Leisure City K 8 Center

2016-17 Schoolwide Improvement Plan

Leisure City K 8 Center

14950 SW 288TH ST, Homestead, FL 33033

http://lecityk8dolphins.dadeschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	Yes	98%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	C

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Leisure City K 8 Center

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our Mission at Leisure City K-8 Center is to create a stage for learning that enhances our students' education by creating a safe, optimistic, and nurturing environment. Cultural diversity and individual differences are celebrated by respecting our students, parents, and teachers. Together we will maximize each student's potential in order to promote life-long learning and success.

b. Provide the school's vision statement.

At Leisure City K-8 Center we aim to spark intellectual curiosity and to create life-long learners in today's generation by preparing them to succeed in an international world. We strive to highlight each student's potential by teaching them that knowledge is vital to both personal and professional growth. Furthermore, we encourage our students to discover the power of their ability to self-motivate and empower themselves in order to develop responsible, well-rounded and civic-minded citizens. Our vision for Leisure City K-8 Center includes seizing each and every opportunity that affords our students to learn and to grow. We strive to accomplish this through our school's theme S.E.A.S. (Successfully Education All Students).

2. School Environment

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

Leisure City K - 8 Center learns about students' cultures and builds relationships by hosting a school-wide open house at the beginning of the school year. Parents and students are encouraged to "walk the blue carpet," take and post selfies on the Leisure City K-8 Center social media platforms on the first week of school and during Open House in order to foster school spirit. Teachers host a variety of individual parent conferences based on individual needs. Parents are encouraged to request parent conferences or send emails if any concerns may arise. At the beginning of the school year, all teachers are encouraged to involve students in a variety of "Getting to Know You" activities to share with their classmates their personal likes and customs. During cultural months, such as Hispanic Heritage and Black History, students are given the opportunity to dress in traditional attire and bring in food from their native countries.

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

Leisure City K -8 Center has instituted a school-wide safety plan which includes student supervision before and after school. This plan incorporates an organized supervision of students as they exit the building. In addition, the school has created a safety committee to ensure that student safety on school grounds is a priority. Also, students are encouraged to take part in the school's safety by being part of the safety patrol team. We have also instituted the district policy "See Something. Tell Someone." This strategy encourages students to report incidents to authority figures in the school. Furthermore, the school hosts student assemblies where students are provided with anti-bullying tools and strategies. In September, the school participates in the Sandy Hook initiative "Start with Hello" in order to raise awareness and educate students to be a more connected and inclusive community.

c. 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, the teachers review the MDCPS Code of Student Conduct and the Student Handbook with the students so that they are informed about the school's rules and clear behavioral expectations. Additionally, the Code of Student Conduct is discussed with parents at Open House. When a student misbehaves, there is an established protocol that all teachers follow so that expectations are consistent across the grade levels. Leisure City has created an "alternative to suspension plan" in order to keep students in school and learning.

d. 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.

An on-campus counselor is available on a daily basis for students and parents. The counselor addresses any concerns from students and their families. In addition, we have the 5000 Role Models mentoring program for boys in grades 4 - 8.

3. Early Warning Systems

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

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

The school's early warning indicators are the following:
*Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
*One or more suspensions, whether in school or out of school
*Course failure in English Language Arts or mathematics
*A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
*Students retained in a previous grade level.
*Students who failed two or more of any course.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	5	5	3	5	11	8	2	6	0	0	0	0	47
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	6	12	11	11	3	10	11	1	3	0	0	0	0	68
Level 1 on statewide assessment	0	0	0	13	37	41	54	36	46	0	0	0	0	227
Students who are retained	9	16	17	16	0	1	4	2	0	0	0	0	0	65
Students who failed two or more of any course	6	7	5	4	0	1	4	0	0	0	0	0	0	27
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	6	14	17	15	46	59	63	47	59	0	0	0	0	326

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

Students who are absent 3 or more consecutive days are contacted by school personnel in order to inquire the reasons for the absences and to offer assistance, if needed, for the student's prompt return. If students are ill, missing work is provided so that students can catch up. In addition, push-in tutoring is provided for ELL students struggling in the content area. Wonder Works Intervention program is in place to provide small group intensive instruction for struggling readers. Saturday tutoring and ELL morning tutoring provides the opportunity for students to receive additional instruction in reading, math and writing. After-school tutoring is tailored for students who are struggling in core subjects in grades third through fifth. Additionally, the school-wide initiative "Rewind Wednesdays" is implemented weekly to target weak math and reading benchmarks fromthe 2015-16 FSA scores.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/315190.

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

2. 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.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Garcia, Erica	Assistant Principal
Williams, Kenneth	Principal
Brill, Jennifer	Assistant Principal

b. Duties

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

The members of the School-based Leadership Team include: Kenneth Williams, Principal; Jennifer Brill and Erica Garcia, Assistant Principals; Anna Griffith, Danielle Deview, Catherine Cruz, Patricia Gage, Jermaine Coleman, and Annie Reid, Grade level Chairs; Priscilla Alexander, Reading Leader; Albertha Harris, Marcia Lewis, Matthew Dixon, Lydia Robinson, Department Chairs; Maya Chacón, Test Chair; Sophia Alcivar, School Counselor; Oslay Ruiz, ESE Department Chair; Margarita Rojas, ESOL Chair.

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

Assistant Principals: Provide support to the common vision for the use of data-based decision-making that the school is implementing; ensure that interventions and support are being implemented as planned; assist with communicating to parents the school's plans and activities.

Grade Level and Department Chairpersons (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co -teaching.

Instructional Reading Leaders: Develop, lead, and evaluate school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student needs while working with district 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;" assist 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.

Testing Chair/Data Analysis Team: Participate in data collection and data analysis; assist in the design and implementation for progress monitoring; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

School Counselor: Develops the necessary behavior interventions through the use of SCAM Data analysis.

2. 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, on Mondays after dismissal, 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 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
Leisure City K – 8 Center provides services to ensure students requiring additional remediation are assisted through morning and after-school programs. The district coordinates with Title II and Title III

in ensuring staff development needs are provided. Support services are provided to elementary and middle school students. The Reading Leader develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. She identifies systematic patterns of student need while working with district 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. One component that is integrated into the school-wide program is special support services to special needs populations such as migrant and delinquent students.

Title I, Part C- Migrant

Leisure City K – 8 Center 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.

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

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

Students and parent are interviewed by the Community Involvement Specialist in order to determine grade level and special needs. Student attendance will be monitored daily. Additional support services will be provided through Project Upstart.

Leisure City K – 8 Center will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Leisure City K – 8 Center offers a non-violence, anti-bullying, and anti-drug program to students that incorporate field trips and counseling.

Nutrition Programs

1) Leisure City K – 8 Center 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

Leisure City K – 8 Center provides a VPK program.

Other

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to Leisure City's parent area in order to inform parents regarding available programs and other referral services.
Increase parental involvement through developing Leisure City's Title I School-Parent Compact, Leisure City's Title I Parental Involvement Plan, scheduling the Title I Annual Meeting, and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops. Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly Reports (FM-6914 Rev. 06-12) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-12), and submit to Title I Administration Additionally, the M-DCPS Title I Parent/Family survey will be completed by parents/ families in May. The survey results are to be used to assist with revising our Title I parental documents for the approaching school year.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Annette Littlejohn	Teacher
Patricia Gage	Teacher
Ray Broughton	Teacher
Maria Borges	Teacher
Kenneth Williams	Principal
Meena Kissoon	Parent
George Nieves	Parent
Martin Estanislado	Parent
Vanessa Mixon	Teacher
Priscilla Alexander	Teacher
Renee Dozier	Education Support Employee
Vanessa Williams	Parent
Bethany Simmons-Little	Parent
Eric Bryant	Parent
Darius Simmons	Student
Brock Sheiffer	Business/Community
Collee LaBarrie	Business/Community
Joseph Sheldon	Teacher
Lavenia Jackson	Teacher
Tadrica Irvin	Parent
Alexandria Richardson	Parent
Amariah Deloach	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The 2015-2016 SIP was reviewed identifying us as a Tier 1 school. The chosen strategies and barriers that need to be addressed allow the school to focus on a specific, more attainable goal.

EESAC discussed ways of facilitating instruction of the LAFS and MAFS curricula. The EESAC also brainstormed strategies in order to ensure that all students are computer literate in preparation for computerized testing.

b. Development of this school improvement plan

The EESAC facilitated a meeting with department grade chairs to evaluate and revise the current SIP strategies. The available data was reviewed and professional development surveys were analyzed to develop school-wide improvement goals. The EESAC also met to disucss the preliminary strategies and add additional strategies or condense ones that need to be condensed.

c. Preparation of the school's annual budget and plan

The school's annual budget is based on student enrollment. The EESAC meets and reviews the school-wide needs to determine the necessary resources for the successful implementation of the School Improvement Plan. The EESAC creates a plan for the proper disbursement of EESAC funds.

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

Last year, the supply budget was $6,000, and the tutorial budget was $15,000 based on the enrollment of 965 students at the beginning of the 2015-2016 school year.

EESAC funds in the amount of $2,999 were allocated for the purchase of medals, awards, incentives, and assemblies.

EESAC funds in the amount of $2,000 were used to pay for the end-of-the-year incentives and field trips.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Griffith, Anna	Teacher, K-12
Gage, Patricia	Teacher, K-12
Reid, Annie	Teacher, K-12
Harris, Albertha	Teacher, K-12
Lewis, Marcia	Teacher, K-12
Robinson, Lydia	Teacher, K-12
Alexander, Priscilla	Instructional Coach
Chacon, Maya	Teacher, K-12
Garcia, Erica	Assistant Principal
Deview, Danielle	Teacher, K-12
Coleman, Jermaine	Teacher, K-12
Dixon, Matthew	Teacher, K-12
Brill, Jennifer	Assistant Principal
Williams, Kenneth	Principal
Cruz, Catherine	Teacher, K-12
Alcivar, Sophia	School Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Leisure City K-8 Center's major initiative will focus on increasing rigor in reading instruction while demonstrating fidelity to the Florida Standards. This involves utilizing technology, infusing academic writing across the curriculum and adopting the Gradual Release Model in order to enhance instruction. Teachers will be trained on the use of the various district-approved software programs and planning for rigorous lessons. Students performing below grade level will continue to receive intervention to improve reading skills, yet they will also be provided with the opportunity to explore and create through the utilization of reading, collaboration, and discussion. The Literacy Leadership Team is also focusing on developing collegiality and vertical and horizontal collaboration among teachers. This initiative will be facilitated by monthly Professional Learning Community Meetings.

D. 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).

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

Teacher schedules include common planning time so teachers can collaborate and design lessons and activities. Monthly PLC's are conducted based on teacher needs. These provide an opportunity for teachers to share best practices with their colleagues.

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

The Assistant Principal of Curriculum will meet monthly with the beginning teachers to provide continued leadership and support throughout the school year.

The Principal and Assistant Principals will utilize district instructional staffing officers to identify and hire

highly qualified staff. We also provide opportunities for professional growth for teachers which encourages the stability of the staff.

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

Leisure City follows the district teacher mentoring program, the MINT program. We have four Mint Mentors at our school site. The Mint mentor provides support to new teachers via observing and modeling lessons as needed. The Mint Mentors have a written agreement and provide support to the new teacher/s all year long. Teachers new to the school are paired with teachers teaching similar subjects or in the same grade level so that the support given meets the new teacher's immediate needs.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Instructional materials, aligned to the new Florida Standards, are provided by the district. The district-developed pacing guides help teachers navigate through the core instructional programs.

b. Instructional Strategies

1. 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.

Data is discussed and utilized to plan rigorous lessons and differentiate instruction among the students. In addition, reading intervention is scheduled daily to target students who are having academic difficulties in this subject.

The STEM curriculum was designed in order to engage students in the learning process while combining mathematics, science, engineering and technology, In grade 6, the STEM elective class is Computer Coding; in grade 7 & 8, the STEM elective class is Robotics.

2. 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: 2,700

Leisure City K-8 Center provides Saturday tutoring for targeted students in grades fourth through eighth.

Strategy Rationale

These students will be able to benefit from specific instruction which targets their academic areas in need of improvement in order to achieve proficiency level in the state assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Gage, Patricia , 153010@dadeschools.net

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

Students enrolled in Saturday tutoring will complete pre/post-tests in order to ascertain the learning growth in reading, writing, and math. The Reading Leader will collect and share the data with both tutors and teachers to guide and enhance instruction. Additionally, data from monthly assessments will be analyzed to support and guide instruction in the extended learning programs.

Strategy: Extended School Day

Minutes added to school year: 1,500

Leisure City K-8 Center provides after-school enrichment clubs that meet several times a month based on student interest. Some of the clubs include: drama, chess, chorus, American Girls and soccer team.

Strategy Rationale

Students from K-8th grade will acquire additional knowledge in the areas of math, science, arts, technology among others through club activities and project-based learning.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Garcia, Erica, egarcia5@dadeschools.net

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

Participation will be recorded in attendance logs during weekly and monthly meetings.

Strategy: Extended School Day

Minutes added to school year: 2,700

Leisure City K-8 Center provides after-school tutoring twice a week for targeted students in third grade.

Strategy Rationale

These students will be able to benefit from specific instruction which targets their academic areas in need of improvement in order to achieve proficiency level in the state assessments.

Strategy Purpose(s)

  • Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Gage, Patricia , 153010@dadeschools.net

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

Students enrolled in after-school tutoring will complete pre/post-tests in order to ascertain the learning growth in reading and math. The Reading Leader will collect and share the data with both tutors and teachers to guide and enhance instruction. Additionally, data from monthly assessments will be analyzed to support and guide instruction in the extended learning programs.

Strategy: Extended School Day

Minutes added to school year: 1,800

Leisure City K-8 Center provides before-school tutoring twice a week for targeted ELL students levels 1-4.

Strategy Rationale

These students will be able to benefit from specific instruction in Reading in order to achieve proficiency level in the state assessments.

Strategy Purpose(s)

  • Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Brill, Jennifer, jbrill@dadeschools.net

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

Attendance records will be collected. Students will take a pre-test at the beginning of the year, and they will complete a post-test at the end of the program in order to assess progress made in the English language.

2. Student Transition and Readiness

a. 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).

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

The neighborhood preschools tour Leisure City K – 8 Center and spend a day, twice a year, in order to smooth the transition from the preschools into the elementary school.

Teachers and department chairs assist with the vertical planning between the Pre-K program and Kindergarten program. Teachers will be responsible for administering baseline assessments in order to determine school readiness. All new Kindergarten students will participate in an orientation process to expose them to the routine and structure of the Kindergarten class. Articulation meetings are held between the prekindergarten teacher and the kindergarten teachers in order to ensure a smooth transition.

All students in VPK Programs were given the Kindergarten Readiness Assessment. Areas assessed include positive self-image, language & literacy skills, and social, emotional & cognitive development. Data is used to plan instruction and determine need for interventions. Core academic and behavioral instruction is based on data and includes social skills instruction. The Kindergarten Readiness Assessment will be re-administered at the end of the year.

All students in the Kindergarten program are given the FLKRS assessment at the beginning of the year and the i-Ready Diagnostic three times a year. Data is used to plan instruction and determine need for interventions. Core academic and behavioral instruction is based on data and includes social skills instruction.

b. College and Career Readiness

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

The school counselor assists students in the middle grades to select courses that are meaningful and contain a high interest for the student.

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

Middle Grade students are offered career-related opportunities through Robotics, Coding, and Office Aide electives. The students are exposed to work-related activities that help guide them in appropriate professional behaviors while creating a positive self-image.

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

N/A

4. 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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To increase student achievement by improving core instruction in all content areas. 1a

🔑 G087809

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - White	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
AMO Math - All Students	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - White	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	
CELLA Listening/Speaking Proficiency	45.0
CELLA Reading Proficiency	33.0
FSA ELA Achievement	12.0
ELA/Reading Gains	67.0
ELA/Reading Lowest 25% Gains	67.0
FSA Mathematics Achievement	22.0
Math Gains	72.0
Math Lowest 25% Gains	72.0
Algebra I EOC Pass Rate	88.0
Middle School Performance in EOC and Industry Certifications	89.0
FCAT 2.0 Science Proficiency	35.0
CELLA Writing Proficiency	36.0

Targeted Barriers to Achieving the Goal 3

- Level of instruction does not meet the level of rigor required by the standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Coach

- Leadership Team

- Pacing Guide

- Promethean and Smart Boards

- Computer Labs

- Laptop Carts

- Tablets

- Writing Rubrics

- State-adopted core instructional materials and resources

- i-Ready

- Test item specifications

- iHeat teachers

- Science Department chairs

- Mathematics Liaison

- My-On Reader

- Imagine Learning

- After-school, ELL, and Saturday Tutoring

- Reflex Math

- Think Central

- Reading and Math Task Cards

- Wonder Works Intervention

- Discovery Learning

- NBC Learn

- Lab Kits

- Gizmos

- Edmodo

- Kahoot

- Nearpod

- Quizlet

Plan to Monitor Progress Toward G1. 8

The Leadership Team and teachers will review assessment data to monitor students' progress and adjust instruction as needed.

Person Responsible
Kenneth Williams

Schedule
Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion
District-Developed Assessments i-Ready Diagnostic Assessments Florida Standards Assessment Algebra I EOC Assessment Civics EOC Assessment FCAT Science 2.0

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`

`G087809`

G1.B2 Level of instruction does not meet the level of rigor required by the standards. `2`

`B233459`

G1.B2.S1 Plan for and deliver instruction in all content areas that is aligned to the expectations of the content standards' cognitive complexity level. Students will experience and master course and skills as a result of rigorous, purposeful, and engaging instructional activities. `4`

`S246354`

Strategy Rationale

Comprehensive standards-driven planning and delivery is necessary to foster rigorous instruction in order for students to be successful on the district and state assessments.

Action Step 1 `5`

Provide professional development for all reading and math teachers on the effective use of the i-Ready program.

Person Responsible

Priscilla Alexander

Schedule

On 11/8/2016

Evidence of Completion

Meeting agenda, sign-in sheets, handouts

Action Step 2 `5`

Encourage "Sharing of Best Practices" through common planning to design and implement a rigorous instructional flow.

Person Responsible

Priscilla Alexander

Schedule

Weekly, from 8/30/2016 to 6/8/2017

Evidence of Completion

Rigorous lesson plans, data reports, Principal walk-throughs

Action Step 3 5

Analyze student data to effectively plan for student academic improvement.

Person Responsible

Kenneth Williams

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Data reports, lesson plans

Action Step 4 5

Enhance students' independence through the use of the Gradual Release Responsibility Model.

Person Responsible

Erica Garcia

Schedule

Daily, from 8/22/2016 to 6/8/2017

Evidence of Completion

Principal walk-through logs, lesson plans

Action Step 5 5

Conduct PLC on Camaraderie and Vertical Planning

Person Responsible

Priscilla Alexander

Schedule

On 4/19/2017

Evidence of Completion

Sign-in sheet, lesson plans, evaluation completion on MLP.

Action Step 6 5

Provide enrichment opportunities through STEM-related electives and after-school clubs.

Person Responsible

Jennifer Brill

Schedule

Weekly, from 10/17/2016 to 6/8/2017

Evidence of Completion

Attendance logs and lesson plans

Action Step 7 5

Provide opportunities for students in grades 3-8 to participate in after-school and Saturday tutoring for reading and math.

Person Responsible

Patricia Gage

Schedule

Weekly, from 10/11/2016 to 4/27/2017

Evidence of Completion

Attendance logs, pre and post test data

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

The LLT along with administrators will conduct walk-throughs in order to monitor the implementation of the identified strategy.

Person Responsible

Kenneth Williams

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Student work and standard-driven lesson plans.

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

Teachers will review assessment data regularly and adjust instruction as needed.

The Administrators will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement.

Person Responsible

Kenneth Williams

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

District-developed and teacher-made assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.A1 🔍 A319571	Provide professional development for all reading and math teachers on the effective use of the...	Alexander, Priscilla	11/8/2016	Meeting agenda, sign-in sheets, handouts	11/8/2016 one-time
G1.B2.S1.A5 🔍 A319575	Conduct PLC on Camaraderie and Vertical Planning	Alexander, Priscilla	4/19/2017	Sign-in sheet, lesson plans, evaluation completion on MLP.	4/19/2017 one-time
G1.B2.S1.A7 🔍 A319577	Provide opportunities for students in grades 3-8 to participate in after-school and Saturday...	Gage, Patricia	10/11/2016	Attendance logs, pre and post test data	4/27/2017 weekly
G1.MA1 🔍 M332855	The Leadership Team and teachers will review assessment data to monitor students' progress and...	Williams, Kenneth	8/22/2016	District-Developed Assessments i-Ready Diagnostic Assessments Florida Standards Assessment Algebra I EOC Assessment Civics EOC Assessment FCAT Science 2.0	6/8/2017 quarterly
G1.B2.S1.MA1 🔍 M332853	Teachers will review assessment data regularly and adjust instruction as needed. The...	Williams, Kenneth	8/22/2016	District-developed and teacher-made assessments	6/8/2017 quarterly
G1.B2.S1.MA1 🔍 M332854	The LLT along with administrators will conduct walk-throughs in order to monitor the implementation...	Williams, Kenneth	8/22/2016	Student work and standard-driven lesson plans.	6/8/2017 monthly
G1.B2.S1.A2 🔍 A319572	Encourage "Sharing of Best Practices" through common planning to design and implement a rigorous...	Alexander, Priscilla	8/30/2016	Rigorous lesson plans, data reports, Principal walk-throughs	6/8/2017 weekly
G1.B2.S1.A3 🔍 A319573	Analyze student data to effectively plan for student academic improvement.	Williams, Kenneth	8/22/2016	Data reports, lesson plans	6/8/2017 monthly
G1.B2.S1.A4 🔍 A319574	Enhance students' independence through the use of the Gradual Release Responsibility Model.	Garcia, Erica	8/22/2016	Principal walk-through logs, lesson plans	6/8/2017 daily
G1.B2.S1.A6 🔍 A319576	Provide enrichment opportunities through STEM-related electives and after-school clubs.	Brill, Jennifer	10/17/2016	Attendance logs and lesson plans	6/8/2017 weekly

V. 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.B2 Level of instruction does not meet the level of rigor required by the standards.

G1.B2.S1 Plan for and deliver instruction in all content areas that is aligned to the expectations of the content standards' cognitive complexity level. Students will experience and master course and skills as a result of rigorous, purposeful, and engaging instructional activities.

PD Opportunity 1

Conduct PLC on Camaraderie and Vertical Planning

Facilitator

Priscilla Alexander

Participants

K-8 Teachers

Schedule

On 4/19/2017

VI. Technical Assistance Items

Technical Assistance 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.B2 Level of instruction does not meet the level of rigor required by the standards.

G1.B2.S1 Plan for and deliver instruction in all content areas that is aligned to the expectations of the content standards' cognitive complexity level. Students will experience and master course and skills as a result of rigorous, purposeful, and engaging instructional activities.

TA Opportunity 1

Provide professional development for all reading and math teachers on the effective use of the i-Ready program.

Facilitator

Priscilla Alexander

Participants

Reading and math teachers

Schedule

On 11/8/2016

VII. Budget

1	G1.B2.S1.A1	Provide professional development for all reading and math teachers on the effective use of the i-Ready program.				$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2901 - Leisure City K 8 Center	Title I, Part A		$10,000.00
			Notes: For the purchase of computers.			
2	G1.B2.S1.A2	**Encourage "Sharing of Best Practices" through common planning to design and implement a rigorous instructional flow.**				**$0.00**
3	G1.B2.S1.A3	**Analyze student data to effectively plan for student academic improvement.**				**$2,999.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2901 - Leisure City K 8 Center	Other		$2,999.00
			Notes: EESAC funds will be used to purchase incentives for students who receive Satisfactory on District Assessments.			
4	G1.B2.S1.A4	**Enhance students' independence through the use of the Gradual Release Responsibility Model.**				**$0.00**

5	G1.B2.S1.A5	Conduct PLC on Camaraderie and Vertical Planning				$0.00
6	G1.B2.S1.A6	**Provide enrichment opportunities through STEM-related electives and after-school clubs.**				**$8,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2901 - Leisure City K 8 Center	General Fund		$8,000.00
			Notes: To provide stipends for club sponsors in charge of after-school clubs.			
7	G1.B2.S1.A7	**Provide opportunities for students in grades 3-8 to participate in after-school and Saturday tutoring for reading and math.**				**$21,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2901 - Leisure City K 8 Center	General Fund		$21,000.00
			Notes: To pay hourly salaries for tutors.			
					Total:	**$41,999.00**