

Miami-Dade County Public Schools

Arcola Lake Elementary School



2016-17 Schoolwide Improvement Plan

Arcola Lake Elementary School

1037 NW 81ST ST, Miami, FL 33150

<http://arcolalake.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)
Elementary School PK-5	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	98%

School Grades History

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

**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 Arcola Lake Elementary School

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.

Arcola Lake Elementary School Staff is committed to working collaborately with parents and students to promote excellence in education through high quality, research based instruction, coaching, and outreach, to equip students with a solid foundation to become reflective lifelong learners and successful leaders of the global community in the 21st century.

Our teachers are innovative leaders in academic excellence providing students with positive and appropriate learning experiences. Arcola Lake Elementary is committed to providing an education of excellence that meets each students' interests, abilities and needs with a common curricular framework, and reflects and promotes an understanding of, and appreciation for diversity in our community as an integral part of school life.

Arcola Lake Elementary is a school where ALL children are actively engaged and learning while building a strong foundation for a successful future. We are driven leaders, we are high achievers, and we work together as a team!

b. Provide the school's vision statement.

Our school environment is one in which all learners grow and succeed. We value and accommodate diversity. We support our learners because they are capable, and we believe in them. Our teaching practices are both reflective of and responsive to the needs of our students. Families are recognized as partners in the learning process. We embrace communication between staff and the community as we work to create the best learning opportunities for all children.

2. School Environment

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

The staff at Arcola Lake Elementary is committed to ensuring that every student receives a quality education, demonstrating academic growth and social develop at the end of each school year.

Our staff shares a common vision of what effective teaching looks like, through the implementation of best practices and the use of data to plan for instruction. The lowest 40% of our students are tutored in the morning when they are fresh and excited about learning. Our higher performing students are provided enrichment through clubs and additional tutoring in the afternoon.

The staff, parents and community at Arcola Elementary School are dedicated to providing a nurturing, comfortable and supportive environment where students are aware of the high expectations for their success. The learning is structured to create positive, interactive experiences between teachers and students, which cultivates a highly effective and well-functioning classroom environment.

Emphasis is made throughout the curriculum to integrate all subject areas with Reading, Writing, Math and Science. We encourage the use of technology, and promote parental and community involvement in order to prepare students for the future. The focus on students also empowers them with the knowledge and necessary critical-thinking skills to make positive decisions in a multicultural world and meet the challenges of the 21st century.

Our students are exposed to a variety of programs that enhance their learning. These programs are: Career Day, Science Fair, Black History Month, Hispanic Heritage Month, Walk Safe, Say No To Drugs, Performing Arts field trips, 5,000 Role Models, Bullying-Prevention, RAM Student Mentoring Program, Safety Patrol, Embrace Girls, Common Threads and Character Education. All these

programs help students grow into productive, contributing citizens of our global society. Our RAM Program (Responsive Adult Mentors) pairs students and staff at school to create supportive relationships between staff and students.

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

Arcola Elementary School services students in general education and special education including gifted students and students with learning disabilities. Although our students come from diverse backgrounds and have a range of academic and social skills, it is our goal to meet the needs of each child in order for him/her to experience success.

We are continuing on again this year with implementation of an approach to discipline called "The Behavior Leadership Academy" This program was founded on the belief that behaviors can be taught and learned. Appropriate behaviors can be taught as part of the curriculum. This is a school-wide discipline approach that creates guidelines, rewards and consequences for common areas of the school like the cafeteria, hallways, bathrooms, or anywhere a need is identified. All staff members are involved, or at a minimum, knowledgeable of what is expected of all students. This ensures respect from adult to students, from students to adults and from student to student since everyone is in agreement of what the expectations are. It fosters respect and responsibility. We are also utilizing the assistance of our success coach to work closely with our more challenging students who have several indicators of concern.

Administrators conduct daily walkthroughs to observe the interaction among all individuals. Teachers have systems to give students opportunities to correct their behaviors and be their best like Class Dojo and a school -wide progressive discipline systems.

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.

All of the teachers follow the code of student conduct and a school-wide discipline plan. Teachers have clearly defined classrooms rules and consequences that are progressive and allow students to correct their own behaviors. Student and parent concerns are addressed fairly and in a timely manner.

Clear behavioral expectations are shared with all students via assemblies, School-wide signs, parent meetings, Connect Ed , and morning announcements. Staff training and follow-up classroom management support is provided to all staff throughout the year, as needed.

In areas such as the cafeteria, we have rules that apply to all students and are implemented with rewards and consequences. We recognize good behavior with "Spot Success" which spotlights students who do the right thing. In addition, we are starting to implement the RAM Mentor Program that pairs staff and students who need an adult to provide guidance and support. During morning announcements, administrators discuss a value from the Healthy Relationships and Youth Empowerment Program: Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Pursuit of Excellence, Respect, and Responsibility.

Functional Assessments of Behavior and/or Behavior Interventions Plans are designed to address the specific needs of students. The counselor conducts individual and group counseling sessions and meetings with the social worker. Staff will participate in professional development opportunities intended to better understand their role as a teacher/staff member, and the role of the SST/RtI Team in helping students succeed academically or behaviorally.

Arcola Lake uses school climate surveys to gather information from parents, students and staff about safety and overall satisfaction with our facilities and performance. This data is used to improve the way the school functions and conducts itself with the community. Teachers and coaches conduct ongoing progress monitoring (OPM) and meet with administrators to conduct data chats to identify and help develop individualized plans for

students in jeopardy and to ensure academic, social, and behavioral success. Title I compacts, behavioral and academic plans are developed through a collaborative effort with the counselor, teachers, coaches, parent, and students.

Students who are retained are identified and followed closely by teachers, coaches and administrators. Students scoring below proficiency levels on standardized assessment and on the iReady diagnostic are monitored and provided Tier 3 interventions if necessary. All students K-5 receive an additional hour in reading instruction on their current level. Differentiated Instruction is provided at all grade levels for both Reading and Mathematics.

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.

In-school counseling/mediation, and alternatives for out of school suspension are in place. Students behaviors are addressed by the teachers first using their classroom discipline plans, which list rewards and consequences. Parents are informed of academic and behavioral issues through phone calls or conferences with teachers, administrators and as part of the SST team. If the behavior continues or is extreme, teachers send students to the counselor and contact the SST team to get recommendations on how to help the student. A follow up is scheduled to measure the degree of success or the need for additional evaluations. Tier I, Tier II, documentation will support academic and/or behavioral goals during the initial meeting and Tier III effectiveness is followed up before more evaluations are recommended. In addition, the Student Support Team (SST) meets every 6 weeks to review OPS data and identify students in need of additional help (Tier III interventions)

All disciplinary actions used that include but are not limited to: removal of privileges, denial/nonparticipation

in school/extracurricular activities, time-out, eating lunch with the teacher, the counselor, or an administrator, will always include parent notification. Should this apply, discussions of better behavior choices will take place. In extreme cases, denial of participation in field trips may occur, with parental approval. We also utilize the expertise of our social worker to visit parents or contact them with sensitive issues.

A variety of incentives including; customized pencils, certificates, medallions, special appearance on morning announcements and special acknowledgement during quarterly and annual awards programs are given to students who do well academically or improve their behavior or academics. Our Principal or Assistant Principals meet with every new student and parents coming to our school to discuss academic and attendance expectations. The student grades, attendance, and tardies are discussed with the parents. We discuss strategies to help improve student attendance if necessary. We give classes who exhibit good behavior in the cafeteria stars for class rewards and RAM bucks for individual recognition on class dojo or to use for other special incentives.

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.

Arcola Lake Elementary School reviews the following Early Warning Indicators:

1. Retentions
2. All absences and tardies
3. 2 or more disciplinary referrals
4. D or lower grades in Core subjects
5. Reading and/or Math Levels 1 or 2 based on the iReady.
6. SAT stanine (1, 2,3,4) or lower than 50th percentile on the Reading or Math sub-test of the SAT
7. Promotion to 4th grade supported by "Good Cause"
8. ELL 1 year or more

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	5	9	21	7	18	19	0	0	0	0	0	0	0	79
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	3	2	4	8	4	0	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	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	5	5	10	10	7	6	0	0	0	0	0	0	0	43

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

Arcola Lake Elementary teachers analyze data to plan for instruction in all core subjects. Go Math and Wonders are used for Tier 1 instruction. Students are placed in D.I groups (Tier 2) based on their needs identified through OPM (Wonders Series and Go Math are used during Whole Group instruction and D.I. while Saxon and Wonderworks are used during Extended Day; Building Stamina for Math during extended day along with Common Core Performance. In Science, we use Gizmos, the Pacing Guide, J and J Educational Bootcamp and other supplemental resources. In addition to these programs, students use MyOn Reading and Reflex Math at school and at home. We are also implementing Reading Plus and i-Ready.

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/345994>.

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.

Arcola Lake Elementary School creates a welcoming and friendly environment for all parents and Community Business Leaders. Parents and visitors are greeted warmly when they call or visit the school. Arcola regularly communicates with parents about how they can help their children learn. Teachers and parents are partners in improving student learning. Every effort is made to ensure parents are active participants in their child’s schooling. Teachers work closely with parents to meet the students’ needs. Teachers listen to parents and try to understand parent’s problems and concerns through parent-teacher conferences and phone calls.

Parents and community members are encouraged to volunteer their time to support the school. Computers and personnel are available at the school for any parent or community member that wishes to become a volunteer, and does not have a computer or Internet service at home to apply to be cleared as a volunteer.

We have established partnerships with Publix who donates popsicles to reward students, Home Depot to donate plants for our school beautification projects and other small businesses that donate funds to purchase rewards for our students.

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
Ellis, Yolanda	Principal
Matthews, Britney	Assistant Principal
Palmer, Awanna	Instructional Coach
Claxton, Bradley	Teacher, K-12
Clasp, Delores	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.

Dr. Cynthia Hannah -Principal:
 The principal will provide instructional leadership to staff regarding student placement, Intervention, data analysis, and student services; meet bi-weekly with MTSS/RTI team to review student performance assessment data; assist in the development of plans of action for intervention to include attendance reviews, monitoring of the SST process and Special Education Services. The principal will also conduct classroom walkthroughs and provide feedback to teachers; communicate with parents regarding school-based MTSS/RTI plans and activities through Connect Ed messages, open houses, conferences, and parent meetings.

Mrs. Tiffany C. James, Assistant Principal:
 The assistant principals will assist the principal with monitoring the implementation of the instructional program; conducting data conferences with teachers, implementing classroom walkthroughs and providing feedback to teachers. The assistant principal will also assist in monitoring the implementation of intervention and differentiated groups; facilitate Student Support Team (SST)

meetings and meet with parents and staff to communicate school information.

Ms. Juanico Special Education Chairperson:

The chairperson will participate in student data collection and conferences; collaborate with general education teachers to provide the appropriate materials and strategies for students with disabilities. The chairperson will also monitor IEP meetings and staffing to ensure that appropriate services and instruction are provided to students with disabilities.

Ms. Claudia Perez, Mathematics Coach and Ms. Awana Palmer, Reading Coach:

The reading and mathematics coaches will support and assist classroom teachers in the delivery of instruction. Coaches will provide in-class modeling and assistance in identifying and organizing differentiated intervention in skill-based groups. Coaches will also assist with the coordination of school wide assessments and data collection; participate in data conferences with teachers and administrators. The coaches will also provide professional development to teachers.

Ms. Becky Houchen-Bemis, School Psychologist:

The school psychologist will assist with the coordination of SST meetings and assessment services to meet the needs of students; work closely with the counselor to ensure that students acquire support in behavioral, emotional and social services. The psychologist will administer appropriate testing and assessments, collect, interpret, analyze and report student data.

Ms. Clasp, Counselor:

The counselor will assist in locating internal and external resources of social services to support the, emotional, behavioral, and social success of students. The counselor will spearhead the SST referrals and meetings in order to identify students in need of additional instruction and/or assessments. The counselor will assist with the administering of reading assessments, participate in data conferences with the administrators and assist with development of intervention plans.

Ms. Stacey Pacouloute, Social Worker:

The social worker will recommend internal and external social services to students and their families as needed. The social worker conducts social history of students, and provides information to the SST to determine student needs and support.

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 will monitor and adjust the school's academic and behavioral goals through data gathering and analysis and monitor the fidelity of the delivery of instruction and intervention. The Leadership Team will also provide levels of support and intervention to students based on data. The SST/RTI Leadership Team will meet with the administrative team in order to analyze pertinent student data and develop a SIP to address the needs of the students.

Title I, Part A

Arcola Lake Elementary offers additional intervention to students in need of remediation through after school tutoring. Furthermore, retained third grade students receive remediation during summer school. Federal and local services will be coordinated to provide a Voluntary Pre K Program to prepare 4 yr. olds for Kindergarten. Arcola Lake is part of the Phase II initiative of the Ready Schools Miami

Project. Ready Schools Miami is funded through partnership with the University of Florida, W.K. Kellogg

Foundation, and Miami-Dade County Public Schools. Health Connect services are provided to ensure students requiring additional health care needs are addressed by having a full-time nurse on staff throughout the week.

Arcola Lake Elementary involves parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents of available programs, their rights under No Child Left Behind and other services. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

The Community Involvement Specialist conducts informal parent surveys to determine specific needs of our

parents, and schedule workshops. Parent Academy Courses, etc., with flexible times to accommodate our

parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Complete

Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I

Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the

5th of each month as documentation of compliance with NCLB Section 1118.

The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and

analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Coaches identify patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with school-wide screening programs that

provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and

delivery of professional development; and provide support for assessment and implementation monitoring.

Other components that are integrated into the school wide program include an extensive Parental Program;

and special support services to special needs populations such as homeless, migrant, neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

District received funds to support the Educational Alternative Outreach program. Services are coordinated

with District Dropout Prevention programs.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ms. Latosha Vasque	Teacher
Dr. Cynthia Hannah	Principal
Ms. Joane Taylor	Business/Community
	Student
Britney Matthews	Teacher
	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 School Advisory Council (SAC) members engage in the problem-solving process by reviewing the previous year's data and provide suggested strategies that address the educational needs of the current student population. Achieving learning gains and increasing the number of students meeting high standards is the main focus. This collaboration includes a continuous analysis of the data throughout the academic year resulting in the adjustment of strategies as needed.

The School Advisory Council (SAC) is the sole governing body responsible for the final decision-making

at the school relative to the School Improvement Plan (SIP). The SAC also analyzes data and utilizes it for developing school wide objectives to meet the educational needs of all students for academic achievement. The SIP is approved by unanimous consensus before implementation. At regularly scheduled monthly meetings, the SIP is reviewed utilizing the school's SIP checklist of objectives and strategies. The SAC takes into consideration demographics, school budget, and the results of the Statewide assessments when developing these strategies. The council schedules meetings monthly, notifies its members, and creates agendas in accordance with district and state guidelines.

b. Development of this school improvement plan

The EESAC will review the proposed plan and the instructional strategies suggested to be implemented by each grade level.

Members can make their own suggestions in reference to curriculum changes.

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

The Principal shares information regarding the School's Budget with the members of SAC. The SAC then reviews instructional strategies suggested to be implemented by each grade level. Members can make their own suggestions in reference to curriculum changes and the use of available funds.

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

ESSAC funds

¼ Music Department ¼ Art Department ½ to the 0#2 Account for honor roll awards.

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
Ellis, Yolanda	Principal
Vasque, Latosha	Teacher, K-12
Palmer, Awanna	Instructional Coach

b. Duties

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

The major initiatives of the LLT this year will be to:

- Identify students in subgroups who are in need of intervention and are classified as struggling readers
- Provide morning and afternoon tutoring sessions
- Utilize Diagnostic Assessments to determine progression of student learning gains
- Empower students with their own data
- Discuss interventions and strategies with students individually
- Train teachers in data disaggregation
- Provide time during faculty meetings to discuss reading best practices
- Ensure Differentiated Instruction is used effectively in the classroom
- Monitor implementation of reading strategies in all content areas
- Create professional development that focuses on student needs and teacher needs
- Increase the frequency of technology as a reading instructional tool
- Provide enrichment for students performing at mastery in reading
- Encourage students to participate in several reading activities including: book clubs, literacy clubs, book fairs, Accelerated Reader and reading contests
- Work collaboratively with teachers to identify and provide targeted, customized professional development in alignment with progress monitoring data to promote and assist teachers with the integration of higher order thinking skills in learning activities and student progress in third grade reading classes.
- To ensure that students in K-2 grade students are receiving appropriate instruction;
- Acquire appropriate support during implementation of the Common Core Standards in reading, language arts and mathematics. Provide a research based curriculum that will be effective across the curriculum

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.

The aim of Arcola Lake staff is to implement vertical collaboration as well as grade level collaboration. Our coaches and CSS go into classrooms on a weekly basis to plan with teachers for an hour in addition to modeling lessons and visits to offer feedback on implementation. The school administration also participates in this process by being part of planning with the coaches and/or the CSS and teachers. Administration and the CSS meet each time they come to our school to discuss their observations as the CSS visits classes.

Our classes are departmentalized in grades 2 to 5. Teachers are paired with other teachers that teach the same subjects whenever possible to facilitate planning and communication.

Professional Development is conducted by administrators, coaches, CSS and master teachers as the needs are identified. Follow-up is put in place and expectations are clearly stated.

Experience teachers are assigned to new teachers in the same grade level whenever possible.

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

1. Provide professional development on site facilitated by Reading and mathematics Coaches; Bi-Weekly in-class support by District Curriculum Support Specialists; Administrative Walkthroughs and Feedback.

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

Ms. Palmer to Ms. Pierre

The mentor is an experienced reading teacher with favorable student achievement results. Assist with planning and preparation of lessons along with reading coach and CSS, visit classroom and provide feedback to mentee during the school year and model lessons to demonstrate best practices.

Mr. Moorer to Ms. Reid

The mentor is an experienced. Math/Science teacher with favorable student achievement results. Assist with planning and preparation of lessons; visit classroom and provide feedback to mentee throughout the school year; and model lessons to demonstrate use of best practices .

Ms. Britney Matthews to Ms. Pierre

The mentor is an experienced reading teacher with favorable student achievement results. Assist with planning and preparation of lessons along with math coach and CSS, visit classroom and provide feedback to mentee during the school year and model lessons to demonstrate best practices.

Ms. Claudia Perez Ms. Viera

The mentor is an experienced. Math/Science teacher with favorable student achievement results. Assist with planning and preparation of lessons; visit classroom and provide feedback to mentee throughout the school year; and model lessons to demonstrate use of best practices .

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.

At Arcola Elementary School coaches and teachers plan collaboratively to ensure that the materials and programs are aligned to the standards.

Coaches and CSS in each area in Reading, Mathematics and Science work with teachers to unwrap the benchmarks for better understanding of the content to be taught. In addition they use the Content Limits. Teachers use the Scope and Sequence to follow the expected curriculum. Data is analyzed to plan and implement D.I and extended day based on standards for each subject.

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.

Arcola Lake Elementary School uses data-driven decision making in order to gather data to ensure the school, the class, and the student is meeting our purpose and vision to ensure that every student learns and is successful.

The school's SST/Rtl Leadership Team collaborates monthly to: Analyze data such as iReady and PMRN Reports and link it to instructional decisions; review progress monitoring data at the grade level and classroom level to recognize students who are meeting/exceeding benchmarks. Based on the following information, the leadership team will provide professional development and resources necessary to carry out effective interventions. The team collaborates regularly to resolve problematic issues, share efficient practices, assess implementation, execute choices, and practice new processes and skills. The team also supports the process of building consensus, increasing communications, and managing decisions about implementation. More specifically, the roles and responsibilities are as follows: Principal, Assistant Principal and Counselor: Provides a common vision for the use of data- based decision making to include CELLA and Mid-Year Assessments establish that the school-based team is implementing MTSS/Rtl; conducts assessments of MTSS/Rtl skills; ensures implementation of intervention, support, and documentation; determine adequate professional development to support SST/Rtl implementation; and communicates with parents regarding school- based SST/Rtl plans and activities. They collaborate with to verify that the intervention plan devised is appropriate to the needs of the targeted student or students. The Principal and Assistant Principal make certain that the team process and decisions are implemented in accordance with the goals and desired outcome of the team and the evidence-based strategies chosen. The Counselor offers quality services and expertise on areas of concern ranging from outlining a plan to assisting individual students with assessment and interventions. In addition to providing interventions, student services personnel continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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: Before School Program

Minutes added to school year: 4,320

We are still offering interventions and before school tutoring. Intervention will be embedded in the school day without changes to other curriculum programs. Before school tutoring targets students that are performing below grade level will receive assistance in Reading, writing, mathematic and science.

Strategy Rationale

This year, Arcola Lake Elementary School is no longer designated by the State of Florida as being one of the "Lowest 300 Elementary Schools." This determination was made by analyzing reading proficiency levels and reading learning gains data. We still feel intervention is necessary to maintain our school grade.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ellis, Yolanda, pr0101@dadeschools.net

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

Students that participate in the extended day are monitored for success through OPM. Interims, and other assessments that are part of Wonderworks and Saxon are analyzed by instructional teachers and the Leadership Team to determine the success of the strategies.

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.

Prekindergarten Early Growth Indicators Benchmark Assessment is administered to all preschoolers as an initial, mid-year diagnostic and a final assessment. Early intervention is provided for low performing students who are targeted. Once identified, certified teachers work with low-performing students using the Houghton Mifflin Curriculum and High/Scope strategies. Arcola Lake Elementary provides strategies to be utilized by the parents at home to prepare their children to make a smooth transition to kindergarten.

A kindergarten orientation and tour of the school was offered to parents and neighboring preschool/ daycare facilities.

Federal and local services will be coordinated to provide a Voluntary Pre K program to prepare 4year olds for Kindergarten. Arcola Lake will partner with a local child development center of 3-4 year olds in order to provide an ongoing Kindergarten orientation for parents and students. During the last nine weeks of the school year, students of local VPK facilities are invited to tour and participate in Kindergarten activities for approximately 2 hours of the school day.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida

funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPO) Program. HIPPO provides in-home training for parents to become more involved in the educational process of their three and four-year old children.

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.

Not Applicable

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

Not Applicable

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

Not Applicable

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.

Not Applicable

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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.

Reading iReady

- o Primary grades are coming in as strong readers
- o Future 3 and 5 grade students have a high number of students reading 2 grade levels below.
- o There is a high number of students that are 1 grade level below in grades 1-5.

Action Steps for Reading

- o Professional Development on Differentiated Instruction and Explicit Teaching
- Weekly common planning with the instructional coach and Principal
- Monitor the implementation of DI and Intervention

Mathematics iReady

- o Based on the iReady data there are very few students in grades 1-5 2 grade levels below.
- o There is a high number of students that are 1 grade level below in grades 1-5
- o In grades K,1,2,4, over 50% of the grade levels are on grade level.

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.

1. Ineffective and inconsistent delivery of small group instruction. Resources are not strategically aligned to develop effective differentiated lessons that target the instructional needs of the students.
2. Pacing using the Gradual Release Model within the 60 minute math block.
3. Limited content knowledge and resources to assist with the successful implementation of science instruction and reaching the students learning goal for each benchmark.

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. If Arcola Lake improve core instruction in all subject areas, then student achievement will increase.

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. If Arcola Lake improve core instruction in all subject areas, then student achievement will increase. 1a

G088103

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	30.0
FSA ELA Achievement	5.0
FCAT 2.0 Science Proficiency	40.0
FCAT 2.0 Writing Proficiency	8.0

Targeted Barriers to Achieving the Goal 3

- Ineffective and inconsistent delivery of small group instruction. Resources are not strategically aligned to develop effective differentiated lessons that target the instructional needs of the students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading coach Math Coach Reading, Math and Science CSS Common planning Professional Development Curriculum Pacing Guides Scope and Sequence District Curriculum Resources Supplemental Resources J and J Educational Bootcamp

Plan to Monitor Progress Toward G1. 8

Data shows the achievement gap closing and more students are proficient.

Person Responsible

Yolanda Ellis

Schedule

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

Evidence of Completion

Common planning, sign in sheets, coaches logs, various testing tools, iReady data, other data sources

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If Arcola Lake improve core instruction in all subject areas, then student achievement will increase. 1

G088103

G1.B1 Ineffective and inconsistent delivery of small group instruction. Resources are not strategically aligned to develop effective differentiated lessons that target the instructional needs of the students. 2

B234259

G1.B1.S1 Provide professional development on systematic and explicit data-driver instruction to align resources to the needs of the students. 4

S247032

Strategy Rationale

Understanding how different sources of data can assist with aligning resources for differentiated instruction.

Action Step 1 5

Provide job embedded professional development and assistance during common planning on analyzing multiple data sources used to drive instruction and alignment of materials and resources for small groups.

Person Responsible

Yolanda Ellis

Schedule

Weekly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Lesson plans, P.D Sign In Sheets, Common Planning Schedule

Action Step 2 5

Develop and implement an instructional framework to utilize during the Teacher Led Center and develop activities for the independent center.

Person Responsible

Yolanda Ellis

Schedule

Monthly, from 9/5/2016 to 6/2/2017

Evidence of Completion

PD Sign in sheet, lesson plans , reading response journals, common planning Agendas

Action Step 3 5

Conduct coaching cycles and model the implementation of small group instruction aligned to data.

Person Responsible

Yolanda Ellis

Schedule

Weekly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Lesson plans, walkthroughs, coaching cycle document

Action Step 4 5

Conduct walkthrough to identify teachers that need additional support.

Person Responsible

Yolanda Ellis

Schedule

On 12/16/2016

Evidence of Completion

Classroom walkthrough log

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

Resources are alignment to the instructional resources to meet the student's needs.

Person Responsible

Yolanda Ellis

Schedule

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

Evidence of Completion

Minutes, sign-in sheets, lesson plans, and agendas.

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

Teachers will participate in strategic meeting with the administrators to monitor the effectiveness of PD, aligning resources and fidelity of small group instruction.

Person Responsible

Yolanda Ellis

Schedule

On 6/2/2017

Evidence of Completion

Datacom memorandum, DI grouping, OPM data sheet, topic assessments, iReady data

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

Looking at the student achievement gap.

Person Responsible

Yolanda Ellis









Schedule

Monthly, from 9/23/2016 to 6/2/2017

Evidence of Completion

Students' work folders, journals, tests and Assessment data will be analyzed to monitor effectiveness.

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.A4  A321341	Conduct walkthrough to identify teachers that need additional support.	Ellis, Yolanda	9/5/2016	Classroom walkthrough log	12/16/2016 one-time
G1.MA1  M334467	Data shows the achievement gap closing and more students are proficient.	Ellis, Yolanda	8/22/2016	Common planning, sign in sheets, coaches logs, various testing tools, iReady data, other data sources	6/2/2017 biweekly
G1.B1.S1.MA1  M334464	Looking at the student achievement gap.	Ellis, Yolanda	9/23/2016	Students' work folders, journals, tests and Assessment data will be analyzed to monitor effectiveness.	6/2/2017 monthly
G1.B1.S1.MA1  M334465	Resources are alignment to the instructional resources to meet the student's needs.	Ellis, Yolanda	8/22/2016	Minutes, sign-in sheets, lesson plans, and agendas.	6/2/2017 weekly
G1.B1.S1.MA3  M334466	Teachers will participate in strategic meeting with the administrators to monitor the effectiveness...	Ellis, Yolanda	1/9/2017	Datacom memorandum, DI grouping, OPM data sheet, topic assessments, iReady data	6/2/2017 one-time
G1.B1.S1.A1  A321338	Provide job embedded professional development and assistance during common planning on analyzing...	Ellis, Yolanda	9/5/2016	Lesson plans, P.D Sign In Sheets, Common Planning Schedule	6/2/2017 weekly
G1.B1.S1.A2  A321339	Develop and implement an instructional framework to utilize during the Teacher Led Center and...	Ellis, Yolanda	9/5/2016	PD Sign in sheet, lesson plans , reading response journals, common planning Agendas	6/2/2017 monthly
G1.B1.S1.A3  A321340	Conduct coaching cycles and model the implementation of small group instruction aligned to data.	Ellis, Yolanda	9/5/2016	Lesson plans, walkthroughs, coaching cycle document	6/2/2017 weekly

V. Professional Development Opportunities

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

G1. If Arcola Lake improve core instruction in all subject areas, then student achievement will increase.

G1.B1 Ineffective and inconsistent delivery of small group instruction. Resources are not strategically aligned to develop effective differentiated lessons that target the instructional needs of the students.

G1.B1.S1 Provide professional development on systematic and explicit data-driver instruction to align resources to the needs of the students.

PD Opportunity 1

Provide job embedded professional development and assistance during common planning on analyzing multiple data sources used to drive instruction and alignment of materials and resources for small groups.

Facilitator

Coaches and/or Curriculum Support Specialists (CSS)

Participants

All teachers in K - 5

Schedule

Weekly, from 9/5/2016 to 6/2/2017

PD Opportunity 2

Develop and implement an instructional framework to utilize during the Teacher Led Center and develop activities for the independent center.

Facilitator

Math and Reading Coaches and Science CSS

Participants

All K-5

Schedule

Monthly, from 9/5/2016 to 6/2/2017

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	Provide job embedded professional development and assistance during common planning on analyzing multiple data sources used to drive instruction and alignment of materials and resources for small groups.	\$0.00
2	G1.B1.S1.A2	Develop and implement an instructional framework to utilize during the Teacher Led Center and develop activities for the independent center.	\$0.00
3	G1.B1.S1.A3	Conduct coaching cycles and model the implementation of small group instruction aligned to data.	\$0.00
4	G1.B1.S1.A4	Conduct walkthrough to identify teachers that need additional support.	\$0.00
Total:			\$0.00