Lake Stevens Elementary School

2015-16 School Improvement Plan

Lake Stevens Elementary School

5101 NW 183RD ST, Miami Gardens, FL 33055

http://lstevens.dadeschools.net

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	96%

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*	C	D	C

*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
Not In DA	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

Lake Stevens Elementary's focuses are academic and professional collaboration with faculty, staff, students,
parents, and community stakeholders. Our goal - continuous school improvement, is supported by progress monitoring of student performance data. In order to sustain a climate of academic excellence and high expectations for everyone, we are strengthened through professional development, student engagement, and parent involvement.

Provide the school's vision statement

Lake Stevens Elementary School enriches the community through multicultural activities that seek to educate students, parents, and the surrounding community. The school focuses on the needs of the whole child and provides a center for community activities.
We are committed to building positive relationships through equity and compassion which enhance the self esteem, safety, and well being of our students, families, and staff. We honor and foster the diversity of our community by working collaboratively fro the educational success of our students and recognize that our obligations go beyond our professional responsibilities to provide democratic principles. We pursue the highest standards in all we do.

School Environment

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

Lake Stevens Elementary is an environment where students and teachers work very closely with one another to nurture trusting relationships. Teachers and students connect with each other through academic data chats, school activities, and extra curricular functions. Additionally, we have a multicultural committee that is responsible for implementing activities such as, Haitain Flag Day, Hispanic Heritage Month, and African-American History Month. During these activities we implement a variety of activities to increase cultural awareness.

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

Lake Stevens Elementary currently has two full time security monitors that circulate the entire campus before, during, and after the school day. In addition, the front entrance of the school is manned by an individual, with a visitor log so that all guests are accounted for with a Visitor's Pass. Staff have been assigned posts throughout the school in the morning and afternoon to assist with arrival and afternoon dismissal. Lake Stevens Elementary has a Safety Committee that meets periodically throughout the year to discuss protocols and any safety issues that arise. Staff have ID badges so they could be easily recognizable throughout the day.

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

At the beginning of the school year we hold an Orientation Meeting and Open House with the parents and students to discuss the Code of Student Conduct and clear behavior expectations for the students. A copy of this is sent home for the parents and students to sign and return to school to acknowledge their understanding of the document. Professional development workshops are held periodically for staff members to ensure that behavior management systems are consistently implemented in the classrooms.

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

Lake Stevens Elementary has a full time counselor who implements group and individual counseling to students. In addition, the counselor works closely with teachers, students, parents, community, and visits classrooms to ensure social-emotional needs are met. We implement the District's Zero Tolerance Policy for bullying and address any concerns promptly, via an anonymous anti-bullying box placed in the main hallway of the school so students can voice their concerns. Pupil services offered at Lake Stevens Elementary include the Thanksgiving Food Drive, Toy Drive, and Health Clinic in our main office.

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

Early warning indicators used to identify and monitor students who are having difficulty with attendance, behavior, and academics include COGNOS reports, District Interim Assessments, software reports, state assessments, WonderWorks, and classroom weekly/ unit assessments. Identified students are monitored through the RtI process and intervention groups. School wide workshops are also held to clarify expectations and desired progress of students and parents.

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	12	9	8	7	5	45
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	1	1	3	7	1	2	15
Level 1 on statewide assessment	1	2	6	0	4	25	38

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	1	1	3	2	5	13	25

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

All students identified by the early warning system indicators have been grouped by grade level for intervention. In addition, these students are being monitored through the MTSS/RtI process. Special area teachers are scheduled to push in intervention during the Reading/LA and math block of instruction. Attendance and all behavior issues are addressed in collaboration between the counselor and parents. Resources include COGNOS reports, Code of Student Conduct, and Spot Success Recognition Program.

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 available at the school site.

Description

PIP

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 school builds and sustains partnerships with the local community through various activities. We have sustained relationships with community partners such as the City of Miami Gardens and Barry University. They provide support and resources for our students and parents with various school activities. Our Community Involvement Specialist reaches out to a variety of community partners to join us in achieving academic excellence.

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
Daniels, Vanady	Principal
Schwam, Marc	Assistant Principal
Astacio, Victor	Psychologist
Guzman, Reina	Teacher, K-12
Mejia, Blanca	Guidance Counselor
Moorman, Olga	Teacher, K-12
Pozo, Olga	Teacher, K-12
Ricketts-Burke, Althea	Teacher, K-12
Woods-Smith, Bernadine	Teacher, K-12
Gant, Karen	Instructional Coach
Correa, Ana Maria	Teacher, K-12
Dorvil, Dinah	Instructional Coach

Duties

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

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. It is anticipated that this will be a 3-year process of building the foundation and incorporating MTSS/RtI into the culture of each school.
Principal, Vanady A. Daniels
Assistant Principal, Marc W. Schwam
Ensures data- based decision making, implementation of MTSS/ RtI implementation of intervention support and documentation, appropriate professional development, and communication with parents and community.
Primary Teacher, Anna Maria Correa
Intermediate Teacher, Reina Guzman Provide information about core instruction, collaborate with other staff members, integrates materials/instruction with activities.
Exceptional Student Education Teacher, TBA Integrates core instructional materials/activities into instruction, and collaborates with general education teachers through such activities as co-teaching.
Instructional Coaches, Karen Gant and Dinah Gay-Dorvil
Lead and evaluate school core content standards/programs: identify scientifically based curriculum and intervention approaches. Identify patterns of student needs to identify appropriate evidence-based intervention strategies; assists with programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; and implement the continuous coaching model.
School Psychologist, Victor Astacio
Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data based decision making activities.
PD Liaison Dinah gay Dorvil

Provides curriculum support and professional development for targeted teachers and activities for Tier 1, 2, 3 students; assists with the disaggregation of data; assists with curriculum planning.
Guidance Counselor, Blanca Mejia
Organizes MTSS/RtI meetings; provides counseling for students with academic/behavioral needs; coordinates with outside agencies to provide extended resources to students.
Social Worker, Adeline Smith
Provides social history and family background information on students with academic/behavioral needs.

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 MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors
academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition
to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

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
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 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.
Each school 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.
Supplemental Academic Instruction (SAI)
This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
Violence Prevention Programs
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
• TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
District Policy Against Bullying and Harassment
• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in

which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
• Administrators or designee are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.
Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Head Start
N/A

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Vanady Daniels	Principal
Marc Schwam	Education Support Employee
Reina Guzman	Teacher
Olga Pozo	Teacher
Althea Ricketts-Burke	Teacher
Wendy Brown	Teacher
Rhoda Wiltshire	Education Support Employee
Blanca Mejia	Education Support Employee
Rachel Ohenhen	Parent
Alijalon Muhummad	Parent
Nadine Pommells	Business/Community
Princess Omane-Achamfour	Student
Bradley Ohenhen	Student
Bernadine Woods-Smith	Teacher
Alejandra Matos	Teacher
Rickey Thomas	Business/Community
Vadis Bautista	Parent
Tony Sampayo	Business/Community
Elizabeth Luis	Parent
Bismark Omane-Achamfour	Parent

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

Teachers and other stakeholders provide feedback on the past years plan to recognize strategies and action steps that worked for our school. This information is taken back to the EESAC meetings for discussion and development of the plan for the upcoming year.

Development of this school improvement plan

SAC members will review the School Improvement Plan and provide feedback during regularly scheduled meetings to make adjustments as needed throughout the school year. SAC members also provide final approval of the School Improvement Plan. SIP worksheets are given out to teachers at the end of the school year to provide feedback on best practices and to see which strategies were a success.

Preparation of the school's annual budget and plan

SAC members review the school's annual budget and provides input on the allocation of funds. SAC members also take into consideration data results, student performance, personnel needs and academic resources to estimate the most effective use of the budget.

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

School improvement funds will be utilized to purchase supplemental curricular materials necessary to advance the curriculum needs of our students; school services, safety items, and alternative meal plan expenses. Funds will also be utilized to purchase motivational awards / recognition for students.

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
Ricketts-Burke, Althea	SAC Member
Daniels, Vanady	Principal
Schwam, Marc	Assistant Principal
Astacio, Victor	Psychologist
Correa, Ana Maria	Teacher, K-12
Guzman, Reina	Teacher, K-12
Mejia, Blanca	Guidance Counselor
Pozo, Olga	Teacher, K-12
Gant, Karen	Instructional Coach
Dorvil, Dinah	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team will consist of school-wide literacy activities, data analysis, monitoring of the School Improvement Plan's objectives and RtI process. In preparing teachers to better understand the Common Core Standards and Item Specifications, the Leadership team will ensure teachers are exposed to professional development during weekly grade level meetings and staff development meetings. Professional development will be a pivotal component in teachers developing an in-depth understanding of what is taught at their grade level and its respective prerequisite skills.

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 school deploys a departmentalized setting for grades 1-5. Instructional coaches plan with grade level teams on a weekly basis to provide support with instructional materials, lesson planning, and new curriculum initiatives. Teachers are encouraged through monthly professional development meetings to share best practices with colleagues and reflect on new instructional methods which best fit the needs of our students.

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

1. Professional Development through Florida Standards for reading and Math – District personnel
2. Utilize collaborative planning and lesson studies among teachers to implement best practices – Grade level Chairpersons and Leadership Team
3. Instructional Coaches will implement classroom support to assist with rigor in the classroom – Instructional Coaches and Administration
4. Modeling of Researched Based Practices – Instructional Coaches

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

• Overview of Florida State Standards, Next Generation State Standards
• School & District Initiatives
• Professional Development Opportunities
• Classroom & Data Management Conferencing (Reflections)
Peer Observations

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

The school ensures its core instructional program and materials are aligned to Florida Standards by utilizing District provided research based text. Teachers are trained on the proper use and availability of resources across all content areas. Instructional coaches provide ongoing support to ensure the core instructional program is implemented with fidelity. Walkthroughs are utilized to provide corrective feedback and to monitor alignment with the district pacing guides.

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

State assessments, District interims, weekly/unit assessments, intervention data, and current technology program reports are used throughout the year to guide instruction. Individual student performance is used to formulate differentiated instruction groups. Differentiated groups will consist of activities for students at the approaching, on level, and beyond. Students in the lowest 25% will receive small group intervention as well as go through the RtI process to monitor student growth. Moreover, the high achieving students will receive enrichment. The Leadership team will monitor the implementation of differentiated instruction.

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: Weekend Program

Minutes added to school year: 1,800

The school offers at Saturday Academy to assist students with the preparation of the FSA test components.

Strategy Rationale

Instruction in core academic subjects and enrichment activities contribute to student high proficiency performance.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Daniels, Vanady, pr2801@dadeschools.net

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

Students involved in the Saturday Academy program will be monitored by classroom teachers and leadership team through interim and weekly/unit assessments to determine mastery of targeted benchmarks. Data will be reviewed periodically and adjustments will be made to meet the most deficient needs.

Strategy: After School Program

Minutes added to school year: 1,440

The after school tutoring program offers assistance in reading for students who are not making adequate yearly progress on a variety of assessments measures, including the state test. ELL students are also provided with additional basic language skills. The computer lab is available for students to access educational websites and tutorial software in core subject areas.

Strategy Rationale

Providing additional instruction in core academic subjects will reinforce and enrich skills taught throughout the school day. ELL students will also have the opportunity to improve speaking, listening, and writing skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Daniels, Vanady, pr2801@dadeschools.net

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

Students involved in extended learning programs will be monitored by classroom teachers and leadership team through interim, and weekly/unit assessments to determine mastery of targeted benchmarks. Data will be reviewed periodically and adjustments will be made to meet the most deficient areas.
FAIR-FS data will also be utilized to progress monitor students attending Wonderworks tutorial sessions. Data will be gathered from Probability of Literacy Success reports by the Reading Coach and classroom teachers in indicate growth in Reading by all grade levels from Assessment Period 1 through Assessment Period 3.

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 (VPK). Funds are used to provide extended support through a full-time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become involved in the educational process of their three-and four-year old children.
Lake Stevens Elementary offers a Voluntary Pre-Kindergarten (VPK) program. The Phonological and Early Literacy Inventory (PELI) is administered to all preschoolers as pre and post-test. The results of this assessment are utilized to identify and target low performing students. In addition, certified teachers use frequent and systematic observation of children's readiness abilities to help modify instruction and meet individual needs. The Waterford Early Learning Program is utilized by all learners to expose them to technology. In order to bridge the gap between school and community,

our school provides a continuum of support to parents. Therefore, our staff conducts workshops to enable parents with strategies to increase student academic achievement, monthly calendars delineating school events, access to instructional materials, such as, LEAP Frog and resource packets with fundamental skill practice.

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

NA

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

NA

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

NA

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.   To increase student achievement by improving core instruction in all content areas.

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. To increase student achievement by improving core instruction in all content areas. 1a

🔍 G070517

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	

Resources Available to Support the Goal 2

- ELA- McGraw Hill / Wonders; I-Ready, MyOn Reader; LAFS; WonderWorks; Ready Common Core Workbooks; Prometheon Board; FSA task Cards; Item Specs; Pacing Guides; Reading Interventionist; FCCR; Imagine Learning; MATH: Go Math Series; Destination Math; Animated Math Materials; HMH Mega Math; GIZMOS; Reflex Math; I-Ready; Ready Common Core Workbooks; Prometheon Boards; Math Manipulative Kits; Additional 30 minute intervention block; Think Central; Task Cards SCIENCE: Scott Foresman K-5; Leveled Readers; Pearson Succesnet; Pacing Guides; MDCPS Instructional Resources; Discovery Learning; J & J Bootcamp; NBC Learn; ScienceSaurus Handbooks; Lab Kits TECHNOLOGY: Laptops; Prometheon Boards; Smart Boards;

Targeted Barriers to Achieving the Goal 3

- Unpacking the standards and creating learning targets

Plan to Monitor Progress Toward G1. 8

Compare data from the Year at a Glance and the previous years to see if student achievement has increased

Person Responsible
Vanady Daniels

Schedule
Annually, from 8/24/2015 to 6/3/2016

Evidence of Completion
Interim Assessments, FSA, SAT-10, FCAT 2016 Science

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. To increase student achievement by improving core instruction in all content areas. 1

🔑 G070517

G1.B1 Unpacking the standards and creating learning targets 2

🔑 B183717

G1.B1.S1 Purposeful planning to unpack the Florida Standards, choose appropriate activities and culminating products that connect to the standard, create a routine for instruction including hands on and authentic lessons, and determine the appropriate support materials to develop rigor and higher order questions. 4

🔑 S195359

Strategy Rationale

If staff incorporates the use of learning targets after unpacking the standards then collaborative conversations, gradual release, and rigorous standard instruction will follow.

Action Step 1 5

Provide professional development on rigorous questioning techniques during common planning for each grade level.

Person Responsible

Dinah Dorvil

Schedule

Weekly, from 8/24/2015 to 1/15/2016

Evidence of Completion

Sign In Sheets; lesson plans utilizing higher order questions

Action Step 2 `5`

Implement the strategies learned during the professional development sessions during classroom instruction.

Person Responsible

Karen Gant

Schedule

Daily, from 8/24/2015 to 1/15/2016

Evidence of Completion

Administration walkthrough notes

Action Step 3 `5`

Conduct coaching cycles and model the use of higher order questioning stems based on the needs of the teachers to ensure a clear understanding of what is expected.

Person Responsible

Dinah Dorvil

Schedule

Weekly, from 8/24/2015 to 1/15/2016

Evidence of Completion

registration document and completion of follow up activity

Action Step 4 `5`

Identify and use model classrooms for observational purposes to increase the use of learning targets in all content areas.

Person Responsible

Marc Schwam

Schedule

Monthly, from 9/21/2015 to 1/15/2016

Evidence of Completion

Observation logs

Action Step 5 `5`

Provide tutoring services to increase student achievement in core classes for ELL students and Saturday Academy sessions for third through fifth grade students.

Person Responsible

Vanady Daniels

Schedule

Weekly, from 11/2/2015 to 4/15/2016

Evidence of Completion

Student Sign In Sheets

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

Administrators will monitor all steps of the action plan by conducting classroom walkthroughs and participating in the professional development sessions.

Person Responsible

Vanady Daniels

Schedule

Weekly, from 8/24/2015 to 1/15/2016

Evidence of Completion

Administration walkthroughs

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

Conduct debriefing sessions regarding observations of classrooms. Conduct walkthroughs throughout the coaching cycle and provide feedback.

Person Responsible

Marc Schwam

Schedule

Monthly, from 8/24/2015 to 1/15/2016

Evidence of Completion

Evidence of learning targets in classrooms and observational walkthrough logs.

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	Provide professional development on rigorous questioning techniques during common planning for each grade level.	Dorvil, Dinah	8/24/2015	Sign In Sheets; lesson plans utilizing higher order questions	1/15/2016 weekly
G1.B1.S1.A2	Implement the strategies learned during the professional development sessions during classroom instruction.	Gant, Karen	8/24/2015	Administration walkthrough notes	1/15/2016 daily
G1.B1.S1.A3	Conduct coaching cycles and model the use of higher order questioning stems based on the needs of the teachers to ensure a clear understanding of what is expected.	Dorvil, Dinah	8/24/2015	registration document and completion of follow up activity	1/15/2016 weekly
G1.B1.S1.A4	Identify and use model classrooms for observational purposes to increase the use of learning targets in all content areas.	Schwam, Marc	9/21/2015	Observation logs	1/15/2016 monthly
G1.B1.S1.A5	Provide tutoring services to increase student achievement in core classes for ELL students and Saturday Academy sessions for third through fifth grade students.	Daniels, Vanady	11/2/2015	Student Sign In Sheets	4/15/2016 weekly
G1.MA1	Compare data from the Year at a Glance and the previous years to see if student achievement has increased	Daniels, Vanady	8/24/2015	Interim Assessments, FSA, SAT-10, FCAT 2016 Science	6/3/2016 annually
G1.B1.S1.MA1	Conduct debriefing sessions regarding observations of classrooms. Conduct walkthroughs throughout the coaching cycle and provide feedback.	Schwam, Marc	8/24/2015	Evidence of learning targets in classrooms and observational walkthrough logs.	1/15/2016 monthly
G1.B1.S1.MA1	Administrators will monitor all steps of the action plan by conducting classroom walkthroughs and participating in the professional development sessions.	Daniels, Vanady	8/24/2015	Administration walkthroughs	1/15/2016 weekly

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.

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Unpacking the standards and creating learning targets

G1.B1.S1 Purposeful planning to unpack the Florida Standards, choose appropriate activities and culminating products that connect to the standard, create a routine for instruction including hands on and authentic lessons, and determine the appropriate support materials to develop rigor and higher order questions.

PD Opportunity 1

Provide professional development on rigorous questioning techniques during common planning for each grade level.

Facilitator

Dinah Gay Dorvil; Karen Gant

Participants

Classroom teachers

Schedule

Weekly, from 8/24/2015 to 1/15/2016

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	Provide professional development on rigorous questioning techniques during common planning for each grade level.				$0.00
2	G1.B1.S1.A2	Implement the strategies learned during the professional development sessions during classroom instruction.				$3,543.32
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141		2801 - Lake Stevens Elementary School	Title I Part A		$1,787.50
			Notes: J & J Bootcamp Student Materials Grades 3-5			
	1141		2801 - Lake Stevens Elementary School	Title I Part A		$1,755.82
			Notes: Scholastic News Magazines for all Grades			
3	G1.B1.S1.A3	Conduct coaching cycles and model the use of higher order questioning stems based on the needs of the teachers to ensure a clear understanding of what is expected.				$0.00
4	G1.B1.S1.A4	Identify and use model classrooms for observational purposes to increase the use of learning targets in all content areas.				$0.00
5	G1.B1.S1.A5	Provide tutoring services to increase student achievement in core classes for ELL students and Saturday Academy sessions for third through fifth grade students.				$0.00
					Total:	$3,543.32