

Miami-Dade County Public Schools

Arcola Lake Elementary School



2017-18 Schoolwide Improvement Plan

Arcola Lake Elementary School

1037 NW 81ST ST, Miami, FL 33150

<http://arcolalake.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	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	99%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	F*	F

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

Arcola Lake Elementary School is committed to working collaboratively with parents, students, and community stakeholders to produce high achievers through academic excellence, a rigorous curriculum, and stimulating content. Our teachers are innovative leaders building a strong foundation to meet each students' needs, abilities, and interests. Students are empowered to lead productive and fulfilling lives as fluid lifelong learners into the twenty-first century.

b. Provide the school's vision statement.

At Arcola Lake Elementary School, our vision is to provide the highest quality education in a safe, positive and challenging environment for all students, fostered by a TEAM effort between our school and the community members. We aim for an atmosphere of cooperation with respect for individual differences and community values.

2. School Environment

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

The staff at Arcola Lake Elementary is committed to ensuring that every student receives a quality education, demonstrating academic growth and social develop at the end of each school year. Our staff shares a common vision of what effective teaching looks like, through the implementation of best practices and the use of data to plan for instruction. The lowest 35% of our students are tutored in the morning when they are fresh and excited about learning. Our higher performing students are provided enrichment through clubs and additional tutoring in the afternoon.

The staff, parents and community at Arcola Elementary School are dedicated to providing a nurturing, comfortable and supportive environment where students are aware of the high expectations for their success. The learning is structured to create positive, interactive experiences between teachers and students, which cultivates a highly effective and well-functioning classroom environment. Emphasis is made throughout the curriculum to integrate all subject areas with Reading, Writing, Math and Science. We encourage the use of technology, and promote parental and community involvement in order to prepare students for the future. The focus on students also empowers them with the knowledge and necessary critical-thinking skills to make positive decisions in a multicultural world and meet the challenges of the 21st century.

Our students are exposed to a variety of programs that enhance their learning. These programs are: Career Day, Science Fair, Black History Month, Hispanic Heritage Month, Walk Safe, Say No To Drugs, Performing Arts field trips, 5,000 Role Models, Bullying-Prevention, Super RAMs Mentoring (L25 students), Safety Patrol, Embrace Girls and STEAM. All these programs help students grow into productive, contributing citizens of our global society.

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

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

child in order for him/her to experience success.

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

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

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

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

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

In areas such as the cafeteria, we have rules that apply to all students and are implemented with rewards and consequences. We recognize good behavior with "Spot Success" which spotlights students who do the right thing. During morning announcements, administrators and counselors discuss a value from the Superintendents Initiative Values Matter (Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Pursuit of Excellence, Respect, and Responsibility) and provide students with monthly activities.

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

Arcola Lake uses school climate surveys to gather information from parents, students and staff about safety and overall satisfaction with our facilities and performance. This data is used to improve the way the school functions and conducts itself with the community. Teachers and coaches conduct ongoing progress monitoring (OPM) and meet with administrators to conduct data chats to identify and help develop individualized plans for students in jeopardy and to ensure academic, social, and behavioral success. Title I compacts, behavioral and academic plans are developed through a collaborative effort with the counselor, teachers, coaches, parent, and students.

Students who are retained are identified and followed closely by teachers, coaches and administrators. Students scoring below proficiency levels on standardized assessment and on the

iReady diagnostic are monitored and provided Tier 3 interventions if necessary. All students K-5 receive an additional hour in reading instruction on their current level. Differentiated Instruction is provided at all grade levels for both Reading and Mathematics.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

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

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

A variety of incentives including; customized pencils, certificates, medallions, special appearance on morning announcements and special acknowledgement during quarterly and annual awards programs are given to students who do well academically or improve their behavior or academics.

Our Principal or Assistant Principals meet with every new student and parents coming to our school to discuss academic and attendance expectations. The student grades, attendance, and tardies are discussed with the parents. We discuss strategies to help improve student attendance if necessary.

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.

Arcola Lake Elementary School reviews the following Early Warning Indicators:

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

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	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	0	5	5	14	13	5	4	0	0	0	0	0	0	46
Level 1 on statewide assessment	3	6	18	25	12	21	0	0	0	0	0	0	0	85

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	5	8	21	12	14	23	0	0	0	0	0	0	0	83

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

Arcola Lake Elementary teachers analyze data to plan for instruction in all core subjects. Go Math and Wonders are used for Tier 1 instruction. Students are placed in D.I groups (Tier 2) based on their needs identified through OPM, topic assessments and iReady data. The extended day schools utilizes Saxon and ACT. In Science, are utilizing we use Gizmos, J and J Educational Bootcamp, and resources from Onedrive. In addition to these programs, students use MyOn Reading and Reflex Math at school and at home. We are also implementing Reading Plus and i-Ready.

B. Family and Community Engagement

The school's response to this section may 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

Arcola Lake Elementary School involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. We increase parental engagement/involvement through developing (with on-going parental input) our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. We conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement. Additionally, the M-DCPS Title I

Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year. Also, The Title I program and items purchased are mentioned during our EESAC meetings and other forums where parents are engaged and learning about the school system.

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

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

Parents and community members are encouraged to volunteer their time to support the school. Computers and personnel are available at the school for any parent or community member that wishes to become a volunteer, and does not have a computer or Internet service at home to apply to be cleared as a volunteer. We have established partnerships with Publix who donates popsicles to reward students, Home Depot to donate plants for our school beautification projects and other small businesses that donates funds to purchase rewards for our students.

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
Ellis, Yolanda	Principal
Matthews, Britney	Assistant Principal
Palmer, Awanna	Instructional Coach
Claxton, Bradley	Teacher, K-12
Clasp, Delores	School Counselor
Perez, Claudia	Instructional Coach
Lacey, Ronald	Teacher, K-12
Juanico, Denise	Teacher, K-12
James, Tiffany	Assistant Principal
Leonce, Kerlie	School Counselor

b. Duties

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

Dr. Cynthia Hannah -Principal:

The principal will provide instructional leadership to staff regarding student placement,

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

Mrs. Tiffany C. James, Assistant Principal:

The assistant principals will assist the principal with monitoring the implementation of the instructional program; conducting data conferences with teachers, implementing classroom walkthroughs and providing feedback to teachers. The assistant principal will also assist in monitoring the implementation of intervention and differentiated groups; facilitate Student Support Team (SST) meetings and meet with parents and staff to communicate school information.

Ms. Juanico Special Education Chairperson:

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

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

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

Ms. Clasp, and Ms. Kerlie Leonce Counselor:

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

Ms. Britney Matthews, Teacher

This teacher will participate with planning and coordinating activities aligned to the standards for every grade level, including enrichment resources.

Bradley Claxton, Teacher

The chairperson will participate in student data collection and conferences; collaborate with Teachers in grades k-2 to provide the appropriate materials and strategies for all students. The chairperson will also monitor meetings and present workshop information during faculty meetings to ensure that appropriate services and instruction are provided to students.

Ronald Lacey, Teacher

The chairperson will participate in student data collection and conferences; collaborate with Teachers in grades 3-5 to provide the appropriate materials and strategies for all students. The chairperson will also monitor meetings and present workshop information during faculty meetings to ensure that appropriate services and instruction are provided to students.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and

supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

Title I

Arcola Lake Elementary offers additional intervention to students in need of remediation through the extended day and before school tutoring. Furthermore, retained third grade students have the opportunity to receive remediation during summer school. Federal and local services will be coordinated to provide a Voluntary Pre K Program to prepare 4 year olds for Kindergarten. Arcola Lake is part of the Phase II initiative of the Ready Schools Miami Project. Ready Schools Miami is funded through partnership with the University of Florida, W.K. Kellogg Foundation, and Miami-Dade County Public Schools. Health Connect services are provided to ensure students requiring additional health care needs are addressed by having a full-time nurse on staff throughout the week.

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

The Community Involvement Specialist conducts informal parent surveys to determine specific needs of our parents, and schedule workshops. Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Coaches identify patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with school-wide screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; and special support services to special needs populations such as homeless, migrant, neglected and delinquent students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ms. Latosha Vasque	Teacher
Dr. Cynthia Hannah	Principal
Ms. Joane Taylor	Business/Community
	Student
Britney Matthews	Teacher
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

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

The School Advisory Council (SAC) members engage in the problem-solving process by reviewing the previous year's data and provide suggested strategies that address the educational needs of the current student population. Achieving learning gains and increasing the number of students meeting high standards is the main focus. This collaboration includes a continuous analysis of the data throughout the academic year resulting in the adjustment of strategies as needed.

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

b. Development of this school improvement plan

The EESAC will review the proposed plan and the instructional strategies suggested to be implemented by each grade level. Members can make their own suggestions in reference to curriculum changes.

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

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

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

ESSAC funds

\$591.25 Music Department, \$591.25 Art Department, \$1,182.50 to the 02 Account for honor roll awards.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Ellis, Yolanda	Principal
Vasque, Latosha	Teacher, K-12
Palmer, Awanna	Instructional Coach
James, Tiffany	Assistant Principal

b. Duties

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

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

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

D. Public and Collaborative Teaching

The school's 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 aim of Arcola Lake staff is to implement vertical collaboration as well as grade level collaboration. Our coaches and CSS go into classrooms on a weekly basis to plan with teachers for an hour in addition to modeling lessons and visits to offer feedback on implementation. The school administration also participates in this process by being part of planning with the coaches and/or the CSS and teachers. Administration and the CSS meet each time they come to our school to discuss their observations as the CSS visits classes. Our classes are departmentalized in grades 2 to 5. Teachers are paired with other teachers that teach the same subjects whenever possible to facilitate planning and communication.

Professional Development is conducted by administrators, coaches, CSS and master teachers as the needs are identified. Follow-up is put in place and expectations are clearly stated. Experience teachers are assigned to new teachers in the same grade level whenever possible. We also participate in peer teacher observations.

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

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

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

Ms. Palmer and Ms. Cine

The mentor is an experienced Reading teacher and coach with favorable student achievement results. She is currently a reading instructional coach. She conducts planning sessions and collaborates with teachers to prepare lessons; visit classroom and provide feedback to mentee throughout the school year; and model lessons to demonstrate use of best practices.

Ms. Carey and Ms. Eagle

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

Ms. Claudia Perez and Mr. Blaise

The mentor is an experienced. Math/Science teacher with favorable student achievement results. She is also a mathematics instructional coach. She conducts planning sessions and collaborates with teachers to prepare lessons; visit classroom and provide feedback to mentee throughout the school year; and model lessons to demonstrate use of best practices.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

At Arcola Elementary School coaches and teachers plan collaboratively to ensure that the materials and programs are aligned to the standards. Coaches and CSS in each area in Reading, Mathematics

and Science work with teachers to unwrap the standards for better understanding of the content to be taught.

b. Instructional Strategies

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

Arcola Lake Elementary School uses data-driven decision making in order to gather data to ensure the school, the class, and the student is meeting our purpose and vision to ensure that every student learns and is successful. The school's SST/Rtl Leadership Team collaborates monthly to: Analyze data such as iReady, topic assessments and other data points from PowerBI and link it to instructional decisions; review progress monitoring data at the grade level and classroom level to recognize students who are meeting and exceeding standards. Based on the following information, the leadership team will provide professional development and resources necessary to carry out effective interventions. The team collaborates regularly to resolve problematic issues, share efficient practices, assess implementation, execute choices, and practice new processes and skills. The team also supports the process of building consensus, increasing communications, and managing decisions about implementation.

More specifically, the roles and responsibilities are as follows: The Principal provides a common vision for the use of data- based decision making to include baseline and mid-year assessments. We establish that the school-based team is implementing MTSS/Rtl; conducts assessments of MTSS/Rtl skills; ensures implementation of intervention, support, and documentation; determine adequate professional development to support SST/Rtl implementation; and communicates with parents regarding school- based SST/Rtl plans and activities. They collaborate with to verify that the intervention plan devised is appropriate to the needs of the targeted student or students. The Principal and Assistant Principal make certain that the team process and decisions are implemented in accordance with the goals and desired outcome of the team and the evidence-based strategies chosen. The Counselor offers quality services and expertise on areas of concern ranging from outlining a plan to assisting individual students with assessment and interventions. In addition to providing interventions, student services personnel continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

Strategy: Extended School Day

Minutes added to school year: 4,320

We are still offering tutoring before school for the lowest 35% and ESOL students. Intervention will be embedded in the school day without changes to other curriculum programs (extended day). Before school tutoring targets students that are performing below grade level will receive assistance in Reading, writing, and mathematics. Afterschool enrichment with students scoring level 3 or higher.

Strategy Rationale

This year, Arcola Lake Elementary School is designated by the State of Florida as being one of the "Lowest 300 Elementary Schools." This determination was made by analyzing reading proficiency levels and reading learning gains data. We still feel intervention is necessary to maintain our school grade.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ellis, Yolanda, pr0101@dadeschools.net

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

Students that participate in the extended day are monitored for success through OPM and teacher feedback

other assessments that are part of Wonderworks, ACT and Saxon are analyzed by instructional teachers and the Leadership Team to determine the success of the strategies.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may 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.

Pre-kindergarten Early Growth Indicators Benchmark Assessment is administered to all preschoolers as an initial, mid-year diagnostic and a final assessment. Early intervention is provided for low performing students who are targeted. Once identified, certified teachers work with low-performing students using the Wonderworks Curriculum and High/Scope strategies. Arcola Lake Elementary provides strategies to be utilized by the parents at home to prepare their children to make a smooth transition to kindergarten. A kindergarten orientation and tour of the school was offered to parents and neighboring preschool/daycare facilities.

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

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

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

b. College and Career Readiness

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

II. Needs Assessment

The school's completion of this 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.

1) Plan for standards-based instruction using topic assessment data to provide additional support for struggling students and challenging scenarios for proficient students.

2) Monitor topic assessment data to continuously determine standard proficiency levels.

- 3) Tailor student support based on topic assessment data guided by the Differentiated Instruction and Intervention Planning Cards Profiles 1-5.
- 4) Conduct periodic data chats on topic assessments to ensure students receive rigorous multi-tiered differentiated instruction.

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.

Monitor topic assessment data to determine the weakest benchmark. Additionally, monitor students who demonstrated proficiency to ensure they maintain passing scores on each assessment. Create an instructional focus calendar to identify the weakest benchmarks for intervention and bell-ringers. Conduct data chats by topic assessment to address misconceptions.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

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

G096755

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	55.0
FSA ELA Achievement	44.0
FCAT 2.0 Science Proficiency	45.0
FCAT 2.0 Writing Proficiency	10.0

Targeted Barriers to Achieving the Goal 3

- Ineffective and inconsistent delivery of intervention and small group instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Transformation Coaches Reading, Math and Science CSS Common planning Professional Development Curriculum Pacing Guides District/ Educational Transformation Office Curriculum Resources Supplemental Resources J and J Educational Bootcamp Tutoring

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Yolanda Ellis

Schedule

Biweekly, from 9/5/2017 to 6/7/2018

Evidence of Completion

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

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B =
Barrier


S = Strategy

 = Problem Solving Step  S123456 = Quick Key

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

 G096755

G1.B1 Ineffective and inconsistent delivery of intervention and small group instruction. 2

 B260256

G1.B1.S1 Provide professional development on intervention procedures and and explicit data-driver instruction to for small groups. 4

 S275691

Strategy Rationale

Understanding how different sources of data can assist with aligning resources for differentiated instruction and how to build phonics into lesson to assist with closing the gaps during intervention.

Action Step 1 5

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

Person Responsible

Yolanda Ellis

Schedule

Weekly, from 9/5/2017 to 6/7/2018

Evidence of Completion

Lesson plans, Professional Development, Sign In Sheets, Common Planning Schedule, Student Work Samples

Action Step 2 5

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

Person Responsible

Yolanda Ellis

Schedule

Monthly, from 8/22/2017 to 6/7/2018

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Yolanda Ellis

Schedule

Weekly, from 9/5/2017 to 6/7/2018

Evidence of Completion

Lesson plans, walkthroughs, coaching cycle document

Action Step 4 5

Conduct walkthrough to identify teachers that need additional support.

Person Responsible

Yolanda Ellis

Schedule

On 6/7/2018

Evidence of Completion

Classroom walkthrough log

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

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

Person Responsible

Yolanda Ellis

Schedule

Weekly, from 9/5/2017 to 6/7/2018

Evidence of Completion

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

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

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

Person Responsible

Yolanda Ellis

Schedule

On 6/7/2018

Evidence of Completion

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

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

Looking at the student achievement gap.

Person Responsible

Yolanda Ellis









Schedule

Monthly, from 9/5/2017 to 6/7/2018

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M398801	Data shows the achievement gap closing and more students are proficient.	Ellis, Yolanda	9/5/2017	Common planning, sign in sheets, coaches logs, various testing tools, iReady data, other data sources	6/7/2018 biweekly
G1.B1.S1.MA1  M398798	Looking at the student achievement gap.	Ellis, Yolanda	9/5/2017	Students' work folders, journals, tests and Assessment data will be analyzed to monitor effectiveness.	6/7/2018 monthly
G1.B1.S1.MA1  M398799	Resources are alignment to the instructional resources to meet the student's needs.	Ellis, Yolanda	9/5/2017	Minutes, sign-in sheets, lesson plans, and agendas.	6/7/2018 weekly
G1.B1.S1.MA3  M398800	Teachers will participate in strategic meeting with the administrators to monitor the effectiveness...	Ellis, Yolanda	10/25/2017	Datacom memorandum, DI grouping, OPM data sheet, topic assessments, iReady data	6/7/2018 one-time
G1.B1.S1.A1  A370424	Provide job embedded professional development and assistance during common planning on analyzing...	Ellis, Yolanda	9/5/2017	Lesson plans, Professional Development, Sign In Sheets, Common Planning Schedule, Student Work Samples	6/7/2018 weekly
G1.B1.S1.A2  A370425	Develop and implement an instructional framework to utilize during the Teacher Led Center and...	Ellis, Yolanda	8/22/2017	PD Sign in sheet, lesson plans , reading response journals, common planning Agendas	6/7/2018 monthly
G1.B1.S1.A3  A370426	Conduct coaching cycles and model the implementation of small group instruction aligned to data.	Ellis, Yolanda	9/5/2017	Lesson plans, walkthroughs, coaching cycle document	6/7/2018 weekly
G1.B1.S1.A4  A370427	Conduct walkthrough to identify teachers that need additional support.	Ellis, Yolanda	9/5/2017	Classroom walkthrough log	6/7/2018 one-time

V. Professional Development Opportunities

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

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

G1.B1 Ineffective and inconsistent delivery of intervention and small group instruction.

G1.B1.S1 Provide professional development on intervention procedures and and explicit data-driver instruction to for small groups.

PD Opportunity 1

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

Facilitator

Coaches and/or Curriculum Support Specialists (CSS)

Participants

All teachers in K - 5

Schedule

Weekly, from 9/5/2017 to 6/7/2018

PD Opportunity 2

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

Facilitator

Math and Reading Coaches and Science CSS

Participants

All K-5

Schedule

Monthly, from 8/22/2017 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	Provide job embedded professional development and assistance during common planning on analyzing multiple data sources used to drive instruction and alignment of materials and resources for small groups.	\$0.00
2	G1.B1.S1.A2	Develop and implement an instructional framework to utilize during the Teacher Led Center and develop activities for the independent center.	\$0.00
3	G1.B1.S1.A3	Conduct coaching cycles and model the implementation of small group instruction aligned to data.	\$0.00
4	G1.B1.S1.A4	Conduct walkthrough to identify teachers that need additional support.	\$0.00
Total:			\$0.00