadership team will meet to discuss the effectiveness and fidelity of the DI implementation plan, ESOL strategies, .	Banky, Sandra	9/4/2015	iReady and OPM reports	9/4/2015 monthly
G1.B1.S1.MA1	Aligned Reading DI lessons to students' iReady data, OPM, students' work, effective lesson planning for Whole Group and DI, and ESOL Strategies.	Banky, Sandra	9/4/2015	Sign-in Sheets, Administrators observation, DI Grouping Templates with Lessons, Imagine Learning reports, and Reading iReady reports.	1/22/2016 weekly
G1.B1.S1.MA1	Utilizing Common Planning time school wide to plan and analyze relevant current data for whole group and prepare DI lessons including ESOL strategies.	Banky, Sandra	9/4/2014	Sign-in Sheets, Administrators observation, DI Grouping Templates with Lessons, Imagine Learning reports, and Reading iReady reports.	10/9/2014 weekly
G1.B1.S1.MA2	Provide opportunities for Model classroom observation during DI rotations.	Banky, Sandra	9/4/2015	DI Grouping Lessons and Teacher Protocol	10/9/2015 one-time
G1.B1.S1.MA3	Provide instructional support to ESOL teachers to address students' individual needs at the Teacher Led Center.	Banky, Sandra	9/4/2015	Administration observation and walkthrough	11/25/2015 weekly
G1.B1.S1.MA4	Conduct coaching cycles on Differentiated Instruction (Teacher Led, Independent, and Technology) to align instructional practices with fidelity.	Banky, Sandra	9/4/2015	Coaching Logs,Teacher Protocols, Student Work Folders for DI, and walkthroughs	1/22/2016 weekly
G1.B1.S1.MA5	Create DI At a Glance schedule to be utilized as a monitoring tool.	Banky, Sandra	9/4/2015	DI Schedule	9/30/2015 one-time
G1.B1.S1.MA6	Conduct classrooms walkthrough to monitor the implementation of DI with fidelity.	Banky, Sandra	9/4/2015	Administration observation and walkthrough	10/20/2015 weekly
G1.B1.S2.MA1	School based leadership team will meet to analyze and review relevant data and conduct data chats using iReady Reports.	Banky, Sandra	9/4/2015	iReady Report	9/4/2015 monthly
G1.B1.S2.MA1	Effective use of technology to implement the iReady program with fidelity during DI.	Banky, Sandra	9/4/2015	iReady Report	10/9/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	School based leadership team will meet to analyze relevant data and conduct data chats.	Banky, Sandra	9/4/2015	iReady and OPM reports	1/22/2016 quarterly
G2.B1.S1.MA1	Aligned Mathematics DI lessons to students' iReady data, OPM, students' work, effective lesson planning for Whole Group and DI, and ESOL Strategies.	Banky, Sandra	9/4/2015	Sign-in Sheets, Administrators observation, DI Grouping Templates with Lessons, Imagine Learning reports, and Reading iReady reports.	1/22/2016 monthly
G2.B1.S1.MA1	Provide common planning sessions school-wide focusing on analyzing and interpreting data (including CCHL teacher).	Banky, Sandra	9/4/2015	Lesson Plans, Math Journals, and Administrative Walkthroughs	10/2/2015 weekly
G2.B1.S1.MA3	Provide opportunities for teachers school-wide to observe model classrooms utilizing differentiated instruction effectively.	Banky, Sandra	9/4/2015	Lesson Plans, Administrative Walkthroughs, mathematics iReady reports and OPM.	10/30/2015 one-time
G2.B1.S1.MA5	Conduct Coaching Cycles with selected teachers on the implementation of Differentiated Instruction.	Banky, Sandra	9/4/2015	Coaching Log	1/22/2016 weekly
G2.B1.S1.MA6	Provide Professional Development school-wide geared towards the effective implementation on the use of data to drive and differentiate instruction.	Banky, Sandra	9/4/2015	Sign-in Sheets, classroom walkthroughs	11/2/2015 one-time
G2.B1.S1.MA7	Model best practices on how to use data to drive and differentiate instruction to meet the instructional needs of selected teachers.	Banky, Sandra	9/4/2015	Coaching Logs and classroom walkthroughs	1/22/2016 weekly
G3.MA1	School based leadership team will meet to analyze relevant Science lessons delivery with student data through data chats.	Banky, Sandra	9/4/2015	J & J Book Camp Data and District Assessments	1/22/2016 monthly
G3.B1.S1.MA1	Align lessons to NGSSS, students' work, effective lesson planning for Science Whole Group instruction, and ESOL Strategies.	Banky, Sandra	9/4/2015	Sign-in Sheets and Administrators observation	1/22/2016 monthly
G3.B1.S1.MA1	Utilizing Common Planning time-school wide to plan and analyze relevant Science data for whole group lessons including ESOL strategies.	Banky, Sandra	9/4/2015	Sign-in Sheets, Administrators observation, DI Grouping Templates with Lessons, Imagine Learning reports, and Reading iReady reports.	1/22/2016 monthly
G4.MA1	School based-leadership team will meet to discuss and monitor the Attendance Bulletin to identify at-risk students.	Banky, Sandra	9/4/2014	Parent Letters, Attendance Bulletin, and Parent Contact Log	1/22/2016 quarterly
G4.B1.S1.MA1	School based-leadership team will meet to discuss and monitor the Attendance Bulletin to identify at-risk students.	Castillo, Isabel	9/4/2015	Parent Letters, Attendance Bulletin, and Parent Contact Log	1/22/2016 weekly
G4.B1.S1.MA1	School based-leadership team will meet to discuss and monitor the Attendance Bulletin to identify at-risk students.	Castillo, Isabel	9/4/2015	Parent Letters, Attendance Bulletin, Interventio Profile Report, and Parent Contact Log	1/22/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. If we increase student achievement by improving core instruction in Mathematics then we will improve core instruction achievement and proficiency on the annual statewide assessments

G2.B1 Insufficient understanding on how to use data to drive and differentiate instruction.

G2.B1.S1 Provide various opportunities to enhance teacher ability to use data to drive and differentiate instruction.

PD Opportunity 1

Provide Professional Development school-wide geared towards the effective implementation on the use of data to drive and differentiate instruction.

Facilitator

Andre Corbitt

Participants

Teachers

Schedule

On 11/2/2015

G3. If we increase student achievement by improving core instruction in Science then we will improve core instruction achievement and proficiency on the annual statewide assessments.

G3.B1 Inconsistent use of the NGSSS to ensure standards based instruction aligned to the cognitive complexity of the standard.

G3.B1.S1 Utilize the NGSSS when planning and delivering instruction.

PD Opportunity 1

Provide professional development on un-wrapping the benchmark to plan for scaffold instruction.

Facilitator

Castillo, Isabel

Participants

Teachers

Schedule

On 10/8/2015

PD Opportunity 2

Provide professional development on scaffolded instruction.

Facilitator

Castillo, Isabel

Participants

Teachers

Schedule

On 10/8/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Utilize Common Planning time school wide to plan for whole group and prepare DI lessons including ESOL strategies.	$0.00
2	G1.B1.S1.A2	Utilize Common Planning time school wide to analyze relevant current data to prepare DI lessons to include ESOL strategies.	$0.00
3	G1.B1.S1.A3	Provide opportunities for Model classroom observation during DI rotations.	$0.00
4	G1.B1.S1.A4	Provide instructional support to ESOL teachers to address students' individual needs at the Teacher Led Center.	$0.00
5	G1.B1.S1.A5	Analyze data to determine students' academic progress and needs.	$0.00
6	G1.B1.S1.A6	Conduct coaching cycles on Differentiated Instruction (Teacher Led, Independent, and Technology) to align instructional practices with fidelity.	$0.00
7	G1.B1.S1.A7	Create DI At a Glance schedule to be utilized as a monitoring tool.	$0.00
8	G1.B1.S1.A8	Conduct classrooms walkthrough to monitor the implementation of DI with fidelity.	$0.00
9	G1.B1.S2.A1	Survey and identify functioning computers.	$0.00
10	G1.B1.S2.A2	Identify priority grade level to supply technology equipment.	$0.00
11	G2.B1.S1.A1	Provide common planning sessions school-wide focusing on analyzing and interpreting data (including CCHL teacher).	$0.00
12	G2.B1.S1.A2	Provide opportunities for teachers school-wide to observe model classrooms utilizing differentiated instruction effectively.	$0.00
13	G2.B1.S1.A3	Conduct Coaching Cycles with selected teachers on the implementation of Differentiated Instruction.	$0.00
14	G2.B1.S1.A4	Provide Professional Development school-wide geared towards the effective implementation on the use of data to drive and differentiate instruction.	$0.00
15	G2.B1.S1.A5	Model best practices on how to use data to drive and differentiate instruction to meet the instructional needs of selected teachers.	$0.00
16	G3.B1.S1.A1	Provide professional development on un-wrapping the benchmark to plan for scaffold instruction.	$0.00
17	G3.B1.S1.A2	Provide professional development on scaffolded instruction.	$0.00
18	G3.B1.S1.A3	During common planning provide professional development on how to align the resources tasks and activities for the targeted benchmark.	$0.00
19	G3.B1.S1.A4	During common planning model on how to create a weekly lesson plan focus on scolded instruction.	$0.00
20	G3.B1.S1.A5	Monitor common planning and delivery of lesson.	$0.00

Budget Data

21	G4.B1.S1.A1	Homerooms with perfect attendance will be announced on the P.A. system	$0.00
22	G4.B1.S1.A2	Top two homerooms with perfect attendance will receive a pizza party	$0.00
23	G4.B1.S1.A3	Monthly Professional Development will be held for parents	$0.00
24	G4.B1.S1.A4	Students with perfect attendance for each grading period will receive a certificate	$0.00
25	G4.B1.S1.A5	Parents of students with perfect attendance for the year will receive a trophy.	$0.00
26	G4.B1.S1.A6	Students with excessive absences will participate in the "Adopt a Dolphin/Family Program"	$0.00
		Total:	$0.00