

Miami-Dade County Public Schools

# Lake Stevens Elementary School



2017-18 Schoolwide Improvement Plan

# Lake Stevens Elementary School

5101 NW 183RD ST, Miami Gardens, FL 33055

<http://lstevens.dadeschools.net>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	96%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

## School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	B	C*	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>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in 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 Lake Stevens Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

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

##### b. Provide the school's vision statement.

Spreading our wings to develop the whole child. Helping students make continuous strides toward excellence.

#### 2. School Environment

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

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

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

Lake Stevens Elementary currently has one full-time security monitor and two part-time security monitors who circulate school grounds throughout the school day. The front entrance of the school is monitored by security monitors who utilize the visitor management system, Raptor Security software, to track incoming and outgoing visitors. The main entrance of the school remains locked at all times. Staff have been assigned posts throughout the school in the morning and afternoon to assist with arrival and afternoon dismissal. Lake Stevens Elementary has a Safety Committee, comprised of the Leadership Team. Leadership Team meets monthly throughout the year to discuss protocols and any safety issues that arise.

Lake Stevens Elementary implements the "Values Matters Miami" District initiative which supports the core values we instill in our students through school activities and classroom presentations by our school counselor. Students have the opportunity to be involved by writing topical essays on the value of the month.

##### 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.

The Parent/Student Handbook is located on the school's website. The Code of Student Conduct is part of the Parent/Student Handbook. The Title I Parent Compact will be distributed and sent home

for the parents and students to sign and return to school to acknowledge their understanding of the document and agreement to be involved.

A school wide discipline plan has been created by the Discipline Committee to address student behavior. The plan was introduced to the faculty at the beginning of the school year and teachers implement the plan in their classrooms. Updates and feedback on the implementation of the plan will be discussed at faculty meetings and leadership team meetings, as needed.

**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.**

A full-time counselor implements group and individual counseling to students. The counselor collaborates with teachers and parents to obtain resources and potential solutions to circumstances that may impede student learning. Families are referred to external organizations on an as-needed basis. The counselor conducts regular classroom visits to follow-up and monitor students. The District's Zero Tolerance Policy for bullying is implemented to address any concerns promptly. An anonymous anti-bullying box is placed in the main hallway of the school so students may voice their concerns. Through the collaborative partnerships with external organizations, support to families are provided at the beginning of school year through the school-wide distribution of free uniforms, bookbags and school supplies.

During the holiday season, each student is provided a holiday gift of reading books to take home. An annual Thanksgiving Food Drive is hosted to provide a Thanksgiving meal to needy families. Heiken Foundation provides free eyeglasses for students identified students. The Truancy Intervention and iAttend programs are implemented with fidelity on a monthly basis. An attendance committee meets monthly to address students with excessive absences and tardies. A part-time Community Involvement Specialist also conducts home visits as needed to provide information to families and serve as a liaison between the school and home.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.**

No suspensions are implemented at the elementary school level. Early warning indicators used to identify and monitor students who are having difficulty with attendance, behavior, and academics are included in the following reports: COGNOS reports for targeted student attendance, iReady Diagnostic Test in Mathematics and Reading Assessments, Mathematics Topic Assessments and ELA unit assessments. During frequent data conferences with teachers and administrators, student progress is discussed and a plan of action for student achievement is developed. The plan of action is agreed upon by teachers and administrators. Students who indicate early warning signs of academic and behavioral challenges are monitored through the Response to Intervention (RtI) process and intervention groups.

Weekly Student Support Team (SST) meetings are held with an administrator, counselor, school psychologist, interventionist, selected teachers and parents. The purpose of the SST meetings is to review and monitor the implementation of multi-tiered interventions and student's progress. The District iAttend Report is completed on a monthly basis to monitor students' attendance and recommend interventions based on the number of days absent.

Students who fail a course in Mathematics and/or Language Arts are recommended for the RtI process and Student Support Team Meetings to address academic concerns and provide



intervention.

Students who score a Level 1 on the FSA assessment receive intervention and are placed in a higher tier of support services to increase intervention and remediation.

**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	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	5	1	6	3	4	0	0	0	0	0	0	0	19
Level 1 on statewide assessment	0	3	4	11	9	27	0	0	0	0	0	0	0	54

**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	3	4	8	11	27	0	0	0	0	0	0	0	53

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

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

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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**

Parents and family will be engaged at Lake Stevens Elementary via parent workshops and after school student events and programs. Parents will be welcomed to our school through Open House and Parent Orientations. Teachers will keep parents informed with student progress through the electronic gradebook, teacher / parent conferences, and interim progress reports.



**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

Teachers and administrators collaborate to write and secure sustaining grants from The Education Fund (2 years). The Education Fund, in cooperation with Citibank, provides grant funding for the building and maintenance of a school's food forest on our school grounds. Some teachers have secured funding/donations from DonorsChoose.org to acquire classroom instructional materials and robotics equipment for our Science, Technology, Engineering and Mathematics (STEM) club. Additionally, our school is in partnership with the City of Miami Gardens to participate in its annual Science Fair exhibition and robotics competitions. Additionally, through this partnership, we have agreed to house the reptiles component of a grant secured by the City of Miami Gardens Council.

The annual Family Math Night events were hosted at Winn-Dixie, Target and Publix Supermarket Stores. Our Community Involvement Specialist recruits a variety of community partners such as McDonald's and Chick Fil-A to sponsor family fellowship events. This year, we have secured an additional community partnership with the Common Threads Program to introduce families to cooking and healthy eating.

**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
Schwam, Marc	Principal
Schwam, Marc	Assistant Principal
Mejia, Blanca	School Counselor
Ricketts-Burke, Althea	Teacher, K-12
Gant, Karen	Teacher, K-12
Byrd-Johnson, Erika	Teacher, K-12
Ramirez, Lindsey	Instructional Coach
Cairos, Reinaldy	Teacher, PreK
Vega, Lourdes	Teacher, K-12
Silva, Maria	Teacher, K-12
Dukes-Louden, Niya	Teacher, K-12
Farley, Marcelle	Instructional Coach
Bazelais, Madge	Teacher, K-12

**b. Duties**

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

Principal, Vanady A. Daniels

The principal strategically organizes and establishes structures to monitor the implementation of instruction and teacher effectiveness. The principal coordinates monthly leadership team meetings to provide updated instructional information on best practices, student performance data and

instructional processes (when needed). Monthly faculty meetings include sharing of best practices by subject area. Professional literature is shared with teachers via the District's email system on a monthly basis. Frequent data conferences with teachers and the assistant principal are conducted throughout the year to ensure that a focused climate of academic achievement is maintained. The principal provides a framework for the master schedule and reviews for revisions. Team building activities that promote a positive school culture of collegiality are provided for faculty members.

Assistant Principal, Marc W. Schwam

The assistant principal assists the principal with the aforementioned activities and facilitates weekly planning sessions with teachers to discuss student achievement. The assistant principal assists with building the master schedule to reflect student needs.

The Teacher Leaders assists teachers on their grade levels by providing information about the core instruction in ELA, Science and Mathematics. These teacher leaders collaborate with other faculty members by attending the IMPACT Expo to plan for the integration of selected subject areas. Some of the teacher leaders design and deliver professional development (by subject area) activities to their colleagues and attend District-sponsored iCAD meetings to acquire information to share school-wide. In addition, teacher leaders are assigned buddy teachers that are new to teaching and those that need extra support with content knowledge.

PD Liaison Lindsey Ramirez

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

Guidance Counselor, Blanca Mejia

Organizes MTSS/Rtl meetings; provides counseling for students with academic/behavioral needs; coordinates with outside agencies to provide extended resources to students. Coordinates the Attendance Committee to address students with excessive absences and tardies.

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

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

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

#### Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly to:

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

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency. MTSS End of Year problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this tier, previous years trend data across grade levels is used to examine grades to customize additional intervention support through small group remediation for a specified time frame.

#### Tier 3

Tier 3 supports are provided to students who have not met proficiency and retainees who are at risk of not meeting proficiency. Problem solving evaluates the Tier 2 intervention strategies to determine if sufficient progress has been made. If indicators of early warning signs are still imminent, the student is provided additional intervention, using a different model of small group remediation such as one-on-one instruction for a specified time frame.

#### Title I, Part A

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

#### Title III

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

#### Title X- Homeless

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

#### Violence Prevention Programs

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

#### District Policy Against Bullying and Harassment

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

#### Nutrition Programs

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

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Vanady Daniels	Principal
Althea Ricketts-Burke	Teacher
Rhoda Wiltshire	Education Support Employee
Blanca Mejia	Education Support Employee
Rachel Ohenhen	Parent
Rickey Thomas	Business/Community
Eddie Recinos	Business/Community
Elizabeth Luis	Parent
Lourdes Vega	Teacher
Ana Curbelo	Teacher
Karen Gant	Teacher
Erika Byrd Johnson	Teacher
Gabriele Placide	Student
Maxwell Omane-Achamfour	Student
Dana Placide	Parent
Madge Bazelais	Teacher
Marcelle Farley	Teacher
Jacqueline Omane Achamfour	Parent
Shellye Roberts	Parent
Abdul Samra	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, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

Teachers and other stakeholders provided feedback on last year's School Improvement Plan to recognize strategies and action steps that worked for our school as well as areas that need improvement. This information is taken back to the EESAC meetings for discussion and development of the plan for the upcoming year.

*b. Development of this school improvement plan*

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

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

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

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

School improvement funds were utilized to supplement educational resources to enhance the curricular program. The following list outlines the specifics of monies used:

- Curriculum Associates - \$1,701.00
- Scholastic - \$432.58
- J and J Bootcamp - \$2,145.00
- Time for Kids - \$955.46
- Everglades Mathematics - \$3,762.68
- StemScopes - \$900.00
- J and J Bootcamp Training - \$300.00
- Max Scholar - \$2,670.00

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

**b. Duties**

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

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



## D. Public and Collaborative Teaching

The school's 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.

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

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

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

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

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

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

#### **1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.**

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

#### b. Instructional Strategies

#### **1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented**



**to assist students having difficulty attaining the proficient or advanced level on state assessments.**

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

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

**Strategy:** Weekend Program

**Minutes added to school year:** 1,800

The school offers a Saturday Academy Program that begins in January 2018 to assist students with the preparation of the FSA test components.

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Schwam, Marc, pr2801@dadeschools.net

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

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

**Strategy:** Before School Program

**Minutes added to school year:** 2,400

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Gant, Karen , kwgant@dadeschools.net

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

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

**Strategy:** Extended School Day

**Minutes added to school year:** 2,640

In compliance with the Extended Day Statute for lower performing schools, our school will provide each student with an additional hour of reading enrichment or remediation of skill during each school day of the 2017-2018 school year. SAXON Phonics program and the McGraw-Hill Wonderworks program for remediation is utilized with students during intervention sessions.

**Strategy Rationale**

Saxon Intervention program is an effective research-based program that has a proven success rate with struggling learners.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Schwam, Marc, pr2801@dadeschools.net

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

This data is collected through iReady progress monitoring probes, iReady diagnostic tests and McGraw-Hill weekly and electronic assessments.

**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.**

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten (VPK). The administration of the statewide kindergarten screening tool (FLKRS) is given to determine the readiness of each child coming into kindergarten. Funds are used to provide extended support through a full-time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

Lake Stevens Elementary offers a Voluntary Pre-Kindergarten (VPK) program. The FLKRS is administered to incoming Kindergarten to determine Kindergarten readiness in Reading and Mathematics. The Waterford Early Learning Program is utilized by all learners to expose them to technology. In order to bridge the gap between school and community, our school provides a continuum of support to parents and students including Kindergarten Orientations. Additionally, the staff conducts workshops to enable parents with strategies to increase student academic achievement, monthly calendars delineating school events, access to instructional materials, such as I-Ready and resource packets with fundamental skill practice.

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

### b. College and Career Readiness

#### **1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

## A. Problem Identification

### 1. Data to Support Problem Identification

#### b. Data Uploads

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

### 2. Problem Identification Summary

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

## B. Problem Analysis Summary

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

## C. Strategic Goals

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.** 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**

G096705

**Targets Supported 1b**

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

**Targeted Barriers to Achieving the Goal 3**

- Hire an additional reading interventionist to support intervention

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

- ELA- McGraw Hill / Wonders; I-Ready, MyOn Reader; LAFS; WonderWorks; Ready Common Core Workbooks; FSA Task Cards; Item Specs; Pacing Guides; Reading Interventionist; FCCR; Imagine Learning; Scholastic News; Saxon Intervention; MaxScholar; National Geographic; Write Score MATH: Go Math Series; Destination Math; Animated Math Materials; HMH Mega Math; GIZMOS; Reflex Math; I-Ready; Math Manipulative Kits; Think Central; Task Cards; Everglades Math Curriculum; Item Specifications SCIENCE: Leveled Readers; Pearson Succesnet; Pacing Guides; Discovery Learning; J & J Bootcamp; NBC Learn; ScienceSaurus Handbooks; Lab Kits; StemScopes; District Science website for resources and powerpoints TECHNOLOGY: Laptop Carts; Promethean Boards; Smart Boards

**Plan to Monitor Progress Toward G1. 8**

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

**Person Responsible**

Marc Schwam

**Schedule**

Annually, from 8/21/2017 to 6/7/2018

**Evidence of Completion**

Math Topic Assessments, ELA Weekly Assessments, Science Fifth Grade Interim Assessment, FSA, SAT-10, FCAT 2018 Science

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key



**G1.** If core instruction is increased in all content areas, then student achievement will improve. 1

G096705

**G1.B1** Hire an additional reading interventionist to support intervention 2

B260112

**G1.B1.S1** Hire an additional reading interventionist to support ELA with the extended school hour. Administer and monitor OPM's and ORF's for Differentiated Instruction and Intervention. Utilize the Saxon series for the primary grades and utilize the Wonderworks program for the intermediate grades. Implement the flexible grouping model and monitor data monthly. 4

S275561

### Strategy Rationale

An additional reading interventionist will minimize teacher student ratios to support instruction. Intervention checkpoints using ORF's and OPM's will allow student groupings to be more fluid to provide proper instruction. Intervention series Saxon and Wonderworks will provide appropriate instruction to meet the needs of student academic levels.

### Action Step 1 5

Provide professional development on differentiated instruction and intervention to address the IPEGS standard "Knowledge of Learners" to meet the needs of all learners through weekly planning sessions with instructional coaches and administrators.

#### Person Responsible

Marc Schwam

#### Schedule

Weekly, from 8/21/2017 to 6/7/2018

#### Evidence of Completion

Sign In Sheets; lesson plans that include Differentiated Instruction learning targets.

### Action Step 2 5

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

#### Person Responsible

Marc Schwam

#### Schedule

Daily, from 8/21/2017 to 6/7/2018

#### Evidence of Completion

Administration walkthrough feedback cards

### Action Step 3 5

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

**Person Responsible**

Marc Schwam

**Schedule**

Weekly, from 8/28/2017 to 6/7/2018

***Evidence of Completion***

Planning meeting notes and sign in sheets

### Action Step 4 5

Utilize the instructional coaches in ELA and Mathematics to provide coaching cycles for teachers based on specific needs.

**Person Responsible**

Lindsey Ramirez

**Schedule**

Monthly, from 8/28/2017 to 6/7/2018

***Evidence of Completion***

Coaching Cycle Logs

### Action Step 5 5

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

**Person Responsible**

Maria Silva

**Schedule**

Weekly, from 1/8/2018 to 6/1/2018

***Evidence of Completion***

Student Sign In Sheets

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

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

**Person Responsible**

Marc Schwam

**Schedule**

Weekly, from 8/21/2017 to 6/7/2018

**Evidence of Completion**

Administration walkthroughs

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

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

**Person Responsible**

Marc Schwam









**Schedule**

Monthly, from 8/21/2017 to 6/7/2018

**Evidence of Completion**

Evidence of learning targets in classrooms and observational walkthrough logs.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B1.S1.A5  A370099	Provide tutoring services to increase student achievement in core classes for ELL students and...	Silva, Maria	1/8/2018	Student Sign In Sheets	6/1/2018 weekly
G1.MA1  M398505	Analyze I-Ready data, Math Topic Assessment Data, and ELA Weekly Assessments to see if student...	Schwam, Marc	8/21/2017	Math Topic Assessments, ELA Weekly Assessments, Science Fifth Grade Interim Assessment, FSA, SAT-10, FCAT 2018 Science	6/7/2018 annually
G1.B1.S1.MA1  M398495	Conduct debriefing sessions regarding observations of classrooms. Conduct walkthroughs throughout...	Schwam, Marc	8/21/2017	Evidence of learning targets in classrooms and observational walkthrough logs.	6/7/2018 monthly
G1.B1.S1.MA1  M398496	Administrators will monitor all steps of the action plan by conducting classroom walkthroughs and...	Schwam, Marc	8/21/2017	Administration walkthroughs	6/7/2018 weekly
G1.B1.S1.A1  A370095	Provide professional development on differentiated instruction and intervention to address the...	Schwam, Marc	8/21/2017	Sign In Sheets; lesson plans that include Differentiated Instruction learning targets.	6/7/2018 weekly
G1.B1.S1.A2  A370096	Implement the strategies learned during the common planning sessions during classroom instruction.	Schwam, Marc	8/21/2017	Administration walkthrough feedback cards	6/7/2018 daily
G1.B1.S1.A3  A370097	Conduct planning meetings and model the use of higher order questioning stems based on the needs of...	Schwam, Marc	8/28/2017	Planning meeting notes and sign in sheets	6/7/2018 weekly
G1.B1.S1.A4  A370098	Utilize the instructional coaches in ELA and Mathematics to provide coaching cycles for teachers...	Ramirez, Lindsey	8/28/2017	Coaching Cycle Logs	6/7/2018 monthly

## 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** Hire an additional reading interventionist to support intervention

**G1.B1.S1** Hire an additional reading interventionist to support ELA with the extended school hour. Administer and monitor OPM's and ORF's for Differentiated Instruction and Intervention. Utilize the Saxon series for the primary grades and utilize the Wonderworks program for the intermediate grades. Implement the flexible grouping model and monitor data monthly.

### **PD Opportunity 1**

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

#### **Facilitator**

Lindsey Ramirez and Marcele Farley

#### **Participants**

Classroom teachers

#### **Schedule**

Daily, from 8/21/2017 to 6/7/2018

### **PD Opportunity 2**

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

#### **Facilitator**

Reading Instructional Coach

#### **Participants**

ELA Teachers

#### **Schedule**

Weekly, from 8/28/2017 to 6/7/2018

## 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	<b>Provide professional development on differentiated instruction and intervention to address the IPEGS standard "Knowledge of Learners" to meet the needs of all learners through weekly planning sessions with instructional coaches and administrators.</b>				<b>\$0.00</b>
2	G1.B1.S1.A2	<b>Implement the strategies learned during the common planning sessions during classroom instruction.</b>				<b>\$16,400.52</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3240		2801 - Lake Stevens Elementary School	Title I, Part A		\$3,762.68
<i>Notes: Everglades K-12 Student Workbooks Grades 3-5</i>						
	3240		2801 - Lake Stevens Elementary School	Title I, Part A		\$7,379.80
<i>Notes: Curriculum Associates - Math and ELA workbooks for selected grades</i>						
	3240		2801 - Lake Stevens Elementary School	Title, I Part A		\$1,388.04
<i>Notes: Scholastic and Time for Kids Magazines</i>						
	3240		2801 - Lake Stevens Elementary School	Title, I Part A		\$300.00
<i>Notes: J and J Bootcamp Trainnig</i>						
	3240		2801 - Lake Stevens Elementary School	Title, I Part A		\$900.00
<i>Notes: StemScopes</i>						
	3240		2801 - Lake Stevens Elementary School	Title, I Part A		\$2,670.00
<i>Notes: Max Scholar</i>						
3	G1.B1.S1.A3	<b>Conduct planning meetings and model the use of higher order questioning stems based on the needs of the teachers to ensure a clear understanding of what is expected.</b>				<b>\$0.00</b>
4	G1.B1.S1.A4	<b>Utilize the instructional coaches in ELA and Mathematics to provide coaching cycles for teachers based on specific needs.</b>				<b>\$0.00</b>
5	G1.B1.S1.A5	<b>Provide tutoring services to increase student achievement in core classes for ELL students and Saturday Academy sessions for third through fifth grade students.</b>				<b>\$3,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3270		2801 - Lake Stevens Elementary School	Title III		\$3,000.00

Dade - 2801 - Lake Stevens Elementary School - 2017-18 SIP  
*Lake Stevens Elementary School*

			2801 - Lake Stevens Elementary School			\$0.00
<b>Total:</b>						<b>\$19,400.52</b>