

Miami-Dade County Public Schools

David Lawrence Jr. K 8 Center



2016-17 Schoolwide Improvement Plan

David Lawrence Jr. K 8 Center

15000 BAY VISTA BLVD, North Miami, FL 33181

<http://dlk8.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	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

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

**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>.

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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 David Lawrence Jr. 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.

The faculty of David Lawrence Jr. K-8 Center will provide all students with a safe learning environment that will foster student achievement and academic excellence with the assistance of our community and stakeholders.

b. Provide the school's vision statement.

The educational mission of David Lawrence Jr. K-8 Center is to cultivate and enrich the lives of our students through sound research based curriculum to enrich the lives of our children both academically and socially to prepare them for college and career readiness.

2. School Environment

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

A survey is given to our 6-8 graders to learn about their cultural background. The school collaboratively celebrates different cultures through Hispanic Heritage Month, African-American Month, Jewish Heritage and Haitian Flag day.

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

The school follows the "Values Matter Miami" initiative with fidelity, supporting the pillars that MDCPS has quarterly. Spot Success is used weekly to celebrate the students that exhibit the positive behaviors that are outlined by the Values Matter Miami initiative. Our school provides effective school communication through Connect ED, school website, and social media including Twitter, Facebook and Instagram.

A safety committee ensures that safety is a priority at our school. The committee is made up of key stakeholders, our union steward, parents, community, guidance counselors and administrators and our school resource officer.

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.

A student code of conduct handout document is distributed at the beginning of the school year. It explains the program in a positive and supportive manner. It includes the overall statement of belief and purpose, the process and procedures, and the explanation of the steps to be followed if an infraction takes place.

The faculty code of student is distributed at the beginning of the school year. It includes the overall statement of belief and purpose and an introduction explaining the process and purpose. It explains the policies and procedures to be followed and the forms used to document the infractions. Additionally it explains positive behavior management programs and gives resources for further

information.

Forms to be used in the program in order of behavior infractions:

1. Referral of student by teacher, after parent contact has been made.
2. Student history form to keep accurate records on students' behaviors
3. Counselor referral as applicable.
4. Administrative intervention report form and the plan to help student change behavior
5. Student conference form with signatures of all parties to the agreement(s)
6. Proposed follow-up plan to an incident and check-off form to keep track of progress (behavior management plan).

"Class Dojo" is used as a school wide initiative to encourage positive behavior and encourage parental communication. Monthly reward incentives are given to students with high points for positive behavior. Our school utilizes our alternative to suspension plan that follows the progressive discipline plan, utilizing our district's "Success Academies," and improving our counseling intervention program.

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.

Our school ensures academic success through academic counseling, which assists students and their parents to acquire knowledge of the curricula choices available to students, to plan a program of studies, to arrange and interpret academic testing, enroll in virtual school, and to seek secondary academic opportunities.

Our school ensures that the social-emotional needs of all students are being met as evidenced by, personal/social counseling, which assists students to develop an understanding of themselves, the rights and needs of others, and how to resolve conflict peacefully. Counselors assist students to define individual goals, reflecting their interests, abilities and aptitudes. Counselors assign mentors for students that exhibit the need for frequent monitoring.

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.

Counselors and Title I CIS call parents of students with 90% or below attendance through iATTEND. School social workers and Title I CIS make home visits to students with attendance issues.

Counselors place students with one or more behavioral referrals on a behavior management plan that is monitored weekly and conferences are held as needed. Counselors meet with students that are at-risk for course failure in mathematics, science, language arts, and social science. Level 1 and 2 students will be assisted with weak benchmarks in small intervention groups and are placed in intensive reading.

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	1	3	7	7	6	15	16	12	10	0	0	0	0	77
One or more suspensions	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Course failure in ELA or Math	9	10	9	22	16	26	8	11	4	0	0	0	0	115
Level 1 on statewide assessment	0	0	0	30	65	88	96	80	99	0	0	0	0	458

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	3	12	17	16	47	70	71	84	81	0	0	0	0	401

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

Weekly iAttend meetings are held to address and improve identified student's attendance. Academic and behavioral concerns are addressed by guidance counselors each nine weeks. Student and parent conferences are held as needed. Identified students are receiving additional intervention strategies and afterschool tutoring is also provided to the identified students.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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. Â§ 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/339222>.

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.

David Lawrence Jr. K8 has a Dade partner representative, Dr. Rodriguez, that builds and sustains Dade partners through effective, frequent communication and visits. Our partners help provide incentives for student academic achievement as well as positive behaviors. Our partners also assist us with school beautification.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Osborn, Bernard	Principal
Christopoulos, Amy	Assistant Principal
Calveiro, Raquel	Instructional Coach
Parlor, Mitzi	Assistant Principal
Robinson, Dale	Assistant Principal
Rivero, Nilda	Instructional Coach
Alexandre, Tania	Assistant Principal
Rodriguez, Jani	School Counselor
Molina, Mayra	School Counselor

b. Duties

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

The Leadership Team is comprised of the assistant principal, school, reading coach, mathematics coach, grade level chairs, and guidance counselors.

Bernard Osborn- Principal

- In addition to allocating the necessary resources, Mr. Osborn provides leadership, expertise, and a common vision for the use of data-based decision making, and ensure that the school-based leadership team is implementing the components of our school improvement plan.

Amy Christopoulos – Elementary Assistant Principal:

- Coordinates the activities of the team
- Manages the timeline of activities
- Acts as liaison to the ESSAC
- Coordinates the writing and revisions of the SIP
- Analyzes data
- Ensures interventions and strategies are implemented with fidelity

Christopher Gonzalez-Elementary Assistant Principal

- Oversees ESE, ELL, and plant operations

Mitsy Parlor-Elementary Assistant Principal

- Oversees transportation, support staff, and K-3 discipline.

Raquel Calveiro – Reading Coach:

- Monitors and models classroom instruction
- Provide professional development for teachers
- Ensures classroom instruction is rigorous and that targeted interventions are implemented with fidelity
- Collects, analyzes and disseminates data
- Conducts data chats with individual teachers and grade levels

Nilda Rivero – Mathematics Coach:

- Monitors and models classroom instruction
- Provide professional development for teachers
- Ensures classroom instruction is rigorous and that targeted interventions are implemented with fidelity
- Collects, analyzes and disseminates data
- Conducts data chats with individual teachers and grade levels

Altrice Holloman-Guidance Counselor

- Oversees that the pupil progression plan is followed

Jani Rodriguez-Guidance Counselors

- Oversees the virtual school program and contributes to the RTI, iATTEND, and ESSAC committee

Grade Level / Department Chairs:

Ching Chong

Maureen Thomson

Tammy Newness

Evelyn Lampner

Mariely Sanchez

Aida Montes de Oca

Laurie Futterman

Inna Lalababayev

Raquel Calveiro

Lucine Mora

Department Heads and Grade Level Chairs ensure that grade level has instructional alignment, models best practices, and conducts collaborative planning meetings.

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 Leadership Team takes the following steps to utilize the MTSS/Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The team uses the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions, what will all students learn, what progress is expected in each core area, and how will we determine if students have made expected levels of progress towards proficiency? Additionally monitoring of grade levels and deficient benchmarks will be addressed in data chats with the administrative team. The team will assess professional development needs for teachers after analyzing quarterly data.

The team will gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM. Communication will be shared with staff for input and feedback, as well as updating them on procedures and progress. The team will support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions. Additionally, the team will provide clear indicators of student needs and student progress, assisting in examining the validity and effectiveness of program delivery.

Title I, Part A

David Lawrence Jr. K-8 Center provides services to ensure students requiring additional remediation are assisted through afterschool programs and/or summer school. The district coordinates with Title II and Title III in ensuring that our staff development needs are provided. Our Curriculum Coaches develop, lead, and evaluate school core content standards/programs and identify and analyze existing literature on researched-based curriculum/behavior assessment and intervention approaches. They also identify systematic patterns of student's needs while working with district personnel to: identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children considered "at risk"; assist in the design of 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.

Title I, Part C- Migrant

David Lawrence Jr. K8 does not have any migrant students enrolled.

Title III

Title III funds are used to supplement and enhance our programs for English Language Learners (ELL) and immigrant students by allowing teachers to implement an after school tutorial program focusing on improving reading and comprehension skills.

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Dr. Rodriguez, guidance counselor, is trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs

The David Lawrence Jr. K-8 Center Bullying Prevention Program is a comprehensive, school-wide initiative that supports the District's "Policy against Bullying and Harassment." In an effort to provide a safe learning environment in which bullying, harassment, and intimidation will not be tolerated, we are committed to providing awareness, prevention and education. The Safe and Drug-Free School Program addresses violence, drug prevention and intervention services for students through curriculum implemented by our classroom teachers and guidance counselors. The guidance counselors will focus on counseling students to solve problems related to drugs, alcohol, stress, suicide, isolation, family violence and other issues. Additionally, counseling services are provided to families as an alternative to suspension.

Nutrition Programs

David Lawrence Jr. K-8 Center adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care program

follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Career and Technical Education

STEM, World Strategies and Journalism classes provide career pathways where students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available, and a plan for how to acquire the skills necessary to take advantage of those opportunities.

David Lawrence Jr. K-8 Center middle school students are exposed to career and technical education opportunities through a partnership with Alonzo and Tracy Mournig Senior High School, our feeder pattern high school. Students visit the high school to preview the programs offered and participate in activities when appropriate.

David Lawrence Jr. K-8 partners with FIU to offer students STEM activities and live labs.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Bernard Osborn	Principal
Danielle Goodman	Parent
Aleshia Cooper	Teacher
Lea Coto	Education Support Employee
Sandy Gandy	Parent
Betsy Goll Sutherland	Parent
Holly Littlefield	Education Support Employee
Lisa Bass	Parent
Allison Grossman	Parent
Amy Christopoulos	Principal
Mariely Sanchez	Teacher
Kristy Reinhartz	Teacher
Shoshi Bogis	Teacher
Matt Goodman	Student
Scott Gandy	Student
Heather Zaitz	Parent

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 ESSAC committee met and reviewed the SIP and made recommendations as necessary. The committee voted to approve the SIP.

b. Development of this school improvement plan

The ESSAC's involvement in the development of the school improvement plan is to monitor and review the SIP goals and strategies throughout the school year. This process will then be documented through ESSAC agendas and meeting minutes.

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

The ESSAC committee assists in planing the budget and approves it.

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

The projected use of \$8,000 in school improvement funds will go towards supplemental materials, (Scholastic Magazine)that will support school wide goals in order to improve reading and math scores.

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
Osborn, Bernard	Principal
Calveiro, Raquel	Instructional Coach
Parlor, Mitzi	Assistant Principal
Rivero, Nilda	Instructional Coach
Christopoulos, Amy	Assistant Principal
Alexandre, Tania	Assistant Principal
Robinson, Dale	Assistant Principal
Molina, Mayra	School Counselor
Rodriguez, Jani	School Counselor

b. Duties

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

The Literacy Leadership team will focus on supporting and improving literacy across all content areas and with all subgroups. This includes providing professional development trainings for teachers as well as developing and facilitating school-wide reading initiatives such as Accelerated Reader to increase student exposure to reading and literacy. The group will meet once every grading period to discuss cross-curricular progress of student performance as evident through subject area assessments.

Literacy strategies implemented are:

1. iREADY
2. Reflex Math

3. Interactive Journals
4. GoNoodle
5. Moby Max-Reflex
6. Schoolology
7. Accelerated Reader
8. Teen Biz for ELL
9. Imagine Learning
10. GIZMO
11. Brain Pop
12. Read 180
13. Program 44
14. Khan Academy
15. Flocabulary
16. MyOn Accelerated Reader
17. Starfall
18. Scholastic Magazines
19. iREADY Toolbox
20. Flocabulary

D. Public and Collaborative Teaching

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

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

David Lawrence Jr. K-8 has created an action plan for math, science, language arts, and social studies to meet one time a month to collaboratively plan by grade level and subject area. Teachers will share best practices and create a collaborative lesson plan.

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

David Lawrence Jr. K-8 Center utilizes the District online Applicant Tracking System, supports recruitment events and partners with local universities to hire highly qualified teachers. Hosting student teachers for internships allows DLJK-8 Center administrators to see potential teachers in a classroom setting and recruit exceptional candidates at the beginning of their careers.

In order to retain these highly qualified teachers, instructional and career support and assistance are provided on an ongoing basis. All newly hired teachers to our school meet with administrators to discuss school policy, procedures and any concerns. New teachers receive ongoing support from the grade level administrator, literacy coaches and grade level or department chairpersons.

DLK8 utilizes district new teacher programs including "MINT" and "i3."

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

New teachers are paired with a grade level or department level veteran mentor each year. The applicable grade level chairperson and the reading and mathematics coaches take special care to meet with new teachers monthly to offer guidance; support and assistance to ensure new teachers have a successful year. New teachers also meet weekly with their mentor to discuss evidence-based strategies for each IPEGS area.

We utilize the MINT program and the i3 program from the district to assist in paying mentoring teachers for their efforts with new teachers.

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.

David Lawrence Jr. K8 ensures its core instructional programs and materials are aligned to Florida standards as evidenced by collaborative planning with instructional coaches, distribution of teacher and student materials after approved by administration. Quarterly data chats are held with grade levels to assure that the standards are being addressed through iREADY reports and Topic tests. Administrative walk throughs are conducted to assure that core instruction is occurring as evidenced by lesson plans and instructional strategies.

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.

David Lawrence Jr. K-8 conducts baseline assessments for students grades Kindergarten to 8. Administration then meets with teachers to analyze the data and provide support. Teachers then have data chats with students to create awareness and set goals. Interventionists and teachers work with students to differentiate instruction on areas of concern. David Lawrence Jr. K-8 will focus on differentiated instruction as our professional development goal for the year.

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: After School Program

Minutes added to school year: 9,240

Students receive afterschool tutoring from certified teachers utilizing Title I funds.

Strategy Rationale

The afterschool program has been successful for academic enrichment for our students in attendance.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Osborn, Bernard, pr5005@dadeschools.net

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

Data is collected from iREADY, topic tests, and baselines. Data is analyzed by instructional coaches to find deficiencies and strengths. Data chats are conducted with the administrative team to address the instructional focus.

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. Â§ 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.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Prekindergarten Program (VPK). David Lawrence Jr. K-8 Center utilizes Title I Funds to provide extended support through a full time highly qualified teacher and paraprofessional. The Pre K program assists in providing young children with a variety of meaningful learning experiences in an environment that gives opportunities to create knowledge through initiatives that are shared with supportive adults. Additionally, parents of Pre-Kindergarten students are invited to participate in a workshop specifically designed to assist with transitioning from Pre-K to Kindergarten.

Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided and independent practice of all academic and/or social emotional skills identified by screening data. Social skills will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior. Screening tools will be re-administered mid-year and at the end of the year to determine student learning gains in order to make the necessary changes to the instructional/intervention programs.

Eighth grade students attend a magnet fair that provides information on schools of choice. Students also visit the feeder pattern high-school for orientation. Counselors from DLK8 and Feeder Pattern high school visit homeroom classes to discuss subject selection process.

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.

Strategies used to advance college career awareness include, Junior Achievement Day Financial Literacy classes are available, magnet fairs are held, school fieldtrips planned, and the KUDER program is implemented with seventh grade students through the Civics and Career Planning Course.

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

N/A

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" 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

G088050

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Limited evidence of effective planning in all content areas.
- Lack of differentiated instruction in all content areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Positive school climate, veteran teachers, SmartBoard/Prometheans in every classroom, Math Coach, Reading Coach, Department Chairs, Co-teaching model, laptop carts, tablets, and computer labs.

Plan to Monitor Progress Toward G1. 8

1. Monitor delivery of implementation of the lesson plans components (focused on differentiated instruction) and delivered through instruction.
2. Professional Development on Effective Planning including DI (components of a lesson: opening activity, introduction, learning target, guided instruction, collaborative practice, independent work, assessment, wrap-up). Teachers will participate in creating a usable lesson plan at culmination of training.
3. Initiate the coaching cycle to implement the components of an effective lesson plan based on teacher's needs.

Person Responsible

Amy Christopoulos

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Completed lesson plan, protocol , PD Agenda, Sign-In Sheets, Handouts, Sample Lesson Plan, evidence of differentiated instruction, Principal/Assistant Principal walkthrough notes, Revised lesson plans, Math Coach notes, administrative walkthrough notes.

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

G088050

G1.B1 Limited evidence of effective planning in all content areas. 2

B234095

G1.B1.S1 Utilize effective planning protocols including the use of the all content areas Item Specifications to develop effective instructional strategies to maximize the use of the instructional block, including differentiated instruction, by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level. 4

S246894

Strategy Rationale

Limited evidence of effective planning in all content areas.

Action Step 1 5

Introduce Effective Planning (components of a lesson: opening activity, introduction, learning target, guided instruction, collaborative practice, independent work, differentiated instruction, assessment, wrap-up).

Person Responsible

Amy Christopoulos

Schedule

Quarterly, from 11/8/2016 to 6/9/2017

Evidence of Completion

PD Agenda, Sign-In Sheets, Handouts, Sample Lesson Plan, Differentiated groups identified

Action Step 2 5

Create an effective lesson plan during collaborative planning using all components focusing on differentiated instruction.

Person Responsible

Amy Christopoulos

Schedule

Monthly, from 11/22/2016 to 6/1/2017

Evidence of Completion

Completed lesson plan, protocol ,PD Agenda, Sign-In Sheets, Handouts, Sample Lesson Plan, DI group evidence

Action Step 3 5

Monitor the implementation of the components of created lesson plans, focused on differentiated instruction, and delivered through instruction.

Person Responsible

Amy Christopoulos

Schedule

Weekly, from 11/22/2016 to 6/9/2017

Evidence of Completion

Administrative walkthrough notes, debriefing notes.

Action Step 4 5

Initiate the coaching cycle to implement the components of an effective lesson plan, focused on differentiated instruction, based on teacher's student's needs.

Person Responsible

Raquel Calveiro

Schedule

Every 2 Months, from 8/22/2016 to 6/9/2017

Evidence of Completion

Teacher reflection notes, completed lesson plans, administrative walk throughs, instructional coach notes/logs.

Action Step 5 5

Professional Development on Effective Planning/Differentiated Instruction (components of a lesson: opening activity, introduction, learning target, guided instruction, collaborative practice, differentiated instruction, independent work, assessment, wrap-up). Teachers will participate in creating a usable lesson plan at culmination of training.

Person Responsible

Amy Christopoulos

Schedule

On 11/8/2016

Evidence of Completion

Agenda, sign-in sheet, lesson plan

Action Step 6 5

Debrief with selected teachers with revisions to lesson plans as needed.

Person Responsible

Raquel Calveiro

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Revised lesson plans, Math Coach notes, administrative walkthrough notes

Action Step 7 5

Monitor the delivery of effective lesson planning with all components.

Person Responsible

Amy Christopoulos

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Principal/Assistant Principal walkthrough notes

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

Monitor the implementation of the components of created lesson plans, focused on differentiated instruction.

Person Responsible

Amy Christopoulos

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Completed lesson plan, protocol, PD Agenda, Sign-In Sheets, Handouts, Sample Lesson Plan, Principal/Assistant Principal walkthrough notes.

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

Evidence of effective instructional delivery that aligns with lesson plans, focused on differentiated instruction.

Person Responsible

Amy Christopoulos

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Principal/Assistant Principal walkthrough notes, completed lesson plan, protocol, PD Agenda, Sign-In Sheets, Handouts, Sample Lesson Plans, evidence of differentiated instruction.

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.B1.S1.A5 A320904	Professional Development on Effective Planning/Differentiated Instruction (components of a lesson:...	Christopoulos, Amy	11/8/2016	Agenda, sign-in sheet, lesson plan	11/8/2016 one-time
G1.B1.S1.A2 A320901	Create an effective lesson plan during collaborative planning using all components focusing on...	Christopoulos, Amy	11/22/2016	Completed lesson plan, protocol ,PD Agenda, Sign-In Sheets, Handouts, Sample Lesson Plan, DI group evidence	6/1/2017 monthly
G1.MA1 M334133	1. Monitor delivery of implementation of the lesson plans components (focused on differentiated...	Christopoulos, Amy	8/22/2016	Completed lesson plan, protocol , PD Agenda, Sign-In Sheets, Handouts, Sample Lesson Plan, evidence of differentiated instruction, Principal/ Assistant Principal walkthrough notes, Revised lesson plans, Math Coach notes, administrative walkthrough notes.	6/2/2017 monthly
G1.B1.S1.MA1 M334131	Evidence of effective instructional delivery that aligns with lesson plans, focused on...	Christopoulos, Amy	8/22/2016	Principal/Assistant Principal walkthrough notes, completed lesson plan, protocol, PD Agenda, Sign-In Sheets, Handouts, Sample Lesson Plans, evidence of differentiated instruction.	6/9/2017 weekly
G1.B1.S1.MA1 M334132	Monitor the implementation of the components of created lesson plans, focused on differentiated...	Christopoulos, Amy	8/22/2016	Completed lesson plan, protocol, PD Agenda, Sign-In Sheets, Handouts, Sample Lesson Plan, Principal/ Assistant Principal walkthrough notes.	6/9/2017 weekly
G1.B1.S1.A1 A320900	Introduce Effective Planning (components of a lesson: opening activity, introduction, learning...	Christopoulos, Amy	11/8/2016	PD Agenda, Sign-In Sheets, Handouts, Sample Lesson Plan, Differentiated groups identified	6/9/2017 quarterly
G1.B1.S1.A3 A320902	Monitor the implementation of the components of created lesson plans, focused on differentiated...	Christopoulos, Amy	11/22/2016	Administrative walkthrough notes, debriefing notes.	6/9/2017 weekly
G1.B1.S1.A4 A320903	Initiate the coaching cycle to implement the components of an effective lesson plan, focused on...	Calveiro, Raquel	8/22/2016	Teacher reflection notes, completed lesson plans, administrative walk throughs, instructional coach notes/ logs.	6/9/2017 every-2-months
G1.B1.S1.A6 A320905	Debrief with selected teachers with revisions to lesson plans as needed.	Calveiro, Raquel	8/22/2016	Revised lesson plans, Math Coach notes, administrative walkthrough notes	6/9/2017 weekly
G1.B1.S1.A7 A320906	Monitor the delivery of effective lesson planning with all components.	Christopoulos, Amy	8/22/2016	Principal/Assistant Principal walkthrough notes	6/9/2017 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.B1 Limited evidence of effective planning in all content areas.

G1.B1.S1 Utilize effective planning protocols including the use of the all content areas Item Specifications to develop effective instructional strategies to maximize the use of the instructional block, including differentiated instruction, by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level.

PD Opportunity 1

Introduce Effective Planning (components of a lesson: opening activity, introduction, learning target, guided instruction, collaborative practice, independent work, differentiated instruction, assessment, wrap-up).

Facilitator

Raquel Calveiro and PD Team

Participants

Teachers

Schedule

Quarterly, from 11/8/2016 to 6/9/2017

PD Opportunity 2

Professional Development on Effective Planning/Differentiated Instruction (components of a lesson: opening activity, introduction, learning target, guided instruction, collaborative practice, differentiated instruction, independent work, assessment, wrap-up). Teachers will participate in creating a usable lesson plan at culmination of training.

Facilitator

Amy Christopoulos

Participants

All instructional teachers

Schedule

On 11/8/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Introduce Effective Planning (components of a lesson: opening activity, introduction, learning target, guided instruction, collaborative practice, independent work, differentiated instruction, assessment, wrap-up).				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			5005 - David Lawrence Jr. K 8 Center			\$8,000.00
			<i>Notes: Notes</i>			
2	G1.B1.S1.A2	Create an effective lesson plan during collaborative planning using all components focusing on differentiated instruction.				\$0.00
3	G1.B1.S1.A3	Monitor the implementation of the components of created lesson plans, focused on differentiated instruction, and delivered through instruction.				\$0.00
4	G1.B1.S1.A4	Initiate the coaching cycle to implement the components of an effective lesson plan, focused on differentiated instruction, based on teacher's student's needs.				\$0.00
5	G1.B1.S1.A5	Professional Development on Effective Planning/Differentiated Instruction (components of a lesson: opening activity, introduction, learning target, guided instruction, collaborative practice, differentiated instruction, independent work, assessment, wrap-up). Teachers will participate in creating a usable lesson plan at culmination of training.				\$0.00
6	G1.B1.S1.A6	Debrief with selected teachers with revisions to lesson plans as needed.				\$0.00
7	G1.B1.S1.A7	Monitor the delivery of effective lesson planning with all components.				\$0.00
					Total:	\$8,000.00