Linda Lentin K 8 Center

2016-17 Schoolwide Improvement Plan

Linda Lentin K 8 Center

14312 NE 2ND CT, North Miami Beach, FL 33161

http://llk-8.dadeschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	Yes	95%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Linda Lentin K 8 Center

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

MISSION: The mission of Linda Lentin K-8 Center is to challenge our students to engage in moral thinking, subject area journaling, authentic problem-based learning and the successful completion of curriculum standards.
Linda Lentin K-8 Center is to embrace the multicultural community of which we are a part of. Through this action, we will improve academic skills, increase social maturity, physical potential, and the emotional growth of our pre-kindergarten through eighth grade students. The staff, parents, and community will promote respect for all ideas and cultures. We welcome the challenge of providing a safe environment which meets the need of the students and helps them become resourceful and productive citizens of an ever-changing world. The focus upon the positive ideals related to attitude, attendance and achievement will be used to monitor the progress of our mission.

Student Achievement
We consistently implement research-based programs and promote on-going professional development to give our students a world-class education.

Safety
We monitor our facility, students and colleagues closely and adhere to recommended safety procedures at all times.

Diversity
We celebrate our diversity, differences, and invite parents, community, business partners and other stakeholders to become involved in the school's vision.

Quality
We pursue the highest quality of educational experiences designed to support the whole child.

b. Provide the school's vision statement.

VISION: The Linda Lentin K-8 Center team prepares a culturally diverse student population to become proactive learners who set goals, measure progress and achieve mastery at each grade level.

2. School Environment

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

Linda Lentin K-8 Center will use the student climate survey to indicate student needs and build productive teacher student relationships. Our administrators and staff use a proactive approach in obtaining the resources needed for teaching and learning. As we enter another school year, our staff members will work closely with all stakeholders to analyze the indicators of true school success. Additionally, District Assessments and technology-based targeted learning goals will be used to evaluate our student's performance. Instructional staff will implement collaborative learning protocols and the Gradual Release Model to ensure that our teachers and students establish and build successful academic relationships that lead to student achievement. We must reestablish and lift high expectations of our learners and foster a commitment to the quality delivery of instruction by our staff.

This year we embrace the shift of instructional practices and the process by which we serve student academic needs.

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

It is our endeavor to continue to meet the unique challenges and spiraled perspective required to establish a safe and viable K-8 Center. With this in mind, administrators, school security and teachers will be stationed in key/intricate positions throughout the school to ensure student safety before, during and after school. School security monitors will be at the front of the school for parents/visitors to be signed in and given a pass for campus security. Individuals attempting to enter from the back of the school will be re-directed to the front for a pass. Students will be monitored in the a.m. on the hard courts (Elementary and Middle). Administrators, security monitors and teachers will monitor the cafetorium and bus drop off area. Teachers will assist with hall duties during transitions from one class to the next.

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.

We have a schoolwide discipline plan in place to minimize distractions due to behavioral issues during instructional time. This plan includes all stakeholders. It is a scaffolded process that includes students, parents, teachers, counselors, school monitors, media specialist, CIS, CSI and administrators. It involves teachers establishing a buddy system and our school based Alternative to Suspension Program. With a singular focus on student achievement, attendance, academics and attitude, we strive to provide quality instruction for all learners. Based on the concept that students may benefit by reducing the number of suspensions each year, we will establish rigorous educational continuity and emotional stability for all our students.This school year will be characterized by strategic and fluid academic interventions, collaborative planning, targeted learning goals and monitoring to support all students. We believe that collaborative learning protocols will limit misbehavior in the classrooms due to positive student engagement. Parent Advisory Meetings are in place in order to address students with issues pertaining to academic, behavior, and health.

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.

Students are provided counseling resources and academic advisement to help them make choices in careers and future educational assignments. Additionally, the counselor at Linda Lentin K-8 Center is available to assist students who need extra support. Schoolwide support is provided through the RtI process to ensure that students are provided the proper social-emotional as well as academic well being. Master schedules for both the elementary and middle learning centers are developed around required instructional timelines. Our students are engaged in activities and clubs that promote healthy social environments. The students are members of the Student Government Association, National Junior Honor Society, Cheerleading, Track and Field, Dance and Photography.

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

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

The school's early warning system will include, but are not limited to, the following:
1) Students who miss 10% of instructional time based on school attendance record

2) Students with behavioral problems that led to suspension
3) Students who score a level 1 on the FSA in either ELA or Math
4) Grade 3 students who are not proficient in Reading
5) Students who are failing 2 or more courses

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	16	10	9	14	11	9	5	11	6	0	0	0	0	91
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	9	18	27	6	11	19	0	6	0	0	0	0	96
Level 1 on statewide assessment	0	16	34	0	19	66	2	60	72	0	0	0	0	269
	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	0	35	61	41	36	86	26	71	84	0	0	0	0	440

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

Identify ELL students that have been in the program 10 semesters or more and refer to the LEP Committee for further determination

Monitor retained students from the previous school year and refer them to the School Support Team for RTI

Continue interventions in core subject areas to support Tier 2 and Tier 3 students that are in the RTI process

Provide ongoing support and services in the areas of positive school culture by increasing student attendance and reducing the suspension rate through the use of the Early Warning System.

B. Family and Community Engagement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

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

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/319277.

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.

Linda Lentin strives to promote a positive community connection. We build this relationship through partnership programs and encouraging our partners to take an active role on our Educational Excellence School Advisory Council. Each year we work with our partners to mobilize and channel resources into the school to support student achievement based on targeted strategies and goals. One of our programs is the Career Day activities that our partners participate in as well as other community organizations.

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

1. School Leadership Team

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

Name	Title
Young, Monefe	Principal
Breedlove, Elaine	Assistant Principal
Rivette, Claude	Assistant Principal
Antoine, Yvetot	Instructional Coach
Nunez, Juana	School Counselor
Frost, Barbara	Teacher, K-12
Dorval, Michelle	School Counselor
Charles, Nell	Teacher, K-12
Lavender, Annie	Teacher, K-12
Berkowitz, Jacqueline	Teacher, K-12
Lewis, Christal	Teacher, K-12
Valdes, Anabel	Teacher, K-12
Guyton, Sherron	Teacher, K-12
Kemp, Davina	Instructional Coach
Crumpler, Marla	Instructional Coach
Murray, Shanikqua	Instructional Coach
Laster, Sharee	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.

Linda Lentin K-8 Center's Leadership Team is comprised of the following:

Principal: The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. Trains faculty on the use and purpose on response to intervention (RtI). The principal will schedule the leadership team discussions monthly with the literacy leadership team and weekly with the Instructional leadership team through collaborative planning meetings, SST meeting sessions will also be held after each iReady assessment period where student academic regression is indicated.

Assistant Principals: Maintain documentation of student identification, assessments, progress monitoring, and tier placement. The Assistant Principals will refer students to SST who do not make consistent gains after utilizing course supplemental and intensive interventions and contact the parents to obtain to consent for evaluation under IDEA. The AP will ensure that the multidisciplinary team and the parent meet to review all data and determine whether the student is eligible to receive Special Education Services. Work with maintenance employees, security employees, and assigned grade levels to ensure that all entities are functioning efficiently. Additionally, attend the leadership meetings with the principal for collaborative discussions and targeted discussions for school-wide improvement.

Curriculum Coaches: Provide the school site specific assessments in Reading, Writing, Mathematics and Science. The coaches will maintain the identified students' assessments and bring this data to all leadership and grade level discussions. Conduct classroom walk throughs for collaborative discussion with content specific departments/grade level instructional staff. Provide feedback and suggested implementation for increased student achievement. Attend all leadership/coaches meeting for debriefing purposes. The coaches support and provide curriculum guidance in oder to build teacher capacity.

Grade Chairs: Serve as the formal RtI Leadership Team members; providing current behavior and academic data to the discussions held regarding the selected students on their respective grade levels. Conducts grade level meeting for collaborative discussions of student academic achievement and effective implementation of suggested strategies submitted by administration, the literacy coaches, and District personnel. Plan and attend parent orientation meetings to communicate expected school to home connections as it relates to student academic achievement and positive social behaviors. Plan and attend parent conferences for student achievement.

Counselors: Provides expertise related to the child's developmental needs, extended counseling, and community resources available to support the student and family as needed.

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 school leadership will meet collaboratively at identified times throughout the year to review student data from baseline, Topic Assessments, and iReady data in order to address and meet the needs of our students for maximum desired outcomes.
The Literacy Leadership Team and Instructional leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern(s) across the school. The principal, assistant principals, reading coaches, media specialist, content area teachers, grade level chairpersons, EESAC members will serve on these teams which will meet:

Administrative Meetings: Monday, 3:20pm-4:20pm.
Instructional Leadership Team: Thursday, 10:00am - 12:00pm
Literacy Leadership Team: 2nd Wednesday Monthly 2:10pm - 3:00 p.m.
EESAC: Once a month.

The principal, as the instructional leader of the school, supports literacy instruction and will promote membership on the Reading Leadership Team by:
• holding meetings at convenient times;
• providing adequate notice of meetings;
• providing time/coverage (if needed) to attend meetings;
• providing Master Plan Points (MPP) and team building activities for members commitment and participation; and
• offering professional growth opportunities such as educational retreats.
Meeting agendas and sign-in rosters will be maintained in the principal's office to reflect frequency and attendance of all stakeholders. Additionally, weekly reflections of administrators and instructional coaches via online logs.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Monefe Young	Principal
Rosalind Pickens	Teacher
Sherron Guyton	Teacher
Carol Johnson	Teacher
Melony Listhrop	Education Support Employee
Barbara Frost	Teacher
Joan Morrison-Samuda	Teacher
Christelle DuBois	Parent
Lacee Sullivan	Business/Community
Alex Martinez	Business/Community
Eddy Barea	Business/Community
Lyndja Langlois	Education Support Employee
Nathaniel Gomez	Business/Community
Theresa Richardson	Parent
Nedeline Oreste	Parent
Anitria Roberts-Flanders	Parent
Anna Olibrice	Parent
Alisha Gustave	Student
Kayla Prudent	Student
Joedaphnee Metayer	Teacher
Jacqueline A. Berkowitz	Teacher
Barbara Pryor	Business/Community

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 Educational Excellence School Advisory Council (EESAC) reviewed the SIP and made suggestions for this year's School Improvement Plan. The council made recommendations as to the selection of incentives for students who made learning gains and the composition of mandatory uniforms up for majority vote by parents and students this year. Specific students incentives include but were not limited to books for the library, books as gifts, book bags with supplies, calculators, cameras, movie passes and achievement medallions. Ancillary Reading, Math and Science Support materials included book updates, and Writing Boot camp for 4th and 8th grade.

b. Development of this school improvement plan

The Educational Excellence School Advisory Council (ESSAC) will assist with the writing and revision of the School Improvement Plan. The membership will review data in all content areas to determine needs of improvement. Discussion from all stakeholders will be taken into consideration for writing the action plan and steps for increased student achievement. All members will review the entire SIP for approval of the document. The EESAC will provide input on the needs and interests of the parent and school community as it impacts student achievement.

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

The Educational Excellence School Advisory Council (EESAC) will have an active role in the preparation of the school's budget and implementation plan of strategic classroom innovations through anxillary materials. The principal will discuss the current years budget with the membership. Provide data that will be analyzed by the members and suggested ancillary funding will be recommended for increased student achievement. Each SAC meeting will address student needs as a result of data trends reflected on District Assessments. Members will discuss effective use of funding that directly affects student achievement.The council will make recommendations as to the selection of incentives for students who have made learning gains and the composition of mandatory uniforms up for majority vote by parents and students this year. Specific student incentives include but are not limited to books for the library, books as gifts, book bags with supplies, calculators, cameras, movie passes and achievement medallions. Ancillary Reading, Math and Science Support materials include Accelerated Reader Software and book updates, and Science Boot Camp for 5th grade and Synergistic Modules for 7th and 8th grade. Additionally, the principal will address instructional Professional Development, with the members, as it relates to student achievement and budgetary concerns.

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

EESAC funds were used to purchase ancillary materials for mathematics in the amount of $1,500: Used for Differentiated Instruction
EESAC funds were used to purchase incentives for academic purposes in the amount of$750.00: EWS
EESAC funds were used support science initiatives in the amount of $2.00
EESAC funds were used to purchase FOSS Kits for science in the amount of $1,250.00

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
Frost, Barbara	Teacher, K-12
Charles, Nell	Teacher, K-12
Lavender, Annie	Teacher, K-12
Berkowitz, Jacqueline	Teacher, K-12
Kemp, Davina	Teacher, K-12
Lewis, Christal	Teacher, K-12
Laster, Sharee	Teacher, K-12
Guyton, Sherron	Teacher, K-12
Valdes, Anabel	Teacher, K-12
Breedlove, Elaine	Assistant Principal
Rivette, Claude	Assistant Principal
Young, Monefe	Principal
Murray, Shanikqua	Instructional Coach
Dorval, Michelle	School Counselor
Crumpler, Marla	Instructional Coach
Antoine, Yvetot	Instructional Coach

b. Duties

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

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concerns across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve on this team which will meet at least once a month.

The LLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective. The LLT will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. This multi-disciplinary team will encourage the development of lessons that provide students with opportunities for research and incorporate writing throughout.

D. Public and Collaborative Teaching

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

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

Linda Lentin has a waiver on file which allows for school-wide collaborative planning. At Linda Lentin, each grade level team and instructional coach plan their curriculum, thematic units, and lessons including classroom-based assessments through careful analysis of the Florida Standards and academic needs of the students. Collaborative planning affords the teachers the opportunity to make connections

by examining their practices, engaging in productive dialogue with colleagues, and developing their skills.This strategy effectively encourages positive working relationships between teachers. Best practices are shared among departments, and model classes are identified in the effort to create ways for collegial support.
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2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

On an ongoing basis, and through the administration, the school does the following:
1. Enable Prospective Teachers to interim at the school or perform classroom obervations and interships through outreach with local universities.
2. Partner new teachers with teacher mentors.

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

On an ongoing basis, and through the administration, the school does the following:
1. Host regular meetings with new teachers and school administration and curriculum support team.
2. Through the LLT and instructional coaches, offer supplemental mentoring with focus teacher based on area of need.

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.

Linda Lentin's technology infrastructure supports teaching and learning as it relates to the instructional focus mandated in the Florida Standards. Gradual Release Strategy is implemented in all classrooms which allows for uniformity in instructional practices and focused guided instruction for all learners. Priority was given to the effective implementation of a comprehensive master schedule that allows for purposeful supplemental and intensive instruction outside of the core content area classes. All instructional staff is encouraged to provide grade level appropriate rigorous instruction through the use of the aforementioned strategy. The implementation and use of lesson study to remediate student deficiencies is the corner stone of academic achievement. Effective channeling and feedback are provided for student reflection and improvement. Baseline Assessments, Topic Assessments and technological diagnoses provide instructional staff with the proper data for continuous improvement of school-wide instructional programs. Effective evaluation, communication, and collaboration between instructors, administrators, coaches and ETO support personnel ensures that the teaching and learning process is highly aligned with the expectations of the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Data analysis of student work folders, Baseline Assessment, iReady data, and Topic Assessments are used to determine whole group lessons, small group lessons, and Differentiated Instruction based

on the diverse learning abilities of the students. At Linda Lentin K-8 Center teaching and re-teaching is imperative for continuous academic improvement. Instructional collaboration, professional development and effective implementation are the vehicle by which instructional staff will continuously and effectively monitor students experiencing difficulty attaining the proficient or advanced level on the state assessment. Classroom instructional framework allows teachers to infuse enrichment according to data for mastery and teacher one-to-one support and remediation of concepts during teacher led sessions.

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: 3,600

Instruction in reading, mathematics, writing and science is provided for targeted students.

Strategy Rationale

Instruction in core academic subjects assist with student progression. Enrichment activities provide the students with a well-rounded education and enhance their critical thinking skills. Teachers can monitor students' progress as a result of their participation in extended learning strategies.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Breedlove, Elaine, elaine@dadeschools.net

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

Technology-based diagnostics/assessments, as well as, student folders will be used to analyze the effectiveness of the strategies utilized.

Strategy: After School Program

Minutes added to school year: 3,600

Instruction in reading, mathematics, writing and science is provided for targeted students.

Strategy Rationale

Instruction in core academic subjects assist with student progression. Enrichment activities provide the students with a well-rounded education and enhance their critical thinking skills. Teachers can monitor students' progress as a result of their participation in extended learning strategies.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Rivette, Claude, 239906@dadeschools.net

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

Technology-based diagnostics/assessments, as well as, student folders will be used to analyze the effectiveness of the strategies utilized.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

The VPK program consist of two cohorts that transition from neighboring Preschool programs and students attending school for the first time. Informational meetings, recruitment materials and flyers are used to assist students in transitioning from one level to another.

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.

At Linda Lentin K-8 Center we host an annual Career Day, inviting over 30 different business and colleges to visit the school and share about the career options for students. In the spring, students in eighth grade also take a college tour to Atlanta to visit several Historical Black Colleges and Universities (HBCU) and then return to Florida to visit three additional State schools. Additionally, all students at Linda Lentin participate in Junior Achievement Day, where local companies spend half of the day within the classrooms teaching students business ideas and preparing them for the workforce.

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

N/A

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

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If core instruction is increased in all content areas then student achievement will improve.

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 core instruction is increased in all content areas then student achievement will improve. `1a`

🔑 G088260

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	44.0
AMO Math - All Students	
AMO Math - African American	
ELA Achievement District Assessment	
AMO Math - ED	
FSA Mathematics Achievement	
AMO Math - ELL	
Math Lowest 25% Gains	67.0
ELA/Reading Lowest 25% Gains	63.0
AMO Reading - All Students	
ELA/Reading Gains	65.0
Math Gains	65.0
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	

Targeted Barriers to Achieving the Goal `3`

- Minimal evidence of in depth of science instruction that includes authentic learning opportunities for students.

- Currently, literacy instruction does not go beyond the item specifications of the text to address content/standard(s) to meet the needs of students developmental levels.

- Instruction in social science classes necessitates relevance and purpose to engage students.

- Teacher adeptness in effectively checking for understanding during instructional delivery and making the necessary adjustments to re-teach, re-mediate and/or enrich to ensure students are mastering the intended daily learning objectives.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Pearson Interactive text, Essential Labs, Lab Materials, District pacing guides, FCAT 2.0 item specs, District and ETO resources (Dropbox and google drive), Discovery Education Videos,Gizmo Simulations

- Go Math Textbooks, FL Ready Common Core Textbooks, McGraw Hill, i-Ready, ETO Resources, Promethean Boards, CPalms, Pacing Guides, FLDOE Item Specifications, Reflex, Edgenuity, Info Graphics

- District Pacing Guide, Item Specifications, DAS & District Instructional Materials, McGraw Hill and Collections Textbook, iReady, Discovery, NBC. Finish Line and Coaching Support.

- Professional development-content specific, Edgenuity, NBC Learn, Discovery Education. Civics Test Item Specifications (FLDOE), 7th grade Civics Task Cards. Social Studies Instructional Framework, suggested Lesson Plan Template with Gradual Release of Responsibility Model (GRRM).

- Use of Mathematical practices for high-order thinking strategies and questioning, Lesson planning with formative assessments checkpoints, FSA Item specifications, FSA Achievement Level Descriptions (ALDs), Exit Slips

Plan to Monitor Progress Toward G1. 8

State, District and classroom assessments results will be used to monitor the effectiveness of instruction.

Person Responsible
Monefe Young

Schedule
Monthly, from 9/26/2016 to 6/8/2017

Evidence of Completion
Data results: FSA weekly assesments, iReady, and PowerBi

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 core instruction is increased in all content areas then student achievement will improve. 1

🔑 G088260

G1.B1 Minimal evidence of in depth of science instruction that includes authentic learning opportunities for students. 2

🔑 B234679

G1.B1.S1 Instructional Planning: Plan instruction effectively for content mastery, pacing, and transitions. 4

🔑 S247412

Strategy Rationale

This will help focus science instruction, keep teachers within the content limit and in bound with the Pacing Guide .

Action Step 1 5

Science Coach will conduct job-embedded PD on the use of the pre-planning form in order to successfully unwrap science benchmarks during collaboration.

Person Responsible

Yvetot Antoine

Schedule

Weekly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Lesson plans, Student notebooks, Administrator and Coach observation

Action Step 2 5

Science Coach will conduct Coaching Cycles on instructional planning and delivery with selected teachers.

Person Responsible

Yvetot Antoine

Schedule

Biweekly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Coaching Log

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

Administrative Classroom and Planning observations, Review of planning summary sheets and lesson plans

Person Responsible

Claude Rivette

Schedule

Weekly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Classroom Observation Checklists, Common Planning Summaries and logs, students' assignments, District data, and Topic Test

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

Administrative Classroom observations and walkthroughs

Person Responsible

Monefe Young

Schedule

Weekly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Classroom observation, walkthrough reports, District data, and topic test

G1.B1.S2 Instructional Delivery: Connects students knowledge experiences and interests to learning goals. 4

🔑 S247413

Strategy Rationale

This will help students connect real-world experience with content knowledge by increasing their analytical skills and academic performance.

Action Step 1 5

Model the effective use of interactive journals to scaffold instruction and produce authentic student work during collaborative planning.

Person Responsible

Yvetot Antoine

Schedule

On 6/8/2017

Evidence of Completion

Common planning agenda, students' notebook and folders

Action Step 2 5

Science Coach will provide continued support to teachers by modeling and co-teaching.

Person Responsible

Yvetot Antoine

Schedule

Weekly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Coaching Logs and calendar.

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

Administrative walkthroughs, monitor lesson plans and delivery

Person Responsible

Claude Rivette

Schedule

Weekly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Observation logs, students journals and folders

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

Conduct administrative walkthroughs, and review lesson plans

Person Responsible

Monefe Young

Schedule

Weekly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Students' journals, lesson plans, collaboration planning agendas

G1.B1.S3 Engagement: Engage students in authentic learning, real-life applications, and interdisciplinary connections. 4

🔑 S247414

Strategy Rationale

This will challenge student's critical thinking skills and help them apply their knowledge to solve real- world problems.

Action Step 1 5

During collaborative planning Science Coach will provide teachers with strategies on student engagement.

Person Responsible

Yvetot Antoine

Schedule

Weekly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Lesson plans, Student notebooks, Administrator and Coach observation

Action Step 2 5

Science Coach will support teachers through modeling and co-teaching.

Person Responsible

Yvetot Antoine

Schedule

Weekly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Coaching Logs and calendar

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Assistant Principal will conduct administrative walkthroughs

Person Responsible

Claude Rivette

Schedule

Weekly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Maintain Administrative Logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Principal will conduct administrative walkthroughs

Person Responsible

Monefe Young

Schedule

Weekly, from 9/26/2016 to 6/8/2017

Evidence of Completion

The Principal will maintain walk-through logs and conference notes

G1.B2 Currently, literacy instruction does not go beyond the item specifications of the text to address content/standard(s) to meet the needs of students developmental levels. 2

🔍 B234680

G1.B2.S1 Instructional Delivery: Use multiple levels of questions and make necessary adjustments. 4

🔍 S247415

Strategy Rationale

To increase rigor within instructional delivery by using multiple levels of complexity questions .

Action Step 1 5

Provide a professional development on rigor and higher order thinking strategies

Person Responsible

Elaine Breedlove

Schedule

Weekly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Agenda and sign in sheet

Action Step 2 5

Literacy coach will provide teachers with Depth of Knowledge Wheel and matrix of questions graph.

Person Responsible

Elaine Breedlove

Schedule

Weekly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Wheel and graph will be evident in lesson plan, student assignments, and student to teacher engagement

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

Administration will conduct walk-through, and literacy coaches and teachers will develop lesson plan that contain evidence of multiple levels of questioning.

Person Responsible

Elaine Breedlove

Schedule

Weekly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Administration observation logs, coaching logs and calendars

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

Coaches and administrators will monitor results of students assessments, iReady Diagnostics, and students portfolios.

Person Responsible

Elaine Breedlove

Schedule

On 6/8/2017

Evidence of Completion

Administration observation logs, coaching logs and calendars

G1.B2.S2 Instructional Planning: Identify and plan for the instructional and developmental needs of all learners. 4

🔑 S247416

Strategy Rationale

To ensure that plans are clear, logical, sequential and aligned to standards-based learning therefore, meeting the needs of all learners.

Action Step 1 5

Provide teachers with a professional development geared towards instructional planning that focuses on developmental needs of all learners.

Person Responsible

Elaine Breedlove

Schedule

Weekly, from 9/23/2016 to 6/8/2017

Evidence of Completion

Agenda and sign in sheet

Action Step 2 5

Assist teachers in differentiating students based on iReady data and provide supplemental resources as needed.

Person Responsible

Elaine Breedlove

Schedule

Weekly, from 9/23/2016 to 6/8/2017

Evidence of Completion

Lesson plans and student Differentiated Instruction folders

Plan to Monitor Fidelity of Implementation of G1.B2.S2 `6`

Administrators will conduct classroom walk-through and Literacy coaches will conduct classroom observations.

Person Responsible

Elaine Breedlove

Schedule

Weekly, from 9/23/2016 to 6/8/2017

Evidence of Completion

Lesson plans and student data

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Administrators will conduct classroom walk-through and Literacy coaches will conduct classroom observations.

Person Responsible

Elaine Breedlove

Schedule

Weekly, from 9/23/2016 to 6/8/2017

Evidence of Completion

Lesson plans and student data

G1.B2.S3 Knowledge of Learners: Provide instruction based on students' learning needs. 4

S247417

Strategy Rationale

To ensure that teachers are meeting the needs of individual students based upon data analysis.

Action Step 1 5

Literacy Coaches will provide a professional development that will focus on iReady student reports, i.e. response to instruction.

Person Responsible

Elaine Breedlove

Schedule

On 6/8/2017

Evidence of Completion

Collaborative planning, agenda and sign in sheet

Action Step 2 5

Literacy Coaches will provide support during collaborative planning in pulling various reports to understand students' needs.

Person Responsible

Elaine Breedlove

Schedule

Weekly, from 9/23/2016 to 6/8/2017

Evidence of Completion

Coaching logs and coaching calendars

Plan to Monitor Fidelity of Implementation of G1.B2.S3 [6]

Administrators will conduct classroom walkthroughs and Literacy Coaches will conduct classroom observations.

Person Responsible

Elaine Breedlove

Schedule

Weekly, from 9/23/2016 to 6/8/2017

Evidence of Completion

Coaching logs, coaching calendar, walkthrough logs/checklist

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 [7]

Administrators will complete classroom walkthroughs and literacy coaches will complete observations.

Person Responsible

Elaine Breedlove

Schedule

Weekly, from 9/23/2016 to 6/8/2017

Evidence of Completion

Coaching calendar, coaching logs, and walkthrough logs/checklist

G1.B3 Instruction in social science classes necessitates relevance and purpose to engage students. `2`

🔑 B234681

G1.B3.S1 Teachers will present lessons clearly and skillfully using explicit instruction. `4`

🔑 S247418

Strategy Rationale

Teachers will be able to identify and plan for the instructional and developmental needs of all learners.

Action Step 1 `5`

Literacy Coach will provide a professional development on effective planning.

Person Responsible

Elaine Breedlove

Schedule

On 6/8/2017

Evidence of Completion

Agenda and sign in sheet

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

The administration and Literacy Coaches will conduct classroom walk-through.

Person Responsible

Elaine Breedlove

Schedule

Weekly, from 9/23/2016 to 6/8/2017

Evidence of Completion

Administration walk-through form, coaching logs and calendar

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

The administration and Literacy Coaches will conduct classroom walk-through.

Person Responsible

Elaine Breedlove

Schedule

Weekly, from 9/23/2016 to 6/8/2017

Evidence of Completion

Administration walk-through form, lesson plans, coaching logs, and coaching calendar

G1.B3.S2 Teachers will reinforce learning goals throughout the lesson. 4

🔑 S247419

Strategy Rationale

Teachers will help students engage in purposeful learning.

Action Step 1 5

In collaborative planning strategies will be provided to help reinforce learning goals throughout the lesson.

Person Responsible

Elaine Breedlove

Schedule

Weekly, from 9/23/2016 to 6/8/2017

Evidence of Completion

Agenda and sign in sheet

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Administration walk-through will observe implementation of instructional delivery.

Person Responsible

Elaine Breedlove

Schedule

Weekly, from 9/23/2016 to 6/8/2017

Evidence of Completion

Lesson plans, coaching logs, coaching calendars, and administration walk-through form

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Administration walk-through will observe implementation of instructional delivery.

Person Responsible

Elaine Breedlove

Schedule

Weekly, from 9/23/2016 to 6/8/2017

Evidence of Completion

Lesson plans, administration walk-through form, coaching log, and coaching calendar

G1.B4 Teacher adeptness in effectively checking for understanding during instructional delivery and making the necessary adjustments to re-teach, re-mediate and/or enrich to ensure students are mastering the intended daily learning objectives. `2`

🔑 B234682

G1.B4.S1 During collaborative planning, teachers will plan instruction effectively for content mastery, pacing and transitions. [FEI - INSTRUCTIONAL PLANNING] `4`

🔑 S247420

Strategy Rationale

Action Step 1 `5`

"Facilitate collaborative planning sessions on unwrapping the standards, incorporating the Five E's framework, and integrating pacing and transition times into the instructional framework. "

Person Responsible

Marla Crumpler

Schedule

Weekly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Agendas, sign in sheets, lesson plans

Action Step 2 `5`

During collaborative planning,utilize a common lesson planning template appropriate for each learning community, K-2, 3-5 and 6-8, that incorporates the Five E's (Engage, Explore, Explain, Elaborate, and Evaluate) and embeds gradual release with established pacing and transitions for each component.

Person Responsible

Marla Crumpler

Schedule

Weekly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Agendas, sign in sheets, lesson plans

Action Step 3 `5`

Implement a common board configuration across the LLK8 math community that delineates the Five E's (Engage, Explore, Explain, Elaborate and Evaluate) with gradual release to assist teachers with pacing and transitions during delivery.

Person Responsible

Marla Crumpler

Schedule

On 6/8/2017

Evidence of Completion

Lesson plans aligned with common board configurations

Action Step 4 `5`

Implement coaching cycles or targeted support with teachers in need of support of effective instructional planning.

Person Responsible

Marla Crumpler

Schedule

Biweekly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Coaching logs/calendars, lesson plans

Action Step 5 `5`

Build teacher capacity, either through coaching cycles or targeted support, in designing differentiated instructional rotations and centers.

Person Responsible

Marla Crumpler

Schedule

On 6/8/2017

Evidence of Completion

Coaching logs/calendars, lesson plans, classroom configurations

Action Step 6 `5`

Conduct daily walkthroughs to monitor instructional planning, delivery, pacing, and differentiated activities.

Person Responsible

Marla Crumpler

Schedule

On 6/8/2017

Evidence of Completion

Observation, teacher lesson plans, pacing guides alignment

Action Step 7 `5`

Support instructional coach in facilitating, implementing and finalizing the coaching cycle.

Person Responsible

Marla Crumpler

Schedule

On 6/8/2017

Evidence of Completion

Coaching logs/calendar and ICADs

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

Conduct daily walk-throughs to monitor instructional delivery and the use of higher order thinking skills to determine teacher's preparedness to remediate/reteach when needed.

Person Responsible

Claude Rivette

Schedule

Daily, from 9/26/2016 to 6/8/2017

Evidence of Completion

Student work samples, data and lesson plans

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

Conduct daily walk-throughs to monitor instructional delivery and the use of higher-order thinking strategies.Determine teacher's readiness to re-mediate/re-teach when needed.

Person Responsible

Claude Rivette

Schedule

Daily, from 9/26/2016 to 6/8/2017

Evidence of Completion

Collect student work samples, review data sources and lesson plans to determine effectiveness.

G1.B4.S2 During instructional delivery, teachers will effectively use multiple levels of questions and make necessary adjustments. [FEI- INSTRUCTIONAL DELIVERY] 4

🔑 S247421

Strategy Rationale

Action Step 1 5

During collaborative planning, facilitate PD on implementing the standards for mathematical practices through questioning, establishing checks for understanding within each lesson and how to adjust instruction as necessary to maximize student mastery of intended daily learning target through role playing of upcoming lessons.

Person Responsible

Marla Crumpler

Schedule

Weekly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Agendas, sign in sheets, lesson plans, review of student end products

Action Step 2 5

Through coaching cycles or co-teaching, build teacher capacity in implementing checks of understanding to make in-the-moment instructional adjustments to achieve student mastery of intended daily objective.

Person Responsible

Marla Crumpler

Schedule

Biweekly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Agendas, sign in sheets, lesson plans, review of student end products

Plan to Monitor Fidelity of Implementation of G1.B4.S2 `6`

Conduct daily walkthroughs to monitor instructional delivery, use of higher-order thinking strategies and teachers' readiness to re-mediate/re-teach when needed.

Person Responsible

Claude Rivette

Schedule

Daily, from 9/26/2016 to 6/8/2017

Evidence of Completion

Observation of lesson delivery; review student mastery on exit slips/ticket out the door/math journal entries/etc.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 `7`

Conduct daily walk-throughs to monitor instructional delivery and the use of higher-order thinking strategies. Determine teacher's preparedness to re-mediate/re-teach when needed.

Person Responsible

Monefe Young

Schedule

Daily, from 9/26/2016 to 6/8/2017

Evidence of Completion

Observation of lesson delivery; review student mastery on exit slips/ticket out the door/math journal entries/etc.

G1.B4.S3 Teachers will use both formative and summative assessments to adjust instruction for re-teaching, remediation and enrichment. [FEI - ASSESSMENT] 4

🔑 S247422

Strategy Rationale

Action Step 1 5

During collaborative planning, build teachers' capacity in disaggregating data to identify and plan for the instructional developmental needs of all learners and identifying best practices for delivering instruction at different levels of complexity.

Person Responsible

Marla Crumpler

Schedule

Weekly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Agendas, sign in sheets

Action Step 2 5

Facilitate professional development on data analysis for continuous improvement in data-driven decision making, developing real-time targeted interventions and on-going progress monitoring.

Person Responsible

Marla Crumpler

Schedule

Quarterly, from 9/26/2016 to 6/8/2017

Evidence of Completion

MyLearningPlan.com attendance sign-in rosters, Agendas, participants end products

Action Step 3 `5`

At specified intervals, identify Tier 2/3 students in need of targeted intervention, gather appropriate math intervention materials, create schedule to deliver real-time targeted intervention, and conduct mini-assessments to analyze effectiveness of intervention.

Person Responsible

Marla Crumpler

Schedule

Quarterly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Agendas, sign-in sheets, math intervention schedules, mini-assessment data

Action Step 4 `5`

Foster a culture of data-driven analysis by conducting daily walkthroughs to monitor instructional delivery, attend collaborative planning sessions, facilitate teacher-administration data chats, and review intervention progress.

Person Responsible

Marla Crumpler

Schedule

Daily, from 12/23/2016 to 6/8/2017

Evidence of Completion

Observation, teacher lesson plans, pacing guides alignment

Plan to Monitor Fidelity of Implementation of G1.B4.S3 `6`

Conduct daily walk-throughs to monitor instructional delivery and the use of higher-order thinking strategies. Determine teacher effectiveness to re-mediate/re-teach when needed.

Person Responsible

Claude Rivette

Schedule

Daily, from 9/26/2016 to 6/8/2017

Evidence of Completion

Collect iReady data, coaching logs, lesson plans and student work samples

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 `7`

Coaching logs will be monitored to determine the alignment between the SIP and teacher's lesson plans

Person Responsible

Claude Rivette

Schedule

Weekly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Coaching logs, iReady Data, lesson plans and student work samples

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 🔑 M335406	State, District and classroom assessments results will be used to monitor the effectiveness of...	Young, Monefe	9/26/2016	Data results: FSA weekly assesments, iReady, and PowerBi	6/8/2017 monthly
G1.B1.S1.MA1 🔑 M335384	Administrative Classroom observations and walkthroughs	Young, Monefe	9/26/2016	Classroom observation, walkthrough reports, District data, and topic test	6/8/2017 weekly
G1.B1.S1.MA1 🔑 M335385	Administrative Classroom and Planning observations, Review of planning summary sheets and lesson...	Rivette, Claude	9/26/2016	Classroom Observation Checklists, Common Planning Summaries and logs, students' assignments, District data, and Topic Test	6/8/2017 weekly
G1.B1.S1.A1 🔑 A322287	Science Coach will conduct job-embedded PD on the use of the pre-planning form in order to...	Antoine, Yvetot	9/26/2016	Lesson plans, Student notebooks, Administrator and Coach observation	6/8/2017 weekly
G1.B1.S1.A2 🔑 A322288	Science Coach will conduct Coaching Cycles on instructional planning and delivery with selected...	Antoine, Yvetot	9/26/2016	Coaching Log	6/8/2017 biweekly
G1.B2.S1.MA1 🔑 M335390	Coaches and administrators will monitor results of students assessments, iReady Diagnostics, and...	Breedlove, Elaine	9/26/2016	Administration observation logs, coaching logs and calendars	6/8/2017 one-time
G1.B2.S1.MA1 🔑 M335391	Administration will conduct walk-through, and literacy coaches and teachers will develop lesson...	Breedlove, Elaine	9/26/2016	Administration observation logs, coaching logs and calendars	6/8/2017 weekly
G1.B2.S1.A1 🔑 A322293	Provide a professional development on rigor and higher order thinking strategies	Breedlove, Elaine	9/26/2016	Agenda and sign in sheet	6/8/2017 weekly
G1.B2.S1.A2 🔑 A322294	Literacy coach will provide teachers with Depth of Knowledge Wheel and matrix of questions graph.	Breedlove, Elaine	9/26/2016	Wheel and graph will be evident in lesson plan, student assignments, and student to teacher engagement	6/8/2017 weekly
G1.B3.S1.MA1 🔑 M335396	The administration and Literacy Coaches will conduct classroom walk-through.	Breedlove, Elaine	9/23/2016	Administration walk-through form, lesson plans, coaching logs, and coaching calendar	6/8/2017 weekly
G1.B3.S1.MA1 🔑 M335397	The administration and Literacy Coaches will conduct classroom walk-through.	Breedlove, Elaine	9/23/2016	Administration walk-through form, coaching logs and calendar	6/8/2017 weekly
G1.B3.S1.A1 🔑 A322299	Literacy Coach will provide a professional development on effective planning.	Breedlove, Elaine	9/23/2016	Agenda and sign in sheet	6/8/2017 one-time
G1.B4.S1.MA1 🔑 M335400	Conduct daily walk-throughs to monitor instructional delivery and the use of higher-order thinking...	Rivette, Claude	9/26/2016	Collect student work samples, review data sources and lesson plans to determine effectiveness.	6/8/2017 daily
G1.B4.S1.MA1 🔑 M335401	Conduct daily walk-throughs to monitor instructional delivery and the use of higher order thinking...	Rivette, Claude	9/26/2016	Student work samples, data and lesson plans	6/8/2017 daily
G1.B4.S1.A1 🔑 A322301	"Facilitate collaborative planning sessions on unwrapping the standards, incorporating the Five E's...	Crumpler, Marla	9/26/2016	Agendas, sign in sheets, lesson plans	6/8/2017 weekly
G1.B4.S1.A2 🔑 A322302	During collaborative planning,utilize a common lesson planning template appropriate for each...	Crumpler, Marla	9/26/2016	Agendas, sign in sheets, lesson plans	6/8/2017 weekly
G1.B4.S1.A3 🔑 A322303	Implement a common board configuration across the LLK8 math community that delineates the Five E's...	Crumpler, Marla	9/26/2016	Lesson plans aligned with common board configurations	6/8/2017 one-time
G1.B4.S1.A4 🔑 A322304	Implement coaching cycles or targeted support with teachers in need of support of effective...	Crumpler, Marla	9/26/2016	Coaching logs/calendars, lesson plans	6/8/2017 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A5 🔑 A322305	Build teacher capacity, either through coaching cycles or targeted support, in designing...	Crumpler, Marla	9/26/2016	Coaching logs/calendars, lesson plans, classroom configurations	6/8/2017 one-time
G1.B4.S1.A6 🔑 A322306	Conduct daily walkthroughs to monitor instructional planning, delivery, pacing, and differentiated...	Crumpler, Marla	9/26/2016	Observation, teacher lesson plans, pacing guides alignment	6/8/2017 one-time
G1.B4.S1.A7 🔑 A322307	Support instructional coach in facilitating, implementing and finalizing the coaching cycle.	Crumpler, Marla	9/26/2016	Coaching logs/calendar and ICADs	6/8/2017 one-time
G1.B1.S2.MA1 🔑 M335386	Conduct administrative walkthroughs, and review lesson plans	Young, Monefe	9/26/2016	Students' journals, lesson plans, collaboration planning agendas	6/8/2017 weekly
G1.B1.S2.MA1 🔑 M335387	Administrative walkthroughs, monitor lesson plans and delivery	Rivette, Claude	9/26/2016	Observation logs, students journals and folders	6/8/2017 weekly
G1.B1.S2.A1 🔑 A322289	Model the effective use of interactive journals to scaffold instruction and produce authentic...	Antoine, Yvetot	9/26/2016	Common planning agenda, students' notebook and folders	6/8/2017 one-time
G1.B1.S2.A2 🔑 A322290	Science Coach will provide continued support to teachers by modeling and co-teaching.	Antoine, Yvetot	9/26/2016	Coaching Logs and calendar.	6/8/2017 weekly
G1.B2.S2.MA1 🔑 M335392	Administrators will conduct classroom walk-through and Literacy coaches will conduct classroom...	Breedlove, Elaine	9/23/2016	Lesson plans and student data	6/8/2017 weekly
G1.B2.S2.MA1 🔑 M335393	Administrators will conduct classroom walk-through and Literacy coaches will conduct classroom...	Breedlove, Elaine	9/23/2016	Lesson plans and student data	6/8/2017 weekly
G1.B2.S2.A1 🔑 A322295	Provide teachers with a professional development geared towards instructional planning that focuses...	Breedlove, Elaine	9/23/2016	Agenda and sign in sheet	6/8/2017 weekly
G1.B2.S2.A2 🔑 A322296	Assist teachers in differentiating students based on iReady data and provide supplemental resources...	Breedlove, Elaine	9/23/2016	Lesson plans and student Differentiated Instruction folders	6/8/2017 weekly
G1.B3.S2.MA1 🔑 M335398	Administration walk-through will observe implementation of instructional delivery.	Breedlove, Elaine	9/23/2016	Lesson plans, administration walk-through form, coaching log, and coaching calendar	6/8/2017 weekly
G1.B3.S2.MA1 🔑 M335399	Administration walk-through will observe implementation of instructional delivery.	Breedlove, Elaine	9/23/2016	Lesson plans, coaching logs, coaching calendars, and administration walk-through form	6/8/2017 weekly
G1.B3.S2.A1 🔑 A322300	In collaborative planning strategies will be provided to help reinforce learning goals throughout...	Breedlove, Elaine	9/23/2016	Agenda and sign in sheet	6/8/2017 weekly
G1.B4.S2.MA1 🔑 M335402	Conduct daily walk-throughs to monitor instructional delivery and the use of higher-order thinking...	Young, Monefe	9/26/2016	Observation of lesson delivery; review student mastery on exit slips/ticket out the door/math journal entries/etc.	6/8/2017 daily
G1.B4.S2.MA1 🔑 M335403	Conduct daily walkthroughs to monitor instructional delivery, use of higher-order thinking...	Rivette, Claude	9/26/2016	Observation of lesson delivery; review student mastery on exit slips/ticket out the door/math journal entries/etc.	6/8/2017 daily
G1.B4.S2.A1 🔑 A322308	During collaborative planning, facilitate PD on implementing the standards for mathematical...	Crumpler, Marla	9/26/2016	Agendas, sign in sheets, lesson plans, review of student end products	6/8/2017 weekly
G1.B4.S2.A2 🔑 A322309	Through coaching cycles or co-teaching, build teacher capacity in implementing checks of...	Crumpler, Marla	9/26/2016	Agendas, sign in sheets, lesson plans, review of student end products	6/8/2017 biweekly
G1.B1.S3.MA1 🔑 M335388	Principal will conduct administrative walkthroughs	Young, Monefe	9/26/2016	The Principal will maintain walk-through logs and conference notes	6/8/2017 weekly
G1.B1.S3.MA1 🔑 M335389	Assistant Principal will conduct administrative walkthroughs	Rivette, Claude	9/26/2016	Maintain Administrative Logs	6/8/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.A1 A322291	During collaborative planning Science Coach will provide teachers with strategies on student...	Antoine, Yvetot	9/26/2016	Lesson plans, Student notebooks, Administrator and Coach observation	6/8/2017 weekly
G1.B1.S3.A2 A322292	Science Coach will support teachers through modeling and co-teaching.	Antoine, Yvetot	9/26/2016	Coaching Logs and calendar	6/8/2017 weekly
G1.B2.S3.MA1 M335394	Administrators will complete classroom walkthroughs and literacy coaches will complete...	Breedlove, Elaine	9/23/2016	Coaching calendar, coaching logs, and walkthrough logs/checklist	6/8/2017 weekly
G1.B2.S3.MA1 M335395	Administrators will conduct classroom walkthroughs and Literacy Coaches will conduct classroom...	Breedlove, Elaine	9/23/2016	Coaching logs, coaching calendar, walkthrough logs/checklist	6/8/2017 weekly
G1.B2.S3.A1 A322297	Literacy Coaches will provide a professional development that will focus on iReady student reports,...	Breedlove, Elaine	9/23/2016	Collaborative planning, agenda and sign in sheet	6/8/2017 one-time
G1.B2.S3.A2 A322298	Literacy Coaches will provide support during collaborative planning in pulling various reports to...	Breedlove, Elaine	9/23/2016	Coaching logs and coaching calendars	6/8/2017 weekly
G1.B4.S3.MA1 M335404	Coaching logs will be monitored to determine the alignment between the SIP and teacher's lesson...	Rivette, Claude	9/26/2016	Coaching logs, iReady Data, lesson plans and student work samples	6/8/2017 weekly
G1.B4.S3.MA1 M335405	Conduct daily walk-throughs to monitor instructional delivery and the use of higher-order thinking...	Rivette, Claude	9/26/2016	Collect iReady data, coaching logs, lesson plans and student work samples	6/8/2017 daily
G1.B4.S3.A1 A322310	During collaborative planning, build teachers' capacity in disaggregating data to identify and plan...	Crumpler, Marla	9/26/2016	Agendas, sign in sheets	6/8/2017 weekly
G1.B4.S3.A2 A322311	Facilitate professional development on data analysis for continuous improvement in data-driven...	Crumpler, Marla	9/26/2016	MyLearningPlan.com attendance sign-in rosters, Agendas, participants end products	6/8/2017 quarterly
G1.B4.S3.A3 A322312	At specified intervals, identify Tier 2/3 students in need of targeted intervention, gather...	Crumpler, Marla	9/26/2016	Agendas, sign-in sheets, math intervention schedules, mini-assessment data	6/8/2017 quarterly
G1.B4.S3.A4 A322313	Foster a culture of data-driven analysis by conducting daily walkthroughs to monitor instructional...	Crumpler, Marla	12/23/2016	Observation, teacher lesson plans, pacing guides alignment	6/8/2017 daily

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Minimal evidence of in depth of science instruction that includes authentic learning opportunities for students.

G1.B1.S1 Instructional Planning: Plan instruction effectively for content mastery, pacing, and transitions.

PD Opportunity 1

Science Coach will conduct job-embedded PD on the use of the pre-planning form in order to successfully unwrap science benchmarks during collaboration.

Facilitator

Science Curriculum Support Specialist and Science Coach

Participants

Science Teachers

Schedule

Weekly, from 9/26/2016 to 6/8/2017

PD Opportunity 2

Science Coach will conduct Coaching Cycles on instructional planning and delivery with selected teachers.

Facilitator

Science Curriculum Support Specialist and Science Coach

Participants

Science Teachers

Schedule

Biweekly, from 9/26/2016 to 6/8/2017

G1.B1.S2 Instructional Delivery: Connects students knowledge experiences and interests to learning goals.

PD Opportunity 1

Model the effective use of interactive journals to scaffold instruction and produce authentic student work during collaborative planning.

Facilitator

Science Coach

Participants

Teachers

Schedule

On 6/8/2017

G1.B1.S3 Engagement: Engage students in authentic learning, real-life applications, and interdisciplinary connections.

PD Opportunity 1

During collaborative planning Science Coach will provide teachers with strategies on student engagement.

Facilitator

Science Coach

Participants

Teachers

Schedule

Weekly, from 9/26/2016 to 6/8/2017

PD Opportunity 2

Science Coach will support teachers through modeling and co-teaching.

Facilitator

Science Coach

Participants

Teachers

Schedule

Weekly, from 9/26/2016 to 6/8/2017

G1.B2 Currently, literacy instruction does not go beyond the item specifications of the text to address content/standard(s) to meet the needs of students developmental levels.

G1.B2.S1 Instructional Delivery: Use multiple levels of questions and make necessary adjustments.

PD Opportunity 1

Provide a professional development on rigor and higher order thinking strategies

Facilitator

Literacy Coaches

Participants

Teachers

Schedule

Weekly, from 9/26/2016 to 6/8/2017

PD Opportunity 2

Literacy coach will provide teachers with Depth of Knowledge Wheel and matrix of questions graph.

Facilitator

Literacy coaches

Participants

Teachers

Schedule

Weekly, from 9/26/2016 to 6/8/2017

G1.B2.S2 Instructional Planning: Identify and plan for the instructional and developmental needs of all learners.

PD Opportunity 1

Provide teachers with a professional development geared towards instructional planning that focuses on developmental needs of all learners.

Facilitator

Literacy Coaches

Participants

Teachers

Schedule

Weekly, from 9/23/2016 to 6/8/2017

G1.B2.S3 Knowledge of Learners: Provide instruction based on students' learning needs.

PD Opportunity 1

Literacy Coaches will provide a professional development that will focus on iReady student reports, i.e. response to instruction.

Facilitator

Literacy Coaches

Participants

Teachers

Schedule

On 6/8/2017

G1.B3 Instruction in social science classes necessitates relevance and purpose to engage students.

G1.B3.S1 Teachers will present lessons clearly and skillfully using explicit instruction.

PD Opportunity 1

Literacy Coach will provide a professional development on effective planning.

Facilitator

Literacy Coach

Participants

Teacher

Schedule

On 6/8/2017

VI. Technical Assistance Items

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Minimal evidence of in depth of science instruction that includes authentic learning opportunities for students.

G1.B1.S2 Instructional Delivery: Connects students knowledge experiences and interests to learning goals.

TA Opportunity 1

Science Coach will provide continued support to teachers by modeling and co-teaching.

Facilitator

Science Coach

Participants

Teacher

Schedule

Weekly, from 9/26/2016 to 6/8/2017

G1.B2 Currently, literacy instruction does not go beyond the item specifications of the text to address content/standard(s) to meet the needs of students developmental levels.

G1.B2.S3 Knowledge of Learners: Provide instruction based on students' learning needs.

TA Opportunity 1

Literacy Coaches will provide support during collaborative planning in pulling various reports to understand students' needs.

Facilitator

Literacy Coaches

Participants

Teachers

Schedule

Weekly, from 9/23/2016 to 6/8/2017

G1.B3 Instruction in social science classes necessitates relevance and purpose to engage students.

G1.B3.S2 Teachers will reinforce learning goals throughout the lesson.

TA Opportunity 1

In collaborative planning strategies will be provided to help reinforce learning goals throughout the lesson.

Facilitator

Literacy Coach

Participants

Teachers

Schedule

Weekly, from 9/23/2016 to 6/8/2017

		VII. Budget	
1	G1.B1.S1.A1	Science Coach will conduct job-embedded PD on the use of the pre-planning form in order to successfully unwrap science benchmarks during collaboration.	$0.00
2	G1.B1.S1.A2	Science Coach will conduct Coaching Cycles on instructional planning and delivery with selected teachers.	$0.00
3	G1.B1.S2.A1	Model the effective use of interactive journals to scaffold instruction and produce authentic student work during collaborative planning.	$0.00
4	G1.B1.S2.A2	Science Coach will provide continued support to teachers by modeling and co-teaching.	$0.00
5	G1.B1.S3.A1	During collaborative planning Science Coach will provide teachers with strategies on student engagement.	$0.00
6	G1.B1.S3.A2	Science Coach will support teachers through modeling and co-teaching.	$0.00
7	G1.B2.S1.A1	Provide a professional development on rigor and higher order thinking strategies	$0.00
8	G1.B2.S1.A2	Literacy coach will provide teachers with Depth of Knowledge Wheel and matrix of questions graph.	$0.00
9	G1.B2.S2.A1	Provide teachers with a professional development geared towards instructional planning that focuses on developmental needs of all learners.	$0.00
10	G1.B2.S2.A2	Assist teachers in differentiating students based on iReady data and provide supplemental resources as needed.	$0.00
11	G1.B2.S3.A1	Literacy Coaches will provide a professional development that will focus on iReady student reports, i.e. response to instruction.	$0.00
12	G1.B2.S3.A2	Literacy Coaches will provide support during collaborative planning in pulling various reports to understand students' needs.	$0.00
13	G1.B3.S1.A1	Literacy Coach will provide a professional development on effective planning.	$0.00

14	G1.B3.S2.A1	In collaborative planning strategies will be provided to help reinforce learning goals throughout the lesson.	$0.00
15	G1.B4.S1.A1	"Facilitate collaborative planning sessions on unwrapping the standards, incorporating the Five E's framework, and integrating pacing and transition times into the instructional framework. "	$0.00
16	G1.B4.S1.A2	During collaborative planning,utilize a common lesson planning template appropriate for each learning community, K-2, 3-5 and 6-8, that incorporates the Five E's (Engage, Explore, Explain, Elaborate, and Evaluate) and embeds gradual release with established pacing and transitions for each component.	$0.00
17	G1.B4.S1.A3	Implement a common board configuration across the LLK8 math community that delineates the Five E's (Engage, Explore, Explain, Elaborate and Evaluate) with gradual release to assist teachers with pacing and transitions during delivery.	$0.00
18	G1.B4.S1.A4	Implement coaching cycles or targeted support with teachers in need of support of effective instructional planning.	$0.00
19	G1.B4.S1.A5	Build teacher capacity, either through coaching cycles or targeted support, in designing differentiated instructional rotations and centers.	$0.00
20	G1.B4.S1.A6	Conduct daily walkthroughs to monitor instructional planning, delivery, pacing, and differentiated activities.	$0.00
21	G1.B4.S1.A7	Support instructional coach in facilitating, implementing and finalizing the coaching cycle.	$0.00
22	G1.B4.S2.A1	During collaborative planning, facilitate PD on implementing the standards for mathematical practices through questioning, establishing checks for understanding within each lesson and how to adjust instruction as necessary to maximize student mastery of intended daily learning target through role playing of upcoming lessons.	$0.00
23	G1.B4.S2.A2	Through coaching cycles or co-teaching, build teacher capacity in implementing checks of understanding to make in-the-moment instructional adjustments to achieve student mastery of intended daily objective.	$0.00
24	G1.B4.S3.A1	During collaborative planning, build teachers' capacity in disaggregating data to identify and plan for the instructional developmental needs of all learners and identifying best practices for delivering instruction at different levels of complexity.	$0.00
25	G1.B4.S3.A2	Facilitate professional development on data analysis for continuous improvement in data-driven decision making, developing real-time targeted interventions and on-going progress monitoring.	$0.00
26	G1.B4.S3.A3	At specified intervals, identify Tier 2/3 students in need of targeted intervention, gather appropriate math intervention materials, create schedule to deliver real-time targeted intervention, and conduct mini-assessments to analyze effectiveness of intervention.	$0.00
27	G1.B4.S3.A4	Foster a culture of data-driven analysis by conducting daily walkthroughs to monitor instructional delivery, attend collaborative planning sessions, facilitate teacher-administration data chats, and review intervention progress.	$0.00
		Total:	$0.00