

Miami-Dade County Public Schools

Lake Stevens Elementary School



2016-17 Schoolwide Improvement Plan

Lake Stevens Elementary School

5101 NW 183RD ST, Miami Gardens, FL 33055

<http://lstevens.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	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

**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 Lake Stevens 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.

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

b. Provide the school's vision statement.

Spreading our Wings. Developing the Whole Child. Helping Students Make Continuous Success. ON THE WINGS OF CONTINUOUS SUCCESS.

2. School Environment

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

Teachers and students connect with each other through academic data chats, school-wide activities, and extra curricular functions. Additionally, we have a multicultural committee which implements activities such as, Hispanic Heritage Month and African-American History Month. During these activities we implement a variety of activities to increase cultural awareness. Teachers involve parents in project-based activities throughout the year.

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

Lake Stevens Elementary currently has two full-time security monitors that circulate the entire campus before, during, and after the school day. In addition, the front entrance of the school is manned by an individual, with a visitor log and guests are accounted for with a Visitor's Pass. The main entrance of the school remains locked at all times. Staff have been assigned posts throughout the school in the morning and afternoon to assist with arrival and afternoon dismissal. Lake Stevens Elementary has a Safety Committee, comprised of the leadership Team, that meets monthly throughout the year to discuss protocols and any safety issues that arise.

Lake Stevens Elementary implements the "Values Matters Miami" District initiative which supports the core values we instill on our students through school activities and classroom presentations by our school counselor.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

At the beginning of the school year A Title 1 Orientation Meeting on Saturdays prior to the opening day of school. An annual Open House with the parents and students to discuss the Code of Student Conduct and expectations of behavior from students. The Parent/Student Handbook is distributed at this time. The Code of Student Conduct is part of the Parent/Student Handbook. The Title 1 Parent

Compact is also distributed and sent home for the parents and students to sign and return to school to acknowledge their understanding of the document and agreement to be involved.

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.

Lake Stevens Elementary has a full-time counselor who implements group and individual counseling to students. Additionally, the counselor collaborates with teachers and parents to problem-solve. External organizations are selected and recommended to families on an as-needed basis. The counselor visits classrooms as a method of follow-up to students who are at-risk. We implement the District's Zero Tolerance Policy for bullying and address any concerns promptly, via an anonymous anti-bullying box placed in the main hallway of the school so students can voice their concerns. Our school makes collaborative efforts internally and with external organizations to provide pupil services. Some of the services we provide include the annual Thanksgiving Food Drive, the Heiken Foundation's free eyeglasses for students, free uniforms to students based on donations from external organizations and the uniform voucher system. The Truancy Intervention and the iAttend programs are implemented with fidelity on a monthly basis. An attendance committee meets monthly to address students with excessive absences and tardies. A part-time community involvement specialist also makes home visits as needed to provide information to families and serve as a liaison between the school and home.

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.

No suspensions are exercised at the elementary school level. Early warning indicators used to identify and monitor students who are having difficulty with attendance, behavior, and academics include the following: COGNOS reports for targeted student attendance, District Science Interim assessments, diagnostic iReady mathematics and ELA assessments, mathematics topic assessments and ELA unit assessments. During frequent data conferences with teachers and administrators, student progress is discussed and a plan of action for student achievement is developed. The plan of action is agreed upon by teachers and administrators. Identified students are monitored through the Response to Intervention (RtI) process and intervention groups. Weekly Student Support Team meetings (SST) are held with an administrator, counselor, school psychologist, interventionist, selected teachers and parents. The purpose of the SST meetings is the review and monitor the implementation of multi-tiered interventions and student progress.

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	0	2	1	2	5	6	0	0	0	0	0	0	0	16
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	2	6	8	3	9	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	1	8	10	7	32	39	0	0	0	0	0	0	0	97

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	1	1	4	8	20	23	0	0	0	0	0	0	0	57

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

All students identified by the early warning system indicators have been grouped by grade level for intervention. In addition, these students are being monitored through the MTSS/RtI process. A part-time interventionist is hired to provide in-school tutoring and instructional support to students in small groups. Groups are changed as needed depending on the results of the ongoing progress monitoring tool in the iReady technology application.

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/315129>.

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.

Teachers and administrators collaborate to write and secure sustaining grants from The Education Fund (2 years). The Education Fund in cooperation with Citibank provide grant funding for the building and maintenance of a school garden and food forest on our school grounds. Five teachers have secured funding donations from DonorsChoose.org to acquire classroom instructional materials and robotics equipment for our Science, Technology, Engineering and Mathematics (STEM) club. Additionally, our school is in partnership with the City of Miami Gardens to participate in its annual science fair exhibition and competition. Additionally, through this partnership, we have agreed to house the reptiles component of a grant secured by the City of Miami Gardens Council. Other school community organizations have donated school uniforms, and grocery items for our annual Thanksgiving Drive. The annual Family Math Night is have been hosted by Winn-Dixie and Publix Supermarket Stores. Our Community Involvement Specialist reaches out to a variety of community partners such as McDonald's, Chuck E'Cheese and Chick Fil-A to sponsor family fellowship events.

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
Schwam, Marc	Principal
Schwam, Marc	Assistant Principal
Mejia, Blanca	School Counselor
Ricketts-Burke, Althea	Teacher, K-12
Gant, Karen	Teacher, K-12
Silva, Maria	Teacher, K-12
Ramirez, Lindsey	Teacher, K-12
Bazelais, Madge	Teacher, K-12
Byrd-Johnson, Erika	Teacher, K-12

b. Duties

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

Principal, Vanady A. Daniels

The principal strategically organizes and establishes structures to monitor the implementation of instruction and teacher effectiveness. The principal coordinates monthly leadership team meetings to provide updated instructional information on best practices, student performance data and instructional processes (when needed). Monthly faculty meetings include sharing of best practices by subject area. The principal provides a 1/2 day workshop on The Framework of Effective Instruction and Continuum of Self-Reflection. Professional literature is shared with teachers via the District's email system on a monthly basis. Frequent data conferences with teachers and the assistant principal are conducted throughout the year to ensure that a focused climate of academic achievement is maintained. The principal provides a framework for the master schedule and reviews for revisions. Teambuilding activities that promote a positive school culture of collegiality are provided for faculty members.

Assistant Principal, Marc W. Schwam

The assistant principal assists the principal with the aforementioned activities and chairs the Student Support Team's weekly sessions to discuss student achievement. The assistant principal assists with building the master schedule to reflect student needs.

Stephan Chue, Erika Byrd-Johnson, Anna Maria Correa, Wendy Brown, Karen Gant, and Althea Ricketts-Burke are teacher leaders who assist teachers on their grade levels by providing information about the core instruction of ELA, science and mathematics. These teacher leaders collaborate with other faculty members by attending the IMPACT Expo to plan for the integration of selected subject areas. Some of the teacher leaders design and deliver professional development (by subject area) activities to their colleagues and attends District-sponsored iCAD meetings to acquire information that is to be shared school-wide.

PD Liaison Karen Gant

Provides curriculum support and professional development for teachers and activities for Tier 1, 2, 3 students; assists with the disaggregation of data; assists with curriculum planning.

Guidance Counselor, Blanca Mejia

Organizes MTSS/Rtl meetings; provides counseling for students with academic/behavioral needs; coordinates with outside agencies to provide extended resources to students.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors

academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition

to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provides materials, and encourage parental participation in the decision making processes at the school site. Parents are informed about the school improvement process at the annual Title I Annual Parent Meeting held at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include community involvement activities and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title III

Title III funds are used to provide tutoring services to English Language Learner (ELL) for 6-8 weeks during extended learning periods.

Title X- Homeless

- Lake Stevens Elementary identifies students who are classified as homeless. The school counselor works collaboratively with the District's Office of Community Services to support our students with gift cards for groceries, uniform vouchers and bus passes, as needed. An attendance committee meets on a monthly basis to review the attendance of these students and address significant matters on a case by case basis.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and elementary counselors.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designee are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- * Lake Stevens Elementary School is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 5.
- * An anonymous Bully Box is provided for students, as well as individual and group counseling. In addition, Core Values are included in the daily morning announcements.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Vanady Daniels	Principal
Marc Schwam	Education Support Employee
Althea Ricketts-Burke	Teacher
Wendy Brown	Teacher
Rhoda Wiltshire	Education Support Employee
Blanca Mejia	Education Support Employee
Rachel Ohenhen	Parent
Alijalon Muhummad	Parent
Nadine Pommells	Business/Community
Rickey Thomas	Business/Community
Vadis Bautista	Parent
Eddie Recinos	Business/Community
Elizabeth Luis	Parent
Bismark Omane-Achamfour	Parent
Lourdes Vega	Teacher
Terrilen Davis	Teacher
Margarita Wilson-Salmon	Teacher
Destini Pommells	Student
Ana Curbelo	Teacher
Karen Gant	Teacher
Bismark Omane-Achamfour	Student
Yuma Fuentes	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

Teachers and other stakeholders provided feedback on last year's School Improvement Plan to recognize strategies and action steps that worked for our school as well as areas that need

improvement. This information is taken back to the EESAC meetings for discussion and development of the plan for the upcoming year.

b. Development of this school improvement plan

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

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

EESAC members reviewed the school's annual budget and provided input on the allocation of funds. EESAC members have also taken into consideration data results, student performance, personnel needs and academic resources to estimate the most effective use of the budget.

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

School improvement funds were utilized to purchase motivational rewards, incentive rewards, school supplies for students, and academic competitions (\$1,069.59). The following list outlines the specifics of monies used:

Dollar Tree - Holiday Items (bears) - \$120.00
MECA - STEM Club Competitions - \$50.00
MECA - STEM Club Competitions - \$40.00
Dollar Tree - poster board for art class - \$20.00
Positive Promotions - Red Ribbon Week - \$126.04
Guidance - Red Ribbon Week - \$53.80
Smart Poodle - author books for classes - \$250.00
Kaplan - VPK Classroom Supplies - \$328.56
Krispy Kreme - Parent Outreach Activity - \$62.06
Home Depot - Supplies for Holiday Show - \$19.13

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
Ricketts-Burke, Althea	SAC Member
Schwam, Marc	Principal
Schwam, Marc	Assistant Principal
Astacio, Victor	Psychologist
Silva, Maria	Teacher, K-12
Mejia, Blanca	School Counselor
Gant, Karen	Teacher, K-12
Byrd-Johnson, Erika	Teacher, K-12
Ramirez, Lindsey	Teacher, K-12
Jenkins, Sara	Teacher, K-12

b. Duties

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

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

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

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

1. Professional Development through Florida Standards for reading and Math – District personnel
2. Utilized collaborative planning and lesson studies among teachers to implement best practices – Grade level Chairpersons and Leadership Team
3. Instructional Leaders implemented classroom support to assist with rigor in the classroom – Instructional Leaders and Administration
4. Modeling of Researched Based Practices – Instructional Leaders and District Support Personnel
5. Administrators implemented classroom walkthroughs to assist with rigor in the classroom and provide feedback.
6. Administrators attended Teacher Career Fairs to recruit highly qualified instructors.

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

Lake Stevens Elementary employs several MINT trained personnel who are experienced teachers readily able to provide coaching and mentoring opportunities to beginning teachers. Beginning teachers are monitored by their mentors and the administrative team, as well as attend professional development by the District. Teachers with previous teaching experience and teachers in year two and three are eligible to receive a buddy teacher (i.e. grade-level chairperson, instructional leader).

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.

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

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.

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

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Weekend Program

Minutes added to school year: 1,800

The school offers a Saturday Academy Program that begins in January 2017 to assist students with the preparation of the FSA test components.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Schwam, Marc, pr2801@dadeschools.net

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

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

Strategy: Before School Program

Minutes added to school year: 2,400

The before school program offers students the opportunity to participate in the STEM program. This unique program allows students to participate in Science and Robotic activities that provide enrichment in the field of science.

Strategy Rationale

Providing additional enrichment in core academic subjects will reinforce standards that are taught during the school day.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gant, Karen , kwgant@dadeschools.net

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

Students that participate in before school programs will be monitored by two highly qualified teachers. Data is collected quarterly from science assessments and mathematics topic assessments to be analyzed to adjust instruction to meet students' needs.

Strategy: After School Program

Minutes added to school year: 2,640

The Academic Enrichment Program (AEP) is an after school enrichment program designed to offer students with activities and experiences that develop critical and creative thinking and go beyond the core curriculum.

Strategy Rationale

Providing additional enrichment experiences for selected students will increase STEM related activities that will develop critical and creative thinking.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gant, Karen , kwgant@dadeschools.net

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

Students involved in extended learning programs will be monitored by classroom teachers and the leadership team. Supplemental materials will be analyzed and evaluated to monitor student work.

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 Pre-Kindergarten (VPK). The administration of the statewide kindergarten screening tool (FLKRS) is given to determine the readiness of each child coming into kindergarten. 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.

Parent Involvement is encouraged through the participation of EESAC meetings, PTA meetings, and school wide events such as Report Card Pickup and Family Math Night. Parents and families receive newsletters, Connect-Ed messages, flyers, and marquee updates to support school related functions. Middle schools are invited to our school to present academic programs to our fifth grade students moving on to sixth grade. Information about magnet programs offered in the Miami Dade School District are available to families when making choices for school selection.

Lake Stevens Elementary offers a Voluntary Pre-Kindergarten (VPK) program. The Phonological and Early Literacy Inventory (PELI) is administered to all preschoolers as pre and post-test. The results of this assessment are utilized to identify and target low performing students. In addition, certified teachers use frequent and systematic observation of children's readiness abilities to help modify

instruction and meet individual needs. The Waterford Early Learning Program is utilized by all learners to expose them to technology. In order to bridge the gap between school and community, our school provides a continuum of support to parents. Therefore, our staff conducts workshops to enable parents with strategies to increase student academic achievement, monthly calendars delineating school events, access to instructional materials, such as I-Ready and resource packets with fundamental skill practice.

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.

N/A

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.

N/A

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

G088242

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Unpacking the standards and creating learning targets

Resources Available to Help Reduce or Eliminate the Barriers 2

- ELA- McGraw Hill / Wonders; I-Ready, MyOn Reader; LAFS; WonderWorks; Ready Common Core Workbooks; Prometheon Board; FSA Task Cards; Item Specs; Pacing Guides; Reading Interventionist; FCCR; Imagine Learning; Scholastic News; MATH: Go Math Series; Destination Math; Animated Math Materials; HMH Mega Math; GIZMOS; Reflex Math; I-Ready; Ready Florida MAFS Workbooks; Prometheon Boards; Math Manipulative Kits; Think Central; Task Cards; Everglades Math Curriculum; Item Specifications SCIENCE: Scott Foresman K-5; Leveled Readers; Pearson Succesnet; Pacing Guides; MDCPS Instructional Resources; Discovery Learning; J & J Bootcamp; NBC Learn; ScienceSaurus Handbooks; Lab Kits; Science Fusion Magazines TECHNOLOGY: Laptop Carts; Prometheon Boards; Smart Boards;

Plan to Monitor Progress Toward G1. 8

Analyze I-Ready data, Math Topic Assessment Data, and ELA Weekly Assessments to see if student achievement has increased

Person Responsible

Marc Schwam

Schedule

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

Evidence of Completion

Math Topic Assessments, ELA Weekly Assessments, Science Fifth Grade Interim Assessment, FSA, SAT-10, FCAT 2017 Science

Action Plan for Improvement


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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

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

G088242

G1.B1 Unpacking the standards and creating learning targets 2

B234634

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

S247355

Strategy Rationale

The use of learning targets after unpacking the standards will then lead to collaborative conversations, gradual release, and rigorous standard instruction.

Action Step 1 5

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

Person Responsible

Marc Schwam

Schedule

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

Evidence of Completion

Sign In Sheets; lesson plans utilizing higher order questions

Action Step 2 5

Implement the strategies learned during the common planning sessions during classroom instruction.

Person Responsible

Marc Schwam

Schedule

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

Evidence of Completion

Administration walkthrough feedback cards

Action Step 3 5

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

Person Responsible

Marc Schwam

Schedule

Weekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Planning meeting notes and sign in sheets

Action Step 4 5

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

Person Responsible

Marc Schwam

Schedule

Monthly, from 9/12/2016 to 6/9/2017

Evidence of Completion

Observation logs

Action Step 5 5

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

Person Responsible

Marc Schwam

Schedule

Weekly, from 1/9/2016 to 6/9/2017

Evidence of Completion

Student Sign In Sheets

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

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

Person Responsible

Marc Schwam

Schedule

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

Evidence of Completion

Administration walkthroughs

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

Conduct debriefing sessions regarding observations of classrooms. Conduct walkthroughs throughout the school year and provide feedback.

Person Responsible

Marc Schwam


Schedule

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

Evidence of Completion

Evidence of learning targets in classrooms and observational walkthrough logs.

G1.B1.S2 Focused weekly classroom walkthroughs to monitor the Framework of Effective Instruction for teachers / students. Provide feedback to teachers to reflect on teacher instruction and learning. 4

 S247356

Strategy Rationale

By conducting classroom walkthroughs by the leadership team, teachers will be provided feedback to improve instruction. This will drive the collaborative conversations between all stakeholders to ensure that the Florida Standards are being taught utilizing the appropriate resources and with fidelity.

Action Step 1 5

Conduct administrative classroom walkthroughs to evaluate classroom instruction

Person Responsible

Marc Schwam

Schedule

Weekly, from 1/9/2017 to 6/9/2017

Evidence of Completion

Feedback Cards and common planning meetings

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monitor active participation of rigorous instruction and the Framework of Effective Instruction during classroom walkthroughs. Discuss grade level progress during common planning meetings.

Person Responsible

Marc Schwam

Schedule

Weekly, from 1/9/2017 to 6/9/2017

Evidence of Completion

Common Planning Minutes. and feedback cards by the leadership team

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Conduct debriefing sessions regarding observations of classrooms. Conduct walkthroughs throughout the school year and provide feedback.

Person Responsible

Marc Schwam












Schedule

Weekly, from 1/9/2017 to 6/9/2017

Evidence of Completion

Evidence of walkthrough logs, feedback cards, and common planning minutes

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.MA1  M335249	Analyze I-Ready data, Math Topic Assessment Data, and ELA Weekly Assessments to see if student...	Schwam, Marc	8/22/2016	Math Topic Assessments, ELA Weekly Assessments, Science Fifth Grade Interim Assessment, FSA, SAT-10, FCAT 2017 Science	6/9/2017 annually
G1.B1.S1.MA1  M335239	Conduct debriefing sessions regarding observations of classrooms. Conduct walkthroughs throughout...	Schwam, Marc	8/22/2016	Evidence of learning targets in classrooms and observational walkthrough logs.	6/9/2017 monthly
G1.B1.S1.MA1  M335240	Administrators will monitor all steps of the action plan by conducting classroom walkthroughs and...	Schwam, Marc	8/22/2016	Administration walkthroughs	6/9/2017 weekly
G1.B1.S1.A1  A322151	Provide professional development on rigorous questioning techniques during common planning for each...	Schwam, Marc	8/22/2016	Sign In Sheets; lesson plans utilizing higher order questions	6/9/2017 weekly
G1.B1.S1.A2  A322152	Implement the strategies learned during the common planning sessions during classroom instruction.	Schwam, Marc	8/22/2016	Administration walkthrough feedback cards	6/9/2017 daily
G1.B1.S1.A3  A322153	Conduct planning meetings and model the use of higher order questioning stems based on the needs of...	Schwam, Marc	8/29/2016	Planning meeting notes and sign in sheets	6/9/2017 weekly
G1.B1.S1.A4  A322154	Identify and use model classrooms for observational purposes to increase the use of learning...	Schwam, Marc	9/12/2016	Observation logs	6/9/2017 monthly
G1.B1.S1.A5  A322155	Provide tutoring services to increase student achievement in core classes for ELL students and...	Schwam, Marc	1/9/2016	Student Sign In Sheets	6/9/2017 weekly
G1.B1.S2.MA1  M335241	Conduct debriefing sessions regarding observations of classrooms. Conduct walkthroughs throughout...	Schwam, Marc	1/9/2017	Evidence of walkthrough logs, feedback cards, and common planning minutes	6/9/2017 weekly
G1.B1.S2.MA1  M335242	Monitor active participation of rigorous instruction and the Framework of Effective Instruction...	Schwam, Marc	1/9/2017	Common Planning Minutes. and feedback cards by the leadership team	6/9/2017 weekly
G1.B1.S2.A1  A322156	Conduct administrative classroom walkthroughs to evaluate classroom instruction	Schwam, Marc	1/9/2017	Feedback Cards and common planning meetings	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 Unpacking the standards and creating learning targets

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

PD Opportunity 1

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

Facilitator

Vanady Daniels, Marc Schwam

Participants

Classroom teachers

Schedule

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

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 professional development on rigorous questioning techniques during common planning for each grade level.				\$0.00
2	G1.B1.S1.A2	Implement the strategies learned during the common planning sessions during classroom instruction.				\$14,301.73
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3240		2801 - Lake Stevens Elementary School	Title I, Part A		\$3,762.68
<i>Notes: Everglades K-12 Student Workbooks Grades 3-5</i>						
	3240		2801 - Lake Stevens Elementary School	Title I, Part A		\$3,159.25
<i>Notes: Scholastic News Magazines and Time for Kids Magazines for all Grades</i>						
	3240		2801 - Lake Stevens Elementary School	Title I, Part A		\$7,379.80
<i>Notes: Curriculum Associates - Math and ELA workbooks for selected grades</i>						
3	G1.B1.S1.A3	Conduct planning meetings and model the use of higher order questioning stems based on the needs of the teachers to ensure a clear understanding of what is expected.				\$0.00
4	G1.B1.S1.A4	Identify and use model classrooms for observational purposes to increase the use of learning targets in all content areas.				\$0.00
5	G1.B1.S1.A5	Provide tutoring services to increase student achievement in core classes for ELL students and Saturday Academy sessions for third through fifth grade students.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3270		2801 - Lake Stevens Elementary School	Title III		\$3,000.00
			2801 - Lake Stevens Elementary School			\$0.00
6	G1.B1.S2.A1	Conduct administrative classroom walkthroughs to evaluate classroom instruction				\$0.00
					Total:	\$17,301.73