Miami-Dade County Public Schools

Lorah Park Elementary School

2017-18 Schoolwide Improvement Plan

Lorah Park Elementary School

5160 NW 31ST AVE, Miami, FL 33142

http://lpe.dadeschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	98%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Lorah Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The staff, parents, and community of Lorah Park Elementary School, want all of our children to be successful students. We accept the responsibility to teach the essential academic and social skills that will promote success and self-esteem. We will encourage and motivate our students to climb the ladder of education to higher levels of performance by having them take personal responsibility for their efforts and achievements.

b. Provide the school's vision statement.

Our vision is for staff, parents, and community members to see our students as model citizens with a love for learning based upon their ability to achieve grade level success, which launches them on their quest for life-long achievements.

2. School Environment

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

Lorah Park Elementary strives to create a safe, welcoming environment where all students feel valued. The school is located in the historic Brownsville area and has the privilege of educating several generations of the neighborhood's families. The neighborhood is currently undergoing a period of revitalization and, as a key fixture in the community, the school was the recipient of beautification projects for the building and school grounds by community partners such as Neighborhood Housing Services and Hands On Miami. Teachers and students, along with hundreds of volunteers, participated in the painting of murals, the planting of gardens, and the creation of the outdoor classroom. This teamwork not only enhanced the general understanding of the historical importance of the school; it also cemented the relationship between the school's teachers and the surrounding community.

In addition, due to the fact that the area is undergoing a period of transition, the school has also seen an increase in the number of students enrolled at the school. This has led to an increase in classroom teachers and to the reinstatement of the Bilingual School Organization (BISO) Lead Teacher position at the school-site. The BISO Lead Teacher oversees the Bilingual Program, plans with second language teachers, and creates program materials for our second language learners; who are mostly non-Hispanic.

Finally, all cultures are celebrated routinely within school events, units of study, and school-wide celebrations. The Multicultural Committee at the school focuses on celebrating the diversity of our students by planning educational events during Hispanic Heritage Month, Black History Month and Women's History Month. Community members are invited to participate in such events and are also invited to come and share their success stories and experiences during special events such as Career Day. Through all these activities, each student's culture is highlighted and celebrated. In addition, our commonalities are shared as we strive to create one school family who shares the common goal of student success and achievement.

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

The overall goal of the school's discipline plan is to ensure student safety and an environment which is conducive to learning.

In order to achieve this, the school maintains a closed campus where all members are asked to take ownership of student discipline. Students are supervised at all times and a school-wide assertive discipline plan is in place. In order to promote model behavior, several behavior strategies, such as School Patrols, Do the Right Thing, and our Soaring Eagles Program will be implemented at the school site. The school counselor and Success Coach play a key role in selecting school leaders, addressing common issues such as bullying, and identifying behavioral concerns before they develop into large problems.

School administrators, instructional coaches, and support personnel are visible and available so that students can get assistance if needed, especially during periods of transition such as morning drop-off and dismissal. In addition, the school leadership team visits classrooms daily and makes it a point to get to know children by name so that positive relationships may be established. Students in the fifth grade participate in the DARE Program presented by the City of Miami Police Department which offers comprehensive curriculum for drug prevention and anti-bullying circumstances.

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

A school-wide assertive discipline plan which is aligned to the Code of Student Conduct is in place at Lorah Park Elementary. Under the plan, each teacher has a clearly defined system to reward model behavior and address behavior infractions. Much like the classroom plans, the school-wide plan highlights model behavior and provides incentives through District programs such as Do the Right Thing, Spot Success, and Project D.A.R.E. As far as behavior infractions, there is a clearly defined hierarchy which begins with the classroom teacher, then the counselor, and finally the administrators. This decreases the amount of students sent to the office and allows students an opportunity to correct behavior before more severe consequences are utilized.

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.

All students are expected to follow the rules set by their classroom discipline plans. For students who are having difficulty with these expectations, other more specialized techniques may be used. Students in need of additional intervention strategies are referred for services through the Multi-Tiered Support System (MTSS). As part of this process, students who are identified as in need of additional counseling, interventions or both are provided Tier II Interventions. Tier II Interventions are regularly scheduled and, in the case of behavior or emotional needs, may be from outside resources such as Institute for Child and Family Health (which is part of our Health Connect in our Schools Program). Tier II Interventions are monitored and assessed regularly. If a student should need additional interventions, then a Student Support Team (SST) meeting will be held and Tier III Interventions will be provided and once again monitored.
The counselor stays engaged regularly with students and teachers, organizes school-wide events, serves as trustworthy and supportive advocates for students, and is personally committed to the well-being of all our students.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The Early Warning System indicators include:
* Students who are absent or tardy for an excess of 10 days
* Daily attendance reports
* Feedback from faculty and staff
* District reports
* Student Case Management System

The monitoring of students' attendance and achievement data provides the school the insight to determine strategies and interventions to best meet the needs of the students and facilitate academic success. Intervention strategies are implemented based on the students individual needs and monitored.

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	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	3	7	4	12	9	1	0	0	0	0	0	0	0	36
Level 1 on statewide assessment	2	5	4	15	19	28	0	0	0	0	0	0	0	73

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	2	22	5	6	26	27	0	0	0	0	0	0	0	88

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

Early Warning Systems at the school site generally focus on the areas of attendance, behavior and academic achievement. Students who demonstrate two or more early warning systems indicators are monitored under the MTSS Process. The process may focus on behavior, academics or both and will provide increased intervention services in order to remediate the source of the problem and increase overall achievement. The three main target areas are:

Attendance: Students who have high levels of absences or tardies tend to show academic deficiencies in school. Due to this, the classroom teachers and school registrar track attendance daily. Connect-Ed is used by school administration to automatically contact parents when students are absent from school. This allows parents to track attendance themselves and also create a checks and balance system where parents can verify whether attendance is accurate or not. Students who reach or exceed 5 days with unexcused absences are then monitored by the school counselor as well as the Success Coach. The parents of these students are asked to provide doctor's notes for every subsequent absence. Attendance is also reviewed at every Student Support Team (SST) meeting as Intervention Plans are being created for students who demonstrate a need for more intensive services. School-wide initiatives geared towards celebrating perfect attendance are in place and strive to increase the number of students who have perfect attendance on a monthly basis. In

addition, the school's Community Involvement Specialist provides face to face monitoring and solutions with parents within scheduled home visits.

Behavior: Students with frequent behavior referrals oftentimes have academic deficiencies or emotional concerns. These students are first sent to the counselor who builds a mentor-like relationship with them. If the root of the problem seems to be academic, the students are immediately placed on Tier II Interventions. If the concerns are more of an emotional nature, the counselor, along with the Success Coach, recommend outside agencies to provide counseling as a Tier II Behavioral Intervention. Students who demonstrate a need for more intensive services or who receive several written referrals for offenses that are recurring are then provided Tier III Behavioral Interventions as part of the Functional Assessment of Behavior (FAB) Process.

Academic Achievements: Student data is tracked school-wide on an on-going basis. As an identified elementary school in the lowest 300, all students are provided with enrichment or intervention. Intervention groups are fluid, however; students who demonstrate regression in core subject area grades and/or District assessments are provided Interventions on an as needed basis throughout the year. If students do not demonstrate steady learning gains within these intervention programs, then an SST meeting is scheduled and Tier III Interventions are initiated. The early Warning Systems in place ensure that student progress and proficiency are closely monitored and interventions are developed comprehensively and based on the students' needs.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

To build positive relationships with parents, numerous incentives, activities, and programs have been implemented. The Community Involvement Specialist hosts monthly meetings for parents. During the meetings, she invites instructional coaches to present information on reading, math, and science topics to increase parents' conceptual understanding, enabling them to assist their children. The Success Coach provides attendance workshops to parents and attendance interventions with a meaningful understanding of the strong correlation between daily attendance and student achievement. The Community Involvement Specialist also assists and encourages parents to become school volunteers, so they have a more active role in the school. Parents are encouraged to visit the Parent Resource Center which is open daily and provides a comfortable environment for parents to receive assistance. Parents are informed of activities and school events through Connected-Ed messages, monthly calendars, the school's website and social media.

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.

The main vehicles for building and sustaining partnerships with the local community, the Educational Excellence School Advisory Committee (EESAC) and the Parent Teacher Association (PTA). As such, they have first-hand knowledge of school-wide needs and initiatives. This allows those members to channel their resources in order to provide support for those needs and initiatives. The EESAC committee ensures that all stakeholders are involved in the decision-process to improve the school's climate, progress and achievement. In addition, our PTA allows us to forge partnerships with many community organizations through our parent members. These parents, who belong to both the school family as well as community organizations, enable us to reach out to those organizations and enlist their support as we strive to increase learning gains and improve school programs.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Walker, Atunya	Principal
Remelus, Daphney	Instructional Coach
Ramos, Carmen	Instructional Coach
King, Jamal	School Counselor
Rawls, Sharletta	Instructional Coach
Webb, Kimberley	Teacher, K-12
Ramon, Gianny	Assistant Principal

b. Duties

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

Members of the school-based MTSS/RtI Leadership Team will be:
• Atunya Walker, Principal - The principal's role is to convene the MTSS/RtI Team and oversee that all aspects/components are being carried out with fidelity.

• Gianny Ramon, Assistant Principal - The assistant principal's role is to ensure all MTSS/RtI processes are being carried out with fidelity. The assistant principal also reviews data with the school psychologist, counselor and classroom teachers to determine which students need more intensive services.

• All Grade Level Chairpersons - Represent the grade level and acts as a liaison between the classroom teachers and the leadership team.

• Daphney Remelus, Reading Coach - Aligns resources for and monitors school-wide reading initiatives. Provides modeling and in-class support as needed and oversees intervention programs.

• Sharletta Rawls, Mathematics Coach - Aligns resources for and monitors school-wide mathematics/ STEM initiatives. Provides modeling and in-class support as needed and oversees intervention programs.

• Carmen Ramos, BISO Lead Teacher/Science Lead Teacher - Aligns resources for and monitors school-wide bi-lingual program initiatives. Provides modeling and in-class support as needed and

oversees intervention programs. Aligns and prepares materials in target language that support Science curriculum.

• Emily Oros, School Psychologist - Reviews data to determine which student's need more intensive services. Monitors Tier III interventions and assists classroom teachers in providing in-class accommodations.

• Jamal King, Counselor - Oversees attendance initiatives and school-wide discipline plan. Assists with academic intervention plans and oversees behavior intervention plans. Implements school-wide initiatives and is a liaison for special services such as the Homeless and Migrant Assistance Programs.

* Margalie Clarke, Success Coach - Oversees attendance initiatives. Assists with academic improvements for at-risk 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 school's MTSS Leadership Team will function on two levels: A general school-wide level (Core Level); a more specific Progress Monitoring Level (Supplemental Level); and the SST Level (Intensive Level).

As far as the core level, the MTSS Leadership Team will meet periodically to review data, and assess the effectiveness of interventions. The initial MTSS meeting will set the tone for the year as the team is given their task: to utilize data effectively to guide instruction and increase achievement. At this meeting, the school's testing calendar will be adjusted and a tentative meeting schedule will be compiled. Once the MTSS team is established, it will meet after each progress monitoring assessment data to adjust interventions and instructional calendars. Professional development and peer mentoring will be reviewed.

For the intensive level, the SST portion of the MTSS Team (School Psychologist, SPED Teachers, Reading/Mathematics Coach and Assistant Principal) will meet bi-weekly to review specific strategies that have been developed to assist students who need more individualized small group interventions. Students who do not show progress are placed on an SST plan and more specialized interventions are initiated. Student progress is then tracked via on-going progress monitoring and intervention strategies are adjusted as needed.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. 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, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with District personnel to identify appropriate, evidence-based intervention strategies;

assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. 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 Parent Bulletins. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. In addition, our school provides students with a grant-based, after-school program called Big Ideas which provides instructional support as well as enrichment activities to eighty-five students at the school.

Title I, Part C- Migrant

Currently, there are no migrant students enrolled at the school-site. If a migrant student were to enroll, the school would provide services and support to migrant students and parents. The school liaison would coordinate with the District Migrant Liaison, Title I, and other programs to conduct a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students would also be provided extended learning opportunities. In addition, the school would utilize the services of the Health Connect In Our Schools Program and Heiken's Children's Vision Program in order to meet the health needs of students who are classified as migrant.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs. Lorah Park has conducted and will continue to conduct parental development activities focusing on positive behavior interventions in order to reduce the number of outdoor suspensions and behavior infractions at the school-site.

Title II

The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Lorah Park's faculty has utilized the professional development opportunities offered by the District to provide the MINT program to new teachers; allow teachers to become Gifted and ESOL certified, and provide in-house professional development with teacher credit facilitated by the Professional Development Liaison. In addition, the Professional Development Liaison has developed Professional Learning Communities that meet regularly to develop instructional activities and share best practices.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-5)

• parent outreach activities (K-5) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-5)
• reading and supplementary instructional materials(K-5)
• cultural supplementary instructional materials (K-5)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

Students participating in the ELL program at Lorah Park Elementary receive ESOL services through their Reading/Language Arts teachers. In addition, students receive the CCHL component within the school's bilingual education program, which teaches Mathematics, Science and Social Studies in both English and Spanish.

Title X- Homeless

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated based on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Lorah Park Elementary refers any student who is homeless to Project Upstart for assistance with transportation, emergency shelter and social services. The Assistant Principal, Counselor, and Registrar are the persons responsible for contacting the District and enabling communication between the family and Project Upstart representatives.

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, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

• TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

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 designees 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.
Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Lorah Park Elementary offers a non-violence and anti-drug program to students that incorporates classroom lessons, outside resources (DARE program) and incentive programs such as "Do the Right Thing." In addition, curriculum for such areas as anti-bullying and the Safe and Drug Free program are implemented by the school counselor and classroom teachers.

Other– Parental Involvement Activities

The school aims to increase parental engagement/involvement through developing (with on-going parent input) the Title I School-Parent Compact; the school's Title I Parental Involvement Plan; the scheduling of the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Atunya R. Walker	Principal
Kimberley Webb	Teacher
Rakisha Smith	Teacher
Verdell Windom	Education Support Employee
Raquel Smith	Parent
Jamal King (EESAC Chairperson)	Teacher
Johanna Bautista	Teacher
Martha Harrell	Business/Community
Lynette Donaldson	Parent
Quinisha Brown	Parent
Dawn Blocker	Parent
Gabrielle Burwick	Business/Community
Chermlyne Phillips	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

When analyzing the goals from last year's plan, the following conclusion were derived:

* Standards-Based Instruction: Teachers continue to need guidance and opportunities to work with the standards in order to ensure that classroom instruction is aligned to state requirements. When analyzing I-Ready Data, is it readily apparent that we score along-side and oftentimes have less students than the district who are performing two or more years below grade level. When comparing the students who are on grade level and the students who are withing one-year of grade level (Tier II) we have less students on grade level and a larger group of students performing one-year below grade level. This indicates a need for targeted, explicit instruction on grade-level standards.

* Early Warning Systems: The attendance rate continued to be above 90%; however, there was an increase from 44 to 62 students who missed more than 18 days (10%) during the school year.

* Parental Involvement: Parental Involvement continues to be a concern. Parents attend school-wide celebrations in large quantities but rarely attend Parent Academy Workshops or Instructional Informative Meetings. The school will continue to encourage attendance and, as per parent input from the Parent Involvement Plan, will schedule more of these meetings in the evening.

* STEM (Science, Technology, Engineering, Mathematics): The school will continue to implement STEM activities.

b. Development of this school improvement plan

The SAC is a crucial part of the development and implementation of the School Improvement Plan (SIP). The process is cyclical in nature and actually begins as the current school year closes. At the closing of the 2016-2017 school year, the SAC met to analyze trends and make recommendations for the 2017-2018 school year. Once the MTSS Leadership Team made recommendations, the SAC reviewed the analysis and made their own recommendations.

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

The main focus of the overall school budget this year is to maximize the amount of teachers who service our students so that we may adhere to class size regulations and provide specialized services such as Special Education (SPED) and English as a Second Language (ESOL) support. The EESAC Committee meets to discuss the annual budget plan. At this time, resources necessary to supplement instruction are discussed and planned out for the school year.

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

Last year's use of school improvement funds was as follows:

• Academic Incentives – All SAC funds were utilized throughout the year to provide incentives to students who meet individual goals on District Assessments and/or students who achieved high levels of performance on the FSA. A total of $2,347 were allocated and were used for student and teacher incentives.

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
Walker, Atunya	Principal
Remelus, Daphney	Instructional Coach
Ramos, Carmen	Instructional Coach
Rawls, Sharletta	Instructional Coach
Ramon, Gianny	Assistant Principal

b. Duties

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

The major initiative of the LLT is to increase independent student reading and thus increase fluency, vocabulary development and reading comprehension. Most students at the school only read for school assignments and during instructional time, making independent reading an area of weakness. Due to this, the major initiative of the LLT will continue to be promoting independent reading. The Instructional Coaches will create school-wide focus on literacy by best practice modeling with teachers, conferencing and providing pertinent professional development.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

In order to encourage collaborative planning and instruction the school has scheduled, weekly grade level planning times with the instructional coaches. The instructional coaches send out a weekly pre-planning sheet to all members of each grade level. This allows teachers to prepare for the planning session and ensures that all members come to grade-level meeting with the knowledge necessary to plan for instruction. Curriculum Support Specialists from the Education Transformation Office also assist in grade level planning for most grades.

At grade level planning, the following topics are discussed:
* Essential Questions
* Academic and Content-Specific Vocabulary
* Higher Order Thinking Questions (Rigor)
* Journal Activities
* Graphic Organizers
* Follow-up Activities
* Differentiated Instruction

Also, administration regularly schedules data chats whereby student progress and achievement data is reviewed in order to plan strategic instruction, identify instructional or curricular needs, and address specific grade level concerns.

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

Soliciting referrals from Bilingual Program (for Dual Language Program) and colleagues (surplus list, beginning teachers).

Partnering new teachers with veteran staff (MINT Initiative)

Weekly grade level planning meetings (including a member of the Leadership Team), which provide professional support as well as grade level alignment.

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

We currently will have five teachers who are currently new to Miami-Dade County Public Schools :

• The grade levels these teachers are assigned to are:
Third Grade - 1 teacher
Fourth Grade - 1 teacher

• These teachers are assigned a mentor teacher who has been trained by the district's MINT program. Teachers meet during their planning time to discuss classroom management strategies and share instructional best practices. In addition, time is allotted for peer classroom visits and observations. The new teachers will also receive assistance from the Reading Coach, Mathematics Coach, and BISO Lead Teacher/Science Leader on a weekly basis.

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.

In order to ensure that our core instructional programs and materials are aligned to the Florida Standards, Lorah Park Elementary will:

* Utilize District Pacing Guides in order to ensure pacing and activities are appropriate and that all standards are being taught explicitly.
* Utilize adopted text books (Wonders, Wonderworks, Go Math) in order to present materials aligned to the Florida Standards.
* Continue to utilize Grade Level Planning in order to "un-wrap" standards so that teachers can understand what is expected from the students. In addition, planning will be used to plan for Rigorous activities that address higher levels of complexity as per the new standards.
* Utilize the Analytical Writing Piece of the Reading Pacing Guide, along with the Writing Pacing Guide to introduce a variety of writing graphic organizers and prompts.

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.

The school uses data on a continuous basis as its used to drive instruction. Classroom teachers assess students weekly or bi-weekly and utilize those assessments to create groups for differentiated instruction. In mathematics, daily informal assessments during the "Check for Understanding" section of the lesson (you do) allow teachers to immediately re-mediate with students who are struggling while the rest of the students continue with independent practice. In reading, assessments are analyzed by benchmarks and groups are created to provide benchmark specific re-teaching.

For students who are demonstrating deficiencies in a majority of benchmarks, computerized tutorial programs such as i-Ready (Reading and Mathematics) are used to provide differentiated instruction consistently in addition to the small group re-teaching that is occurring within the classroom.

Finally, for students receiving Tier III Interventions, additional i-Ready sessions and Reflex Mathematics will be utilized to address learning deficiencies that may be more than one grade-level below the current grade-level of the student. All of these programs focus on basic skills and building fluency in both reading and mathematics.

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: Extended School Day

Minutes added to school year: 10,800

As one of the State of Florida's "Lowest 300" elementary schools that participates in the extended school day, students receive an additional sixty minutes of reading intervention. Students performing at a level of proficiency are provided with enrichment activities.

Strategy Rationale

This will enable students to complete additional practice session on programs, which provide differentiated instruction. Therefore, students will utilize morning wait time in order to work on their own instructional levels.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Walker, Atunya, atunya.walker@pacecenter.org

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

Students participating in extended learning opportunities are monitored in the same fashion as students in other learning programs. Students are tracked individually each time that bi-weekly assessments are given. Individual goals are set and Differentiated Instruction groups are created to ensure that re-teaching is based on actual student weaknesses. In addition to this, students who show a decrease in scores are targeted to participate in extended lab hours.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

In order to assist Lorah Park's preschool children in the transition from the early childhood program to the elementary school program we articulate with neighborhood head start programs. Neighborhood head start programs are invited to visit our school site in the Spring and spend a day with one of our Kindergarten teachers so that students coming to our school on the following school-year can begin to see what we will expect from them. In addition, the school holds a Kindergarten Transition Meeting for parents (Early May) in order to answer technical questions as well as to give an overview of Kindergarten expectations and the registration process. The staff responsible for the articulation is the administration as well as the data input specialist. Students housed within our school-site Pre-Kindergarten are monitored by the teacher using the VPK Assessment. The VPK Assessment is administered to all students in the Pre-Kindergarten Program three times a year (September, January, and April). The VPK Assessment tracks early literacy skills and informs parents about their child's reading readiness. In addition, during this school year, will begin to administer the Teaching Strategies Gold Assessment. Students who attend the Pre-Kindergarten program at the school site also have one year's advantage over new students in the Dual Language Program.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide external 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.

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.

N/A

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

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 improved in all content areas, then student achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is improved in all content areas, then student achievement will increase. 1a

🔑 G096668

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	69.0
AMO Reading - Hispanic	67.0
AMO Reading - African American	68.0
AMO Reading - ELL	63.0
AMO Reading - SWD	57.0
AMO Reading - ED	69.0
AMO Math - Hispanic	72.0
AMO Math - ELL	71.0
AMO Math - SWD	57.0

Targeted Barriers to Achieving the Goal 3

- Interventions are not implemented with consistency.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The school has instructional coaches for Reading and Mathematics.

- Curriculum Support Specialists in the areas of Reading, Mathematics, and Science provide support at the school site.

- Common planning is available for all classroom teachers.

- The school currently has two, full-time SPED teachers; one ESOL teacher; and a full-time Gifted Teacher.

- Reading and Mathematics teacher resources include leveled materials for Second Language Learners as well as Students with Disabilities.

- Classroom interventionists, hourly teachers, paraprofessionals and computerized programs (MyOn Reader, I-Ready Reading, I-Ready Mathematics, Reflex Math, and Gizmos, Science) are available to provide additional learning opportunities to students who are not mastering grade level skills.

- District Pacing Guides for all core subject areas are available with links to technology, additional resources and essential labs.

Plan to Monitor Progress Toward G1. 8

Leadership team will review data to ensure that students are making progress towards the goal.

Person Responsible
Atunya Walker

Schedule
Every 3 Weeks, from 9/25/2017 to 6/7/2018

Evidence of Completion
Unit/chapter assessments, iReady data, topic assessments, data chat protocol

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 improved in all content areas, then student achievement will increase. `1`

🔑 G096668

G1.B1 Interventions are not implemented with consistency. `2`

🔑 B260010

G1.B1.S1 Implement consistent Intervention Framework during the allotted time as per the master schedule. `4`

🔑 S275439

Strategy Rationale

Teachers were not providing interventions but with the Instructional Framework teachers will have an implementation system.

Action Step 1 `5`

Administrators will participate in monthly iCADS to support content area instruction.

Person Responsible

Atunya Walker

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Action Plan, iCAD schedule, agenda

Action Step 2 `5`

Transformation Coaches will participate in monthly Transformation Coach Cohort meetings (TCCs) to support content area instruction.

Person Responsible

Atunya Walker

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Action Plan, TCC schedule, Transformation Coach logs

Action Step 3 5

Conduct the Instructional Review process and identify action steps required to eliminate the priority barrier.

Person Responsible

Atunya Walker

Schedule

Triannually, from 9/8/2017 to 5/25/2018

Evidence of Completion

Action Plan

Action Step 4 5

Leadership team will collaboratively participate in strategic planning meetings to make informed and strategic decisions to enhance student performance based on the school's quantitative and qualitative data.

Person Responsible

Atunya Walker

Schedule

Triannually, from 7/18/2017 to 5/25/2018

Evidence of Completion

Strategic Planning schedule, assessment data

Action Step 5 5

Principal will collaboratively participate in Data Assessment and Technical Assistance Coordination of Management (DATA/COM) to gain a deeper understanding of the progress in the school in order to make informed and strategic decisions that will improve student outcomes on District and State assessments.

Person Responsible

Atunya Walker

Schedule

Triannually, from 8/14/2017 to 5/25/2018

Evidence of Completion

DATA/COM schedule. presentation, sign-in sheet, follow-up notes

Action Step 6 `5`

Content area teams will meet weekly to conduct common planning.

Person Responsible

Atunya Walker

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Sign-in sheet, support logs, agenda

Action Step 7 `5`

Provide meaningful professional development during faculty meetings.

Person Responsible

Gianny Ramon

Schedule

Monthly, from 8/17/2017 to 5/31/2018

Evidence of Completion

Agenda, sign-in sheet, Professional Development presentation (PowerPoint, Prezi)

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

Leadership team will conduct classroom walk-throughs to monitor the implementation of the action plan cycles.

Person Responsible

Atunya Walker

Schedule

Weekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Administrator walk-throughs, lesson plans, student journals, student work folders

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

Leadership team will meet weekly to monitor the implementation of the intervention framework.

Person Responsible

Atunya Walker

Schedule

Weekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Intervention schedules, intervention data,

G1.B1.S2 Implement additional hourly interventionists, in Reading and Mathematics, to supplement the master schedule. `4`

🔑 S275440

Strategy Rationale

Teachers were not allotted additional time for providing interventions, but with the addition of hourly interventionists, additional extended learning opportunities, in Reading and Mathematics, will be provided.

Action Step 1 `5`

Hourly Reading and Mathematics Interventionists will provide targeted differentiated instruction for students identified as at risk (based on iReady Diagnostic Testing).

Person Responsible

Atunya Walker

Schedule

Daily, from 11/6/2017 to 4/27/2018

Evidence of Completion

Student work folders, consumable curriculum materials, master schedule, payroll sheets

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

Administration will review student work folders and data on a monthly basis to monitor progress and effectiveness of the hourly interventionists.

Person Responsible

Atunya Walker

Schedule

Monthly, from 11/27/2017 to 5/21/2018

Evidence of Completion

The evidence used and collected to monitor effectiveness will include walkthrough logs, data chat documentation, student iReady growth monitoring data, math topic assessment scores and student report card grades.

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

Student data (specifically iReady test data and ongoing progress monitoring data) will be used to monitor the effectiveness of the hourly Reading and Mathematics Interventionists.

Person Responsible

Atunya Walker

Schedule

Monthly, from 11/27/2017 to 5/25/2018

Evidence of Completion

The evidence that will be collected will be iReady Tiered Student Data (Instructional Grouping Profile & Student Growth), Reading McGraw-Hill E-Assessment data, and Mathematics Topic Assessment data. Student report card grades will also be used.

G1.B1.S3 Provide funding to hire 2 additional teachers in the intermediate grade levels (one Mathematics and one ELA Teacher) to strengthen the core academic instruction. [4]

🔑 S275441

Strategy Rationale

Providing a smaller student-teacher ratio will positively impact class size whereas teachers will be able to more effectively differentiate instruction.

Action Step 1 [5]

Hire 2 additional classroom teachers to mitigate class size and provide for more strategic instruction in ELA and Mathematics.

Person Responsible

Atunya Walker

Schedule

Daily, from 10/12/2017 to 6/8/2018

Evidence of Completion

The evidence which will be collected includes payroll sheets, class size reports, and year end FSA grade level and content area data.

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

Administrative walkthrough logs will be used to monitor the implementation of instruction as per the Master Schedule.

Person Responsible

Atunya Walker

Schedule

Daily, from 10/12/2017 to 6/8/2018

Evidence of Completion

The evidence that will be used to monitor this strategy's implementation will be the payroll sheets, administrative feedback logs provided to teachers and class data in ELA and Mathematics.

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

Teacher participation in common planning sessions will be used to monitor the effectiveness of this strategy.

Person Responsible

Atunya Walker

Schedule

Biweekly, from 10/16/2017 to 5/28/2018

Evidence of Completion

The following evidence will be collected/used for monitoring effectiveness of this strategy; common planning meeting notes, sign-in sheets and lesson plan 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
2018					
G1.B1.S2.A1 🔍 A369753	Hourly Reading and Mathematics Interventionists will provide targeted differentiated instruction...	Walker, Atunya	11/6/2017	Student work folders, consumable curriculum materials, master schedule, payroll sheets	4/27/2018 daily
G1.B1.S2.MA1 🔍 M398210	Administration will review student work folders and data on a monthly basis to monitor progress and...	Walker, Atunya	11/27/2017	The evidence used and collected to monitor effectiveness will include walkthrough logs, data chat documentation, student iReady growth monitoring data, math topic assessment scores and student report card grades.	5/21/2018 monthly
G1.B1.S1.A1 🔍 A369746	Administrators will participate in monthly iCADS to support content area instruction.	Walker, Atunya	9/1/2017	Action Plan, iCAD schedule, agenda	5/25/2018 monthly
G1.B1.S1.A2 🔍 A369747	Transformation Coaches will participate in monthly Transformation Coach Cohort meetings (TCCs) to...	Walker, Atunya	9/1/2017	Action Plan, TCC schedule, Transformation Coach logs	5/25/2018 monthly
G1.B1.S1.A3 🔍 A369748	Conduct the Instructional Review process and identify action steps required to eliminate the...	Walker, Atunya	9/8/2017	Action Plan	5/25/2018 triannually
G1.B1.S1.A4 🔍 A369749	Leadership team will collaboratively participate in strategic planning meetings to make informed...	Walker, Atunya	7/18/2017	Strategic Planning schedule, assessment data	5/25/2018 triannually
G1.B1.S1.A5 🔍 A369750	Principal will collaboratively participate in Data Assessment and Technical Assistance Coordination...	Walker, Atunya	8/14/2017	DATA/COM schedule. presentation, sign-in sheet, follow-up notes	5/25/2018 triannually
G1.B1.S1.A6 🔍 A369751	Content area teams will meet weekly to conduct common planning.	Walker, Atunya	8/21/2017	Sign-in sheet, support logs, agenda	5/25/2018 weekly
G1.B1.S2.MA1 🔍 M398209	Student data (specifically iReady test data and ongoing progress monitoring data) will be used to...	Walker, Atunya	11/27/2017	The evidence that will be collected will be iReady Tiered Student Data (Instructional Grouping Profile & Student Growth), Reading McGraw-Hill E-Assessment data, and Mathematics Topic Assessment data. Student report card grades will also be used.	5/25/2018 monthly
G1.B1.S3.MA1 🔍 M398211	Teacher participation in common planning sessions will be used to monitor the effectiveness of this...	Walker, Atunya	10/16/2017	The following evidence will be collected/used for monitoring effectiveness of this strategy; common planning meeting notes, sign-in sheets and lesson plan samples,	5/28/2018 biweekly
G1.B1.S1.A7 🔍 A369752	Provide meaningful professional development during faculty meetings.	Ramon, Gianny	8/17/2017	Agenda, sign-in sheet, Professional Development presentation (PowerPoint, Prezi)	5/31/2018 monthly
G1.MA1 🔍 M398213	Leadership team will review data to ensure that students are making progress towards the goal.	Walker, Atunya	9/25/2017	Unit/chapter assessments, iReady data, topic assessments, data chat protocol	6/7/2018 every-3-weeks
G1.B1.S1.MA1 🔍 M398207	Leadership team will meet weekly to monitor the implementation of the intervention framework.	Walker, Atunya	9/25/2017	Intervention schedules, intervention data,	6/7/2018 weekly
G1.B1.S1.MA1 🔍 M398208	Leadership team will conduct classroom walk-throughs to monitor the implementation of the action...	Walker, Atunya	9/25/2017	Administrator walk-throughs, lesson plans, student journals, student work folders	6/7/2018 weekly
G1.B1.S3.MA1 🔍 M398212	Administrative walkthrough logs will be used to monitor the implementation of instruction as per...	Walker, Atunya	10/12/2017	The evidence that will be used to monitor this strategy's implementation will be the payroll sheets, administrative feedback logs provided to teachers and class data in ELA and Mathematics.	6/8/2018 daily

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 🔍 A369754	Hire 2 additional classroom teachers to mitigate class size and provide for more strategic...	Walker, Atunya	10/12/2017	The evidence which will be collected includes payroll sheets, class size reports, and year end FSA grade level and content area data.	6/8/2018 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 improved in all content areas, then student achievement will increase.

G1.B1 Interventions are not implemented with consistency.

G1.B1.S1 Implement consistent Intervention Framework during the allotted time as per the master schedule.

PD Opportunity 1

Provide meaningful professional development during faculty meetings.

Facilitator

Transformation Coaches

Participants

Instructional staff

Schedule

Monthly, from 8/17/2017 to 5/31/2018

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	Administrators will participate in monthly iCADS to support content area instruction.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Other		$0.00
			Notes: Use EESAC Funds to provide incentives for students who meet pre-assigned, individualized goals on District Assessments.			
2	G1.B1.S1.A2	Transformation Coaches will participate in monthly Transformation Coach Cohort meetings (TCCs) to support content area instruction.				$0.00
3	G1.B1.S1.A3	Conduct the Instructional Review process and identify action steps required to eliminate the priority barrier.				$0.00
4	G1.B1.S1.A4	Leadership team will collaboratively participate in strategic planning meetings to make informed and strategic decisions to enhance student performance based on the school's quantitative and qualitative data.				$0.00
5	G1.B1.S1.A5	Principal will collaboratively participate in Data Assessment and Technical Assistance Coordination of Management (DATA/COM) to gain a deeper understanding of the progress in the school in order to make informed and strategic decisions that will improve student outcomes on District and State assessments.				$0.00
6	G1.B1.S1.A6	Content area teams will meet weekly to conduct common planning.				$0.00
7	G1.B1.S1.A7	Provide meaningful professional development during faculty meetings.				$0.00
8	G1.B1.S2.A1	Hourly Reading and Mathematics Interventionists will provide targeted differentiated instruction for students identified as at risk (based on iReady Diagnostic Testing).				$10,740.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3041 - Lorah Park Elementary School	UniSIG		$10,740.00
			Notes: 1 Math Interventionist @ $5,000 2 Reading Interventionists currently funded through Title I through December 2017. UNISIG funds of $5,740 will cover January - April of 2018.			
9	G1.B1.S3.A1	Hire 2 additional classroom teachers to mitigate class size and provide for more strategic instruction in ELA and Mathematics.				$140,880.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	3041 - Lorah Park Elementary School	UniSIG		$140,880.00
			Notes: 2 teacher salaries w/fringes: 1 @ $62,195 and the other at $78,685.			
					Total:	$151,620.00