

Lenora Braynon Smith Elementary

4700 NW 12TH AVE, Miami, FL 33127

<http://lbs.dadeschools.net>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	98%

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	D*	C	F	F

**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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	0
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	0

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
Monitoring Only	5	Gayle Sitter
Former F	Turnaround Status	
Yes		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Lenora B. Smith Elementary School will provide the highest quality education, empowering and motivating students to live productive and fulfilling lives as lifelong learners and responsible citizens. Through high levels of quality instruction students will achieve academic success that will lead them to and through college.

Provide the school's vision statement

At Lenora B. Smith, we believe in leading our own lives with astute scholarship and well-rounded character. We will be kind, make meaning of the world around us, own our responsibilities and work to achieve at the highest levels. We are Sailing Into "A" Bright Future. Character, citizenship, and scholarship are at the core of all we do and seek to accomplish at Lenora B. Smith Elementary School. We not only seek to prepare students for the next grade level, but we seek to inspire the next generation by helping students embody the lasting traits and mindsets necessary to be lifelong learners, ultimately going to and through college.

School Environment

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

Teachers participate in professional development on increasing positive interactions with students through Positive Behavior Intervention Support (PBIS). A multicultural committee provides celebratory activities throughout the year to ensure that students' cultures are recognized/highlighted and teachers can learn more about their students' cultures and ensure that instructional methods are meaningful. School-wide multicultural projects are scheduled to address the history of Africans and African Americans, Hispanic contributions, Women's contributions, etc. School-wide activities, such as Spooky Literacy Night, Math/Science Night and Science Fair Nights are scheduled so that teachers and students are able to interact with each other and strengthen collegial relationships.

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

Faculty, staff and students have been trained on the Positive Behavior Intervention Support expectations during non-academic settings. Processes for reporting violations, such as bullying, are in place. Instructions for students to report violations have been discussed during opening of schools PBIS assemblies and student orientations. A safety committee has been established to assess and monitor school safety and create strategies for improvement.

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

School-wide Positive Behavior Intervention Support System (PBIS) is implemented with fidelity at Lenora B. Smith Elementary. Teachers utilize behavior monitoring sticks, PBIS time stamps and an online behavior data monitoring system called Classroom DOJO. During instructional time, students are rewarded for behaviors (E.G. participation, on-task behaviors, completing assignments, etc.)

through the data monitoring system. A PBIS store has been developed to reward students with tangible and non-tangible items, based on the number of points earned within the Classroom DOJO system. The school-wide behavioral expectations to be kind, work hard, take responsibility and own it, are displayed, and reinforced through grade level orientations and during morning and afternoon announcements.

A system to distinguish between minor and major incidents has been established. Set pathways have been established to address each kind of incident.

Staff members are trained through PBIS orientations, PBIS committee meetings, during faculty meetings and individual training sessions. The PBIS coach supports teachers through modeling implementation of the PBIS program and best practices in the classroom.

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 guidance counselor provides individual and classroom presentations to students to address different social-emotional and educational needs (I.E. Bullying, Stranger Danger, Study Skills, Career expectations). He also assists teachers through the Response-to-Intervention RTi process to help students that are struggling academically and socially. The RTi team then works through identifying students' needs and determining the best plan of action for the students.

The school also participates in other programs to address the social-economical needs of all students. Carefully selected male students participate in the 5000 Role Models program, which mentors males that exhibit behavioral, academic or social-emotional deficiencies, into becoming productive, successful students. Students dress up every Tuesday to show participation in the program and remind students to be an example in the classroom and around the school.

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

At Lenora B. Smith Elementary School, the Early Warning System indicators are as indicated below:

- *Students who miss more than 10% of instructional time
- *Students who have referrals that lead to suspensions
- *Students who failed a reading or mathematics course
- *Students with level 1s on the statewide assessments in either reading or mathematics.

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	2	2	4	0	5	4	17
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	2	3	4	1	4	12	26
Level 1 on statewide assessment	1	6	7	0	9	20	43

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	2	6	6	1	12	20	47

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

Parent communication is the first step taken to address the attendance of students with attendance below 90%. After identifying the root of the cause of truancy, identified staff members assist parents to ensure that students' attendance improves. Outside community agencies such as the Tacolcy Center has been utilized to assist with truant students by providing services to parents. School-wide attendance incentives are in place to reward homerooms and individual students with the best attendance over time.

When a student accumulates 5 absences, the attendance committee then meets with the student and the parents. An attendance improvement plan is developed and a contract is signed with the parent. During the meeting strategies to assist the parent and the student are developed.

Students with one or more suspensions receive Tier 2 PBIS, in addition to the school-wide PBS system. Students are placed on behavior contracts and receive daily progress reports to provide mini, individualized goals, to reward students for small successes. Students are also paired with school personnel for daily check-ins so that students can have an additional person for accountability and are provided an additional layer of support.

Students that received a level 1 on reading or mathematics participate in goal setting conversations to determine reachable goals for improvement. Students are required to attend Saturday school, Spring Break school and Before/After school tutorial sessions. Students are also required to utilize iReady, Imagine Learning and Reflex Math to address deficiencies. Students are also required to read a required number of AR books and take accompanying AR quizzes.

Students that fail a reading and/or math course are placed on a Progress Monitoring Plan. Teachers utilize Differentiated Instruction to meet students' individualized needs. Reading and math interventionists are utilized in the classrooms to assist with teacher ratio, and provide step-by-step individualized instruction to increase student achievement.

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/189041>.

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

Lenora B. Smith Elementary School seeks out community partners to enhance students' experiences in school and increase student achievement. Marlins Ayudan is one of our Dade partner this school year. The administrative team meets with the directors of Marlins Ayudan to discuss the goals for the school and align resources to achieve the goals. Marlins Ayudan provides a team of representatives that come and tutor students in the area of reading, throughout the entire school year. Leaders in the organization also adopt students in the school that are in need of a positive role model. Marlins Ayundan also worked to bring Kiwanis Club to volunteer at the school.

The United States Customs is also another community resource that partners with the school. In addition to the schools supply distribution done at the start of the year, US Customs provides baskets during the holiday, donates toys during the holidays and participates in the school's Career Day activities.

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
Bryant, Contessa	Principal
Scott, Cisely	Assistant Principal
Batist, Marijo	Instructional Coach
Rivera, Melissa	Instructional Coach
Prospere, Frantz	Instructional Coach
Haber, Samantha	Instructional Media
Muller, Richard	Guidance Counselor

Duties

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

Principal:

Provides a common vision for the use of data-based decision-making, ensures that the school based team is properly implementing Rtl, conducts assessment of Rtl skills of school staff, ensures the implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and actions.

Assistant Principal:

Assists the principal in ensuring the school-based team implements Rtl, conducts assessment of Rtl skills of the staff, ensures the implementation of intervention support and documentation ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and actions. Develops and leads the academic program across all subjects.

Instructional Coaches Reading/Math/PBS

Develops, leads, and evaluates school core content standards/programs. Identifies systematic patterns of student needs while working with district/region personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening 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; and provides support for assessment and implementation monitoring. Provide classroom follow-up on best practices and use the coaching cycle to support

teachers.

School Counselor:

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.

Media Specialist:

Oversees school-wide activities that promote literacy.

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

iReady reading diagnostic and iReady mathematics diagnostics will be administered to all students in grades K-5. The data from these diagnostic assessments will be utilized to determine students' levels and needs. Teachers will utilize this data to guide instruction, develop secondary benchmarks and align resources. Science Baseline Assessments and other prerequisite assessments will also be used to identify students' deficiencies. Students will then be group to according to their individual needs. Focus calendars will be developed to map out instruction for these secondary benchmarks. During small group instruction, teachers will work to close the achievement gap in the areas of deficiency. Teachers will also utilize bellringers that are aligned to the secondary benchmarks to assist students. Teacher will assess secondary benchmarks through monthly assessments. At the end of the 9-week periods, students will take Interim Assessments. Data chats on the results of the assessments will be conducted with teachers, instructional coaches and administrators, and teachers and students. Data is constantly reviewed to guide the instructional program.

Lenora B. Smith Elementary School strives to ensure that students receive additional remediation if needed through extended learning opportunities. The leadership team develops, leads, and evaluates school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Systematic patterns of students' needs are identified with the assistance of district personnel. Collaboration between school and district personnel assists 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. Other components that are integrated into the school-wide program include an extensive Parental Involvement Program; Supplemental Educational Services; and special support services to special needs populations such as homeless migrant, and neglected and truant students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Contessa Bryant	Principal
Sharon McKinney	Teacher
Frantz Prospere	Teacher
Maureen McLean	Teacher
Joel Chinnery	Teacher
Sharon Abdullah-Alli	Teacher
Marienna Vilsaint-Pierre	Teacher
Milagros Rivera	Parent
Jacqueline Sanchez	Principal
Travilla Bogan	Parent
Monique Kyles	Parent
Latanya Washington	Parent
Ka'ronda Hart	Parent
Latasha Lawrence	Parent
Yvonne Bynum	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

During the first EESAC meeting, the committee review last year's School Improvement Plan and the strategies it entails, as it relates to the performance data of the school on state assessments, for the previous year. The overall effectiveness of the previous year's strategies and goals are assessed.

Development of this school improvement plan

Input from the faculty and staff was derived from brainstorming during grade levels by subject areas and were included in the faculty meeting. The faculty discussed the needs of the students and identified strategies and activities that will lead to student achievement. School-wide overarching goals were then developed. An instructional review took place and the school leadership team, in collaboration with the Office of Academics and Transformation Instructional Supervisors and support personnel, developed an action plan. The action plan streamlined the strategies and resources to utilize. The draft was presented, discussed and assessed with the EESAC committee members.

Preparation of the school's annual budget and plan

During the first EESAC meeting the budget was presented to the committee. A review of the previous year's activities were discussed. Data from last year was dissected by grade level. A discussion of the academic goals detailed possible strategies/activities were discussed to fund for this school year. Stakeholders were invited to complete request forms for EESAC funding to implement incentives/ activities to increase student achievement.

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

School improvement funds were used to provide incentives for students. These incentives include, but are not limited to the following:

\$1200 was used to provide incentives to students. We held 70/80% club celebrations for students that achieved proficiency on Interim Assessments. Honor roll celebrations were also held for students that made regular and principal's honor roll. Tangible rewards were also provided for each student. End of the year awards ceremonies were held for each grade level, wherein trophies, certificates and other items were distributed. Accelerated Reader incentives were also purchased.

\$400 was allocated to restock the Gator PBS Store. Students were able to purchase items with their PBS points from the store. The store contains different types of prizes that are set to different PBS points amounts.

\$400 was allocated for dance costumes for our Hip Hop dance team.

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
Bryant, Contessa	Principal
Scott, Cisely	Assistant Principal
Rivera, Melissa	Instructional Coach
Haber, Samantha	Instructional Media
McLean, Maureen	Teacher, PreK
Esposito, Mia	Teacher, K-12
Prosperre, Frantz	Teacher, K-12
Chinnery, Joel	Teacher, K-12
Muller, Richard	Guidance Counselor
Jasmin, Samantha	Teacher, K-12
Berenz, Brittany	Teacher, K-12
Spells, Tamia	Teacher, K-12
Holness-Joseph, Tamoya	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team promotes literacy by creating activities throughout the school year to foster the love of reading. Activities include, but are not limited, to the following:

- *Spooky Literacy Night
- *AR competitions for students and teachers
- *Book parades
- *Weekly media center time for all students

In addition to activities, the team ensure the PD is provided to teachers to building conceptual knowledge of Florida Standards, increase rigor in classroom instruction, analyze data to drive instruction, provide small group intervention activities for at risk students, and motivate reading in all grade levels.

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

Teachers in each grade level have planning times in the master schedule in common encouraging teachers to plan together and collaborate. Teachers plan with instructional coaches, where they both refine and share their instructional teaching practices. During common planning sessions, teachers discuss strategies, lessons and activities that are aligned to the daily learning targets. Lesson Studies/ Peer Observations are conducted to refine and enhance instructional practices. Professional Learning Communities (PLC) are conducted throughout the school year to increase teachers conceptual understanding of content and teachers are enabled to see best practices in action. Lenora B. Smith Elementary is cataloging videos of best practices to share amongst the teaching staff in an effort to promote collaboration between teachers, enhance planning and delivery of lessons and provide overall improvement in instruction.

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

During the interviewing process, potential teachers are asked question concerning curriculum, behavior management, teaching pedagogy and step-by-step description of a good lesson. This informs interviewers of the skill set of applicants. Upon hiring, teachers are paired with a mentor who has clinical educator certification. In addition, all new teachers work closely with an instructional coach to model exemplar teaching and best practices. Job-embedded professional development activities are provided during faculty meetings, common planning and on teacher planning days. Ongoing opportunities are provided for collaboration through Professional Learning Communities and Lesson Studies.

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

New Teachers participate in the district's MINT program as well as in-house pairings. The plan consists of meetings between the mentor and mentee. The mentor will have the opportunity to observe the mentee's teaching strategies, provide feedback, model and assist in planning. In addition to the MINT Program, new teachers are paired with veteran and model teachers on staff.

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 uses the instructional programs and materials from McGraw Hill (Reading) and Houghton Mifflin Harcourt (Math) which were adopted and supported by Miami-Dade County Public Schools. Lenora B. Smith Elementary ensures that teachers unwrap the Florida standards during common planning in order to ensure the curriculum is aligned to the standards supporting a deeper level of comprehension.

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

Based on formal and informal assessments, teachers and instructional coaches analyze assessment results to homogeneously group students based on their instructional needs which provides for differentiated learning opportunities. During this differentiation of instruction, the students are provided with the opportunity to work with the teacher and/or interventionist within a small group setting, remediate deficiencies and enrich skills through the use of instructional center activities and technology programs.

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: Before School Program

Minutes added to school year: 1,320

To provide reading and mathematics tutoring to students who have not demonstrated proficiency based on formal assessments such as District Interim Assessments.

Strategy Rationale

Due to the lack of foundational skills many students struggle in the areas of reading and mathematics. Students must be exposed to rigorous, inquiry based instruction while incorporating reading and mathematics strategies and best practices.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Scott, Cisely, msscott@dadeschools.net

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

Informal and Formal assessments are conducted as needed throughout the intervention as planned within the program. That data is analyzed by the school site leadership team. This data will determine the effectiveness of the program and its materials.

Strategy: Weekend Program

Minutes added to school year: 1,980

To provide reading, mathematics and science tutoring to students who have not demonstrated proficiency based on formal assessments such as District Interim Assessments.

Strategy Rationale

Due to the lack of foundational skills many students struggle in the areas of reading, mathematics and science. Students must be exposed to rigorous, inquiry based instruction while incorporating reading, mathematics and science strategies and best practices.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Scott, Cisely, msscott@dadeschools.net

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

Informal and Formal assessments are conducted as needed throughout the intervention as planned within the program. That data is analyzed by the school site leadership team. This data will determine the effectiveness of the program and its materials.

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

Lenora B. Smith Elementary School communicates with pre-kindergarten parents throughout the school year to discuss academic, social and behavioral goals. Assessments are utilized three times a year to determine the readiness of pre-kindergarten students entering kindergarten. This information is reported to administration, instructional coaches, teachers and parents to effectively implement strategies based on data. Lenora B. Smith Elementary employs a best practice to collaborate with feeder early childhood centers to improve readiness for kindergarten. This practice will continue for the current school year. Assistance to provide readiness for kindergarten will come from the Early Learning Coalition, Miami Dade County Public Schools and donated funds. Transition to K meetings are conducted each Spring to discuss the school's offerings in the way of curriculum, assessments, programming, etc.

Further, Lenora B. Smith communicates in the spring with parents to assist our fifth grade students and parents with the transition to middle school. The school has collaborative meetings with middle schools including magnet and local programs. In some cases, , field trips are conducted to help students get acclimated to the new school. For students with special needs, full scale articulation meetings are held with the planned middle school to ensure students are scheduled correctly with appropriate accommodations.

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

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

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

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

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:

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

G073925

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	60.0
AMO Reading - African American	60.0
AMO Reading - SWD	48.0
AMO Reading - Hispanic	60.0
AMO Reading - ED	60.0

Resources Available to Support the Goal 2

- Daily Learning Targets within the planning cards
- McGraw Hill curriculum resources and online materials
- Mathematics Florida Standards (MAFS) Item Specifications
- Interactive white board clickers
- Go Math! resources and online resources
- iReady Mathematics
- Next Generation Sunshine State Standards for science
- J & J Bootcamp Resources
- Science Gizmos
- CPalms
- Peer Observations
- iReady Reading
- Florida Ready Lessons
- District Pacing Guides
- FCAT Item Specifications
- AIMS Activities
- Community Involvement Specialist
- Indoor Suspension Plan
- Attendance Improvement Plan
- Accelerated Resources
- Mathematics Curriculum Support Specialist
- Lakeshore Mathematics Centers
- Laptop Cart

Targeted Barriers to Achieving the Goal 3

- Limited evidence of effective planning aligned to the rigor of the Mathematics Standards
- Limited evidence of instruction that is aligned to the Next Generation Sunshine State Standards.

- Limited evidence of the connection between reading and rigorous writing instruction.
- Students who obtain 10 absences or more during the school year

Plan to Monitor Progress Toward G1. 8

Monitor for fidelity all components of the action plan.

Person Responsible

Contessa Bryant

Schedule

Weekly, from 10/3/2014 to 1/22/2016

Evidence of Completion

Classroom walkthrough logs.

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. Increase student achievement by improving core instruction in all content areas. **1**

 G073925

G1.B1 Limited evidence of effective planning aligned to the rigor of the Mathematics Standards **2**

 B193072

G1.B1.S1 Conduct effective collaborative planning to unpack the mathematics standards according to the pacing guides to include a lesson plan framework that encompasses scaffolding and higher order questioning that will address daily learning targets and culminating end products to show evidence of student mastery. **4**

 S204587

Strategy Rationale

Action Step 1 **5**

Introduce the action plan during the faculty meeting.

Person Responsible

Contessa Bryant

Schedule

On 10/13/2015

Evidence of Completion

Sign-in sheets and agendas.

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

Provide a training during common planning on effective planning with a focus on the following: unpacking mathematics standards and developing daily learning targets.

Person Responsible

Marijo Batist

Schedule

On 10/12/2015

Evidence of Completion

Sign-in sheets and agendas.

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

Implement strategies learned in training session on effective planning during classroom instruction.

Person Responsible

Cisely Scott

Schedule

Daily, from 8/24/2015 to 10/22/2015

Evidence of Completion

Classroom walkthroughs.

G1.B2 Limited evidence of instruction that is aligned to the Next Generation Sunshine State Standards. 2

B193073

G1.B2.S1 Implement collaborative planning sessions aligned with pacing guides and will include a lesson plan framework that includes labs, activities, understanding of the scientific process and vocabulary that addresses the rigor of science standards. 4

S204588

Strategy Rationale

Lessons are delivered and students produce work samples that do not meet the daily learning target. Instruction doesn't meet the level of rigor that the standard requires.

Action Step 1 5

Introduce the action plan during a faculty meeting.

Person Responsible

Contessa Bryant

Schedule

On 10/13/2015

Evidence of Completion

Sign-in sheets and agendas

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Implement strategies learned in training sessions of effective planning during classroom instruction.

Person Responsible

Cisely Scott

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom walkthroughs.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Conduct peer observations with selected teachers as follow-up support.

Person Responsible

Cisely Scott

Schedule

Quarterly, from 8/24/2015 to 1/22/2016

Evidence of Completion

Classroom walkthroughs.

G1.B3 Limited evidence of the connection between reading and rigorous writing instruction. 2

 B193074

G1.B3.S1 Target collaborative planning with an emphasis on rigorous daily and culminating writing products. 4

 S204589

Strategy Rationale

Many teachers weren't taking the graphic organizers to writing during their reading instructional block.

Action Step 1 5

Introduce the action plan to the faculty during the faculty meeting.

Person Responsible

Contessa Bryant

Schedule

On 10/13/2015

Evidence of Completion

Sign-in Sheets and agenda

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Introduce the strategy and action steps during collaborative planning.

Person Responsible

Melissa Rivera

Schedule

On 10/12/2015

Evidence of Completion

Sign-In sheets and agenda

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Create lessons and develop activities that focus on taking graphic organizers and notes to writing with teachers.

Person Responsible

Melissa Rivera

Schedule

On 10/24/2015

Evidence of Completion

Students will be placed in instructional groups.

G1.B4 Students who obtain 10 absences or more during the school year **2**

 B193075

G1.B4.S1 Implement school-wide attendance plan to improve student attendance and decrease truancy.

4

 S204590

Strategy Rationale

Students who obtain 10 absences or more miss out on solid instruction and student achievement decreases.

Action Step 1 **5**

Develop an attendance committee that will meet monthly to discuss strategies/incentives to improve attendance.

Person Responsible

Richard Muller

Schedule

On 10/2/2015

Evidence of Completion

Sign-in sheet and agendas.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Implement strategies and incentives developed by attendance committee.

Person Responsible

Richard Muller

Schedule

Monthly, from 10/2/2015 to 6/9/2016

Evidence of Completion

Attendance incentive boards with winners posted in school.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Utilize the district attendance tab to monitor individual student attendance.

Person Responsible

Contessa Bryant

Schedule

Weekly, from 10/9/2015 to 6/9/2016

Evidence of Completion

Print out of attendance reports.

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	Introduce the action plan during the faculty meeting.	Bryant, Contessa	10/13/2015	Sign-in sheets and agendas.	10/13/2015 one-time
G1.B2.S1.A1	Introduce the action plan during a faculty meeting.	Bryant, Contessa	10/13/2015	Sign-in sheets and agendas	10/13/2015 one-time
G1.B3.S1.A1	Introduce the action plan to the faculty during the faculty meeting.	Bryant, Contessa	10/13/2015	Sign-in Sheets and agenda	10/13/2015 one-time
G1.B4.S1.A1	Develop an attendance committee that will meet monthly to discuss strategies/ incentives to improve attendance.	Muller, Richard	10/2/2015	Sign-in sheet and agendas.	10/2/2015 one-time
G1.MA1	Monitor for fidelity all components of the action plan.	Bryant, Contessa	10/3/2014	Classroom walkthrough logs.	1/22/2016 weekly
G1.B1.S1.MA1	Implement strategies learned in training session on effective planning during classroom instruction.	Scott, Cisely	8/24/2015	Classroom walkthroughs.	10/22/2015 daily
G1.B1.S1.MA1	Provide a training during common planning on effective planning with a focus on the following: unpacking mathematics standards and developing daily learning targets.	Batist, Marijo	10/12/2015	Sign-in sheets and agendas.	10/12/2015 one-time
G1.B2.S1.MA1	Conduct peer observations with selected teachers as follow-up support.	Scott, Cisely	8/24/2015	Classroom walkthroughs.	1/22/2016 quarterly
G1.B2.S1.MA1	Implement strategies learned in training sessions of effective planning during classroom instruction.	Scott, Cisely	8/24/2015	Classroom walkthroughs.	6/9/2016 weekly
G1.B3.S1.MA1	Create lessons and develop activities that focus on taking graphic organizers and notes to writing with teachers.	Rivera, Melissa	8/24/2015	Students will be placed in instructional groups.	10/24/2015 one-time
G1.B3.S1.MA1	Introduce the strategy and action steps during collaborative planning.	Rivera, Melissa	10/12/2015	Sign-In sheets and agenda	10/12/2015 one-time
G1.B4.S1.MA1	Utilize the district attendance tab to monitor individual student attendance.	Bryant, Contessa	10/9/2015	Print out of attendance reports.	6/9/2016 weekly
G1.B4.S1.MA1	Implement strategies and incentives developed by attendance committee.	Muller, Richard	10/2/2015	Attendance incentive boards with winners posted in school.	6/9/2016 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.