

Miami-Dade County Public Schools

David Lawrence Jr. K 8 Center



2017-18 Schoolwide Improvement Plan

David Lawrence Jr. K 8 Center

15000 BAY VISTA BLVD, North Miami, FL 33181

<http://dlk8.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)
Combination School PK-8	Yes	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	A

**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 David Lawrence Jr. K 8 Center

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The staff and community of David Lawrence Jr. K-8 Center will provide all stakeholders with a safe learning environment that will foster student achievement and academic excellence as we set SAIL on a path to success.

b. Provide the school's vision statement.

The educational mission of David Lawrence Jr. K-8 Center is to cultivate and enrich the lives of our students through sound research-based curriculum couples with a strong sense of community involvement where all children will achieve their personal and academic potential.

2. School Environment

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

The school collaboratively celebrates different cultures through Hispanic Heritage Month, African-American Month, Jewish Heritage and Haitian Flag day. Our lower academy has "International Day" to expose students to countries throughout the world. Building strong collaborative relationships between teachers and students is accomplished through application of research-driven strategies and complimented with ongoing parental and family involvement efforts including Class Dojo.

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

The school follows the "Values Matter Miami" initiative with fidelity, supporting focus pillar that MDCPS promotes quarterly. Spot Success is used weekly to celebrate the students that exhibit the positive behaviors outlined by the Values Matter Miami initiative. Our school provides effective school communication through Connect ED, our school website, and social media including Twitter, Facebook and Instagram.

A safety committee ensures that safety is a priority at our school. The committee is made up of key stakeholders, our union steward, parents, community, guidance counselors, administrators, and our school resource officer. Visitors to the school are welcomed by staff at our entrance to provide a safe learning environment for all.

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

A student code of conduct document is distributed and explained to students at the beginning of the school year. This document, which is also available on our website explains the program in a positive and supportive manner. It includes the overall statement of belief and purpose, the process and procedures, and the explanation of the steps to be followed if an infraction takes place.

The faculty handbook and code of conduct is distributed at the beginning of the school year. It

includes the overall statement of belief and purpose and an introduction explaining the process and purpose. It explains the policies and procedures to be followed and the forms used to document the infractions. Additionally it explains positive behavior management programs and gives resources for further information.

Forms to be used in the program in order of behavior infractions:

1. Referral of student by teacher after parent contact has been made.
2. Student history form to keep accurate records on students' behaviors.
3. Counselor referral as applicable.
4. Administrative intervention report form and the plan to help student change behavior.
5. Student conference form with signatures of all parties to the agreement(s).
6. Proposed follow-up plan to an incident and check-off form to keep track of progress (behavior management plan).

Class Dojo is used as a school wide initiative to encourage positive behavior and encourage parental communication. Monthly reward incentives are given to students with high points for positive behavior. Our school utilizes an alternative to suspension plan that follows the progressive discipline plan, utilizing our district's "Success Academies," to improve our counseling intervention program.

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.

Personal/social counseling ensures that the social-emotional needs of all students are being met. Through counseling to develop an understanding of themselves, the rights and needs of others, and how to resolve conflict peacefully. Counselors assist students to define individual goals that reflect their interests, abilities, and aptitudes. Counselors assign mentors to students that who need frequent monitoring.

"Peer Counseling" is offered to our middle grades students. It focuses on peer mediation, bullying awareness, and buddy mentoring. These students support younger students within our school.

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.

Counselors and Title I CIS call parents of students according to iAttend district protocol levels during school site iATTEND meetings each week. School social workers and Title I CIS make home visits to students with attendance issues. Proper documentation is handled by teachers, school counselors and administration.

Counselors place students with one or more behavioral referrals on a behavior management plan that is monitored weekly and conferences are held as needed. Counselors meet with students that are at-risk for course failure in mathematics, science, language arts, and social science. Level 1 and 2 students will be assisted with weak benchmarks in small intervention groups and are placed in intensive reading.

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	6	4	7	15	7	16	23	5	2	0	0	0	0	85	
Level 1 on statewide assessment	4	4	16	7	42	49	60	56	56	0	0	0	0	294	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	6	7	18	6	46	41	65	71	64	0	0	0	0	324	

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

Weekly iAttend meetings are held to address and improve student's attendance. iAttend meetings include a review of students with attendance and tardiness issues. The committee is comprised of the attendance clerk, all guidance counselors, Title I CIS, and the assistant principal responsible for attendance. Documentation is completed at these meetings including attendance referrals, home visits, and truancy paperwork.

Academic and behavioral concerns are addressed by guidance counselors each nine weeks. Student and parent conferences are held as needed. Identified students receive additional intervention strategies, assigned virtual school and afterschool tutoring.

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

The PFEP will involve parents in having a voice in making school site decisions.

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.

David Lawrence Jr. K8 Center has a Dade Partners representative, Ms. Mitzi Parlor, that builds and sustains Dade Partners through effective and frequent communications and visits. Our partners help

provide incentives for student academic achievement as well as positive behaviors. Our partners also assist us with school beautification, student school supplies, food for our homeless students, and with teacher incentives. Many activities engage the parents and community on an ongoing basis, including but not limited to: parental workshops, EESAC meetings, and orientations. The David Lawrence Jr K-8 Center PTSA is a significant and daily presence in our school, with activities including the Dolphin Depot, membership drives and student incentives (parties, BBQ's, certificates and recognitions). Community partnerships and sponsorships are diverse and well established.

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
Laiken, Dina	Principal
Christopoulos, Amy	Assistant Principal
Calveiro, Raquel	Teacher, K-12
Parlor, Mitzi	Assistant Principal
Robinson, Dale	Assistant Principal
Alexandre, Tania	Assistant Principal
Rodriguez, Jani	School Counselor
Molina, Mayra	School Counselor
Smith, Michael	Instructional Coach
Lampner, Ann	Instructional Coach
Marian, Padilla	Teacher, K-12
Chong, Ching	Teacher, K-12
Jurado, Claudia	Teacher, K-12
Montenegro, Sandra	Teacher, K-12
Santiago-Viruet, Sandra	Teacher, K-12
Bolten, Lark	Teacher, K-12
Sanchez, Mariely	Teacher, K-12
Ramsaroop, Chavell	Teacher, K-12
Thomson, Maureen	Teacher, K-12
Gordon, Nikkisha	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.

The Leadership Team is comprised of the Principal, assistant principals, reading coach, mathematic and science coach, data coach, grade level chairs, and guidance counselors.

Mary Kate Parton- Principal

Mrs. Parton provides leadership, expertise, and a common vision for the use of data-based decision

making, and she ensures that the school-based leadership team is implementing the components of our school improvement plan, and allocate the necessary resources to do so.

Amy Christopoulos - Elementary Assistant Principal: Ms. Christopoulos provides curricular expertise to David Lawrence Jr. K-8 Center, and is focused in her role as an instructional leader supporting the upper academy. Her primary areas of responsibility are:

- Aspen – Middle School
- Audits – T-1/IF
- Certification
- Curriculum 5-8
- Discipline PK--8
- Dress code
- ESSAC
- Honor Roll/Awards
- i3 Mentor Program
- iAttend
- Master schedule
- Middle School Athletics
- IPEGS schedule
- Opening/Closing of school
- Principal designee
- Rookie Teacher of the Year
- RTI
- SIP Coordinator
- Teacher Observations/Schedules
- Teacher of the Year
- Title 1

Christopher Gonzalez - Elementary Assistant Principal: Mr. Gonzalez provides curricular expertise to David Lawrence Jr. K-8 Center, and is focused in his role as an instructional leader supporting elementary grades. His primary areas of responsibility are:

- Articulation 4-8
- Aspen support
- Audits-Payroll/SPED/ESOL
- Custodial Staff
- Discipline PK-8
- ESE
- ELL
- Faculty Meeting/Attendance
- Fire Drills
- Gifted
- Honor Roll/ Awards
- Master Schedule Elementary
- Parent Academy
- Physical Plant
- PTA/PTSA
- Testing
- Substitute Coverage
- PA System
- Teacher Observations
- Teacher of the Year

Mitzi Parlor - Elementary Assistant Principal: Ms. Parlor provides curricular expertise to David Lawrence Jr. K-8 Center, and is focused in her role as an instructional leader supporting the lower academy. Her primary areas of responsibility are:

- Audits – Property
- Clerical Staff
- Climate Survey
- Community Involvement
- Dade Partners/Volunteers
- Discipline Pk-8
- Dress Code – students
- Emergency Contact Cards
- Honor Roll/Awards
- Itinerant Personnel
- Media Center
- Physical Plant
- School Operations
- Security and Lunch Monitors
- Tardy Sweeps
- Teacher Observations
- Transportation PK-8
- United Way

Charlene Olicker – Elementary Assistant Principal: Dr. Olicker provides curricular expertise to David Lawrence Jr. K-8 Center, and is focused in her role as an instructional leader supporting primary grades, particularly the Primary Learning Center. Her core areas of responsibility are:

- Aftercare – PLC
- Audits – PLC
- Buses
- Discipline PLC
- ELA Grades K-4
- Emergency Contact Cards PLC
- Teachers Observation – both campuses
- Walkthrough schedule – both campuses
- Work Orders - PLC

Raquel Calveiro – SCSJ Instructor and Data Coach: Provides data and testing support to all grade levels and assessments, including but not limited to: FSA, FCAT, iReady, Power BI, Accelerated Reader, Alternate Assessment, Benchmark Assessments/Topic Tests, etc.

- Collects, analyzes and disseminates data
- Conducts data chats with individual teachers and grade levels
- Gradebook
- Honor Roll/Awards Support
- Intern/Field Experiences College Liaison
- New Teacher Support
- Provides professional development for teachers
- Provides SCIS Support
- Testing Chairperson
- Textbook Inventory w/teachers
- Updates Faculty Meetings

Lee Ann Jones – Mathematics and Science Coach: Provides mathematics and science support to all grade levels and assessments, including but not limited to: mentoring and coaching, classroom visitations and progress monitoring, and development of the STEAM programming at David Lawrence

Jr. K-8 Center.

- Classroom Visitations
- Collects, analyzes and disseminates data
- Conducts data chats with individual teachers and grade levels
- Dade Partners
- Ensures classroom instruction is rigorous, standards based, and that targeted interventions are implemented with fidelity
- iReady Math
- Monitors and models classroom instruction for math and science programs K-8
- Provides professional development for teachers
- STEAM Designation

Ann Lampner – Reading Coach: Provides English Language Arts support to all grade levels and assessments, including but not limited to: mentoring and coaching, classroom visitations and progress monitoring, data analysis and development of tutoring and intervention programs at David Lawrence Jr. K-8 Center.

- Classroom Visitations
- Collects, analyzes and disseminates data
- Conducts data chats with individual teachers and grade levels
- Ensures classroom instruction is rigorous, standards based, and that targeted interventions are implemented with fidelity
- iReady Math and Reading - iReady Contact
- Monitors and models classroom instruction.
- Professional Development Liaison
- Provides professional development for teachers.
- Reading Plus
- Reading Program K-8
- Tutoring Schedules

Altrice Holloman - Guidance Counselor: Provides guidance support to upper academy and whole school counseling support in the following areas of specialization:

- HIV/AIDS Education Liaison
- Sexual Minority Network/SAFE Liaison
- Teenage Parent Contact
- Oversees that the pupil progression plan is followed.
- Bullying/Violence Prevention Liaison

Jani Rodriguez - Guidance Counselor: Provides guidance support to upper academy and whole school counseling support in the following areas of specialization:

- Oversees the virtual school program and contributes to the RTI, iATTEND, and ESSAC committee
- School Homeless Liaison/UPSTART

Grade Level / Department Chairs:

Ching Chong
 Maureen Thomson
 Tammy Newness
 Janet Kelly
 Mariely Sanchez
 Shoshana Bogis
 Nikkisha Gordon
 Inna Lalababayev
 David Martinez
 Claudia Jurado

Department Heads and Grade Level Chairs ensure that grade level has instructional alignment, models best practices, and conducts collaborative planning meetings.

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 utilizes the MTSS/Rtl process to enhance data collection, data analysis, problem solving, provides differentiated assistance, and monitors progress.

The team uses the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic goals and behavior, evaluate data progress at least three times per year by addressing the following important questions; What will all students learn? What progress is expected in each core area? How will we determine if students have made expected levels of progress towards proficiency? Additional monitoring of grade levels and deficient benchmarks will be addressed in data chats with the administrative team. The team will assess professional development needs for teachers after analyzing quarterly data.

The team will gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM. Communication will be shared with staff for input and feedback, as well as updating them on procedures and progress. The team will support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions. Additionally, the team will provide clear indicators of student needs and student progress, assisting in examining the validity and effectiveness of program delivery.

Title I, Part A

David Lawrence Jr. K-8 Center provides services to ensure that students requiring additional remediation are assisted through afterschool programs and/or summer school. The district coordinates with Title II and Title III to ensure that our staff development needs are provided. Our Curriculum Coaches develop, lead, and evaluate school core content standards/programs and identify and analyze existing literature on researched-based curriculum/behavior assessment and intervention approaches. They also identify systematic patterns of student's needs while working with district personnel to: identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children considered "at risk"; assist in the design of 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.

Title I, Part C- Migrant

The Title I Migrant Education Program provides supplemental instructional and support services to eligible children of migrant workers through the following components:

Migrant Early Childhood Learning Program (MECLP) provides services to eligible migrant preschool children at selected Migrant Housing Centers. Sites in the two main Migrant Housing Center: Redland and South Dade provide instruction for migrant three and four year old children. The MECLP offers the developmentally appropriate Pre-K Waterford Early Learning and the Scholastic Big Day Early Childhood program curriculum. Additionally, food services, health screenings, and extended daycare is available. Parental involvement is also an integral part of the program. Parent participation in workshops, parent-teacher conferences and other school/community activities are infused to include parents as partners in their children's educational process. The MECLP addresses the needs of the

whole child, as children are involved in hands-on experiences with people, objects, ideas and events.

Migrant Achievement Resources (MAR) offers educational and support services designed to meet the needs of migrant student in Grades K-5. MAR services are offered at selected elementary schools and K-2 Learning Centers. MAR offers supplemental tutoring and technology-based instruction to eligible Priority For Service (PFS) students. MAR staff provides supplemental instruction based on current curriculum implemented by school personnel. MAR staff articulates with appropriate classroom teachers to ensure consistent curriculum. In addition, MAR staff monitors student attendance, provides educational referrals, expedites student record transfers, assists with conduct issues and organizes cultural activities. Working in collaboration with the Title I Migrant Education Program Supportive Service Component, MAR staff assists with identification and recruitment, and completes

Migrant Student Information Exchange (MSIX) for migrant students who transfer in and out of Miami-Dade County. MAR staff also offers Support Service referrals, home visits and provides parental involvement activities.

Migrant Academic Planning and Achievement (MAPA Middle) offers a selection of services tailored to meet the needs of migrant students in grades 6-8 at selected middle school and K-8 Centers. The Teacher/Advocate customizes services through the selection of several available models, which include: Tutorial, Attendance, Counseling, Educational Blueprint, and Career Awareness with opportunities designed to teach students how to foster and maintain a positive attitude toward education and life-long learning. Cultural activities, educational technology, effective use of the internet, school attendance monitoring, education referrals are provided through MAPA. Identification and recruitment, MSIX, support services referrals, and parental involvement activities are provided.

At this time David Lawrence K-8 Center does not have any students identified as Migrant.

Title III

Title III funds are used to supplement and enhance our programs for English Language Learners (ELL) and immigrant students by allowing teachers to implement an after school tutorial program focusing on improving reading and comprehension skills.

Title X- Homeless

At David Lawrence K-8 Center all homeless children and youth that are enrolled receive the following services as supported by school site counselors and support staff from the district Project UPSTART even if the necessary documentation is not provided.

- Free lunch is provided even if the necessary documentation is not completed or signed.
- The student is provided with transportation to David Lawrence K-8 Center if over two miles from current residence upon parent or guardian's request.
- Homeless students are provided with school supplies and a backpack.
- Tutoring is provided at select homeless shelters after-school.
- Individual, family, and group counseling are available at select shelters after-school.
- Homeless Awareness and sensitivity activities curriculum and video are promoted twice a year to all M-DCPS students.
- Students and families are invited to make appointments to visit the "UP-START Shop" and pick up free food, toiletries, clothes, shoes, books, toys, and more.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- A guidance counselor is trained on the McKinney-Vento Law to ensure appropriate services are

provided to the homeless students.

Violence Prevention Programs

The David Lawrence Jr. K-8 Center Bullying Prevention Program is a comprehensive, school-wide initiative that supports the District's Policy against Bullying and Harassment. In an effort to provide a safe learning environment in which bullying, harassment, and intimidation will not be tolerated, we are committed to providing awareness, prevention and education. The Safe and Drug-Free School Program addresses violence, drug prevention and intervention services for students through curriculum implemented by our classroom teachers and guidance counselors. The guidance counselors will focus on counseling students to solve problems related to drugs, alcohol, stress, suicide, isolation, family violence and other issues. Additionally, counseling services are provided to families as an alternative to suspension.

Nutrition Programs

David Lawrence Jr. K-8 Center adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care program follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Career and Technical Education

STEAM, World Strategies and Journalism classes provide career pathways for students in grades 6-8.

David Lawrence Jr. K-8 Center collaborates with many area partners, including but not limited to: Florida International University, Oleta State Park, and Alonzo and Tracy Mourning Senior High and MAST at FIU to offer students a variety of STEAM activities to enhance Career and Technical Education with various real-world laboratory activities (kayaking, nature walks, geo-caching, mangrove propagation, and various arts in the park), STEM expositions, and high school internships with mentor/mentee tutoring in math and reading.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Mary Kate Parton	Principal
Lea Coto	Education Support Employee
Sandy Gandy	Parent
Lisa Bass	Business/Community
Allison Grossman	Business/Community
Cindy Dawson	Teacher
Sandy Shinego	Business/Community
Victoria Delgado	Teacher
Racquel Calveiro	Teacher
Ann Lampner	Teacher
Adrian Gonzalez	Teacher
Wendy Wallberg	Parent
Elizabeth Morales	Parent
Mariela Deleon	Parent
Eduardo Uribe	Parent
Curtis Pierre Louis	Parent
Alexandra Geraci	Teacher
Sam Grossman	Student
Juliana Polycarpe	Student
John Bequer	Education Support Employee

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 ESSAC committee met and reviewed the SIP and made recommendations as necessary. The committee voted to approve the SIP.

b. Development of this school improvement plan

The development of the school improvement plan included school stakeholders contributing suggestions for the leadership team in the Spring of 2017. This information was utilized to drive conversations among the leadership team at Synergy 2017. In the fall of 2017, the framework of the plan was presented to stakeholders for review and input. The ESSAC's involvement in the development of the school improvement plan is to monitor and review the SIP goals and strategies throughout the school year. This process will then be documented through ESSAC agendas and meeting minutes.

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

The ESSAC committee assists in planing the budget and approves it.

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

The projected use of \$8,000 in school improvement funds went towards supplemental materials, (Scholastic Magazine) that will support school wide goals in order to improve reading and math scores.

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
Laiken, Dina	Principal
Calveiro, Raquel	Instructional Coach
Parlor, Mitzi	Assistant Principal
Christopoulos, Amy	Assistant Principal
Alexandre, Tania	Assistant Principal
Robinson, Dale	Assistant Principal
Molina, Mayra	School Counselor
Rodriguez, Jani	School Counselor
Smith, Michael	Instructional Coach
Lampner, Ann	Instructional Coach

b. Duties

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

The Literacy Leadership team will focus on supporting and improving literacy across all content areas and with all subgroups. This includes providing professional development trainings for teachers as well as developing and facilitating school-wide reading initiatives such as Accelerated Reader to increase student exposure to reading and literacy. The AR and incentive program sponsored through the PTSA provides students rewards for attaining AR levels throughout the school year and is highly competitive. The group will meet once every grading period to discuss cross-curricular progress of student performance as evident through subject area assessments.

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.

David Lawrence Jr. K-8 Center has an Instructional Coaching team that works daily with teachers to guide and facilitate collaborative planning and instruction. Teachers are encouraged to meet multiple times a week and meet three Wednesdays a month with their respective grade level and/or content level teams to collaboratively plan and share best practices.

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

David Lawrence Jr. K-8 Center utilizes the District online Applicant Tracking System, supports recruitment events, and partners with local universities to hire highly qualified teachers. Hosting student teachers for internships allows DLJK-8 administrators to see potential teachers in a classroom setting and recruit exceptional candidates at the beginning of their careers.

In order to retain these highly qualified teachers, instructional and career support and assistance are provided on an ongoing basis. All newly hired teachers to our school meet with administrators to discuss school policy, procedures and any concerns. New teachers receive ongoing support from the grade level administrator, literacy coaches and grade level or department chairpersons.

DLJK-8 utilizes district new teacher programs including "MINT" and "i3."

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

New teachers are paired with a grade level or department level veteran mentor each year. The applicable grade level chairperson and the reading and mathematics coaches take special interest to meet with new teachers monthly to offer guidance; support and assistance to ensure new teachers have a successful year. New teachers also meet weekly with their mentor to discuss evidence-based strategies for each IPEGS area.

We utilize the MINT program and the i3 program from the district to assist in paying mentoring teachers for their efforts with new teachers.

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.

David Lawrence Jr. K-8 ensures its core instructional programs and materials are aligned to Florida Standards as evidenced by collaborative planning with instructional coaches, distribution of teacher and student materials after approval by administration. Quarterly data chats are held with grade levels to assure that the standards are being addressed through iREADY reports and Topic tests. Administrative walk throughs are conducted to assure that core instruction is occurring as evidenced by lesson plans and instructional strategies.

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.

David Lawrence Jr. K-8 Center conducts assessments for students grades Kindergarten to 8 in ELA and mathematics. Writing, Science and Civics and EOC assessments are also administered in grades 4,5,7 and 8. The Leadership team then meets with teachers to analyze the data and provide support. Teachers then have data chats with students to create awareness and set goals. Interventionists and teachers work with students differentiate instruction on areas of concern.

David Lawrence Jr. K-8 Center focuses on the use of standards based data to drive planning and instruction as our professional development goal for the year.

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: After School Program

Minutes added to school year: 9,240

Students receive afterschool tutoring from certified teachers utilizing Title I funds.

Strategy Rationale

The afterschool program has been successful for academic enrichment for our students in attendance.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Laiken, Dina, 269229@dadeschools.net

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

Data is collected from iReady, topic tests, baselines and midyear assessments. Data is analyzed by instructional coaches to find deficiencies and strengths. Data chats are conducted among grade and department level teams and the coaching and administrative team to address the instructional focus.

Strategy: Before School Program

Minutes added to school year: 9,240

Students receive before school tutoring from certified teachers utilizing Title I and Title III funds.

Strategy Rationale

The before school program has been successful for academic enrichment for our students in attendance.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Christopoulos, Amy, christopoulos@dadeschools.net

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

Data is collected from iReady, topic tests, baselines and midyear assessments. Data is analyzed by instructional coaches to find deficiencies and strengths. Data chats are conducted among grade and department level teams and the coaching and administrative team to address the instructional focus.

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 Prekindergarten Program (VPK). David Lawrence Jr. K-8 utilizes Title I Funds to provide extended support through a full time highly qualified teacher and paraprofessional. The Pre K program assists in providing young children with a variety of meaningful learning experiences in an environment that gives opportunities to create knowledge through initiatives that are shared with supportive adults. Additionally, parents of Pre-Kindergarten students are invited to participate in a workshop specifically designed to assist with transitioning from Pre-K to Kindergarten.

Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided and independent practice of all academic and/or social emotional skills identified by screening data. Social skills will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior. Screening tools will be re-administered mid-year and at the end of the year to determine student learning gains in order to make the necessary changes to the instructional/intervention programs.

Eighth grade students attend a magnet fair that provides information on schools of choice. Students also visit the feeder pattern high-school for orientation. Counselors from DLJK8 and Feeder Pattern high school visit homeroom classes to discuss subject selection process.

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.

Strategies used to advance college career awareness include, Junior Achievement Day Financial Literacy classes are available, magnet fairs are held, school fieldtrips planned, and the KUDER program is implemented with seventh grade students through the Civics and Career Planning Course.

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

N/A

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If data analysis is provided to support differentiated instruction, then student achievement will be increased in content areas.

Strategic Goals Detail

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

G1. If data analysis is provided to support differentiated instruction, then student achievement will be increased in content areas. 1a

G096825

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Teachers approach planning according to the amount of content covered as defined by pacing guides, teacher assignments, teacher observation, and grades on various assessments rather than using standards based data to push collaborative and individual lesson planning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers will use the following resources as appropriate to their students: District Pacing Guides, Division of Academics website resources, Wonders, Go Math, Wonderworks Interventions, iReady, Reflex Math, Interactive Journals, GoNoodle, Imagine Learning, Explore Learning Gizmos, Brain Pop, Read 180, Flocabulary, MyOn, Starfall, Scholastic Magazines, iReady toolbox, Khan Academy, Edgenuity, Teen Biz for ELL, Accelerated Reader, Moby Max, Schoolology, and/or Triumph Learning. Instructional coaching team, SmartBoard/Promethean Boards in every classroom, grade level and department chairpersons, laptop and tablet carts, and computer labs.

Plan to Monitor Progress Toward G1. 8

In order to monitor progress toward the goal, teachers will utilize standards based data to drive effective lesson planning and delivery.

Person Responsible

Dina Laiken

Schedule

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

Evidence of Completion

Completed lesson plans, data binder with annotations, and data tracking tools.

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 data analysis is provided to support differentiated instruction, then student achievement will be increased in content areas. 1

 G096825

G1.B1 Teachers approach planning according to the amount of content covered as defined by pacing guides, teacher assignments, teacher observation, and grades on various assessments rather than using standards based data to push collaborative and individual lesson planning. 2

 B260455

G1.B1.S2 Utilize effective standards based data dissemination by instructional coaching team and administration team with all content area teachers based on standards based data tracking tools to help assist teachers with effective planning protocols. 4

 S275864

Strategy Rationale

Currently there is limited evidence of use of standards based data tracking tools to guide lesson planning in all content areas.

Action Step 1 5

Provide professional development to the data team to disseminate the procedures and protocols for standards based planning with a focus on data.

Person Responsible

Dale Robinson

Schedule

On 8/15/2017

Evidence of Completion

Powerpoint, agenda, sign-in sheet, and school data.

Action Step 2 5

Provide professional development to all teachers based on combining standards based data dissemination and effective planning.

Person Responsible

Ann Lampner

Schedule

On 10/27/2017

Evidence of Completion

Agenda, Powerpoint, sign-in sheet, school data

Action Step 3 5

Meet by department or grade level, two times a month for data dissemination and collaborative planning.

Person Responsible

Dina Laiken

Schedule

Weekly, from 8/30/2017 to 6/7/2018

Evidence of Completion

Agendas, sign-in sheets, lesson plan artifacts, student work.

Action Step 4 5

Conduct Administrative and Instructional coach classroom walk-throughs for the framework of effective instruction and differentiated instruction based on data.

Person Responsible

Dina Laiken

Schedule

Daily, from 10/3/2017 to 6/7/2018

Evidence of Completion

Walk through logs.

Action Step 5 5

Identify teachers for coaching support based on administration, reading coach and STEM coach observations.

Person Responsible

Dina Laiken

Schedule

Monthly, from 11/3/2017 to 6/7/2018

Evidence of Completion

Walk through logs, mentor/mentee assignment and coaching logs.

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

In order to monitor the fidelity of implementation, administrative classroom walk-throughs will be conducted

Person Responsible

Dina Laiken

Schedule

Weekly, from 10/2/2017 to 6/7/2018

Evidence of Completion

Walk-through logs, lesson plans, student data tracking tools, student work folders.

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

In order to monitor the effectiveness of implementation, student performance on formative and summative assessments will be analyzed for instructional implications. The administrative walk-throughs utilizing online provided look-fors log aligned with the IPEGS evaluation standards.

Person Responsible

Dina Laiken









Schedule

Biweekly, from 11/6/2017 to 6/7/2018

Evidence of Completion

Formative and summative assessment results and annotations regarding instructional grouping.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S2.A1  A370864	Provide professional development to the data team to disseminate the procedures and protocols for...	Robinson, Dale	8/15/2017	Powerpoint, agenda, sign-in sheet, and school data.	8/15/2017 one-time
G1.B1.S2.A2  A370865	Provide professional development to all teachers based on combining standards based data...	Lampner, Ann	10/27/2017	Agenda, Powerpoint, sign-in sheet, school data	10/27/2017 one-time
G1.MA1  M399203	In order to monitor progress toward the goal, teachers will utilize standards based data to drive...	Laiken, Dina	8/21/2017	Completed lesson plans, data binder with annotations, and data tracking tools.	6/7/2018 monthly
G1.B1.S2.MA1  M399201	In order to monitor the effectiveness of implementation, student performance on formative and...	Laiken, Dina	11/6/2017	Formative and summative assessment results and annotations regarding instructional grouping.	6/7/2018 biweekly
G1.B1.S2.MA1  M399202	In order to monitor the fidelity of implementation, administrative classroom walk-throughs will be...	Laiken, Dina	10/2/2017	Walk-through logs, lesson plans, student data tracking tools, student work folders.	6/7/2018 weekly
G1.B1.S2.A3  A370866	Meet by department or grade level, two times a month for data dissemination and collaborative...	Laiken, Dina	8/30/2017	Agendas, sign-in sheets, lesson plan artifacts, student work.	6/7/2018 weekly
G1.B1.S2.A4  A370867	Conduct Administrative and Instructional coach classroom walk-throughs for the framework of...	Laiken, Dina	10/3/2017	Walk through logs.	6/7/2018 daily
G1.B1.S2.A5  A370868	Identify teachers for coaching support based on administration, reading coach and STEM coach...	Laiken, Dina	11/3/2017	Walk through logs, mentor/mentee assignment and coaching 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 data analysis is provided to support differentiated instruction, then student achievement will be increased in content areas.

G1.B1 Teachers approach planning according to the amount of content covered as defined by pacing guides, teacher assignments, teacher observation, and grades on various assessments rather than using standards based data to push collaborative and individual lesson planning.

G1.B1.S2 Utilize effective standards based data dissemination by instructional coaching team and administration team with all content area teachers based on standards based data tracking tools to help assist teachers with effective planning protocols.

PD Opportunity 1

Provide professional development to the data team to disseminate the procedures and protocols for standards based planning with a focus on data.

Facilitator

Dr. Olicker

Participants

Data Leadership Team

Schedule

On 8/15/2017

PD Opportunity 2

Provide professional development to all teachers based on combining standards based data dissemination and effective planning.

Facilitator

Ann Lampner

Participants

Content area teachers

Schedule

On 10/27/2017

PD Opportunity 3

Identify teachers for coaching support based on administration, reading coach and STEM coach observations.

Facilitator

Reading coach, STEM coach, i3 Mentor

Participants

Select Teachers

Schedule

Monthly, from 11/3/2017 to 6/7/2018

VI. Technical Assistance Items

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

G1. If data analysis is provided to support differentiated instruction, then student achievement will be increased in content areas.

G1.B1 Teachers approach planning according to the amount of content covered as defined by pacing guides, teacher assignments, teacher observation, and grades on various assessments rather than using standards based data to push collaborative and individual lesson planning.

G1.B1.S2 Utilize effective standards based data dissemination by instructional coaching team and administration team with all content area teachers based on standards based data tracking tools to help assist teachers with effective planning protocols.

TA Opportunity 1

Meet by department or grade level, two times a month for data dissemination and collaborative planning.

Facilitator

Grade Level Chairs/ Department Chairs

Participants

All teachers, administrators, and instructional coaches.

Schedule

Weekly, from 8/30/2017 to 6/7/2018

TA Opportunity 2

Conduct Administrative and Instructional coach classroom walk-throughs for the framework of effective instruction and differentiated instruction based on data.

Facilitator

Administration, Reading coach and STEM coach

Participants

All teachers

Schedule

Daily, from 10/3/2017 to 6/7/2018

VII. Budget

1	G1.B1.S2.A1	Provide professional development to the data team to disseminate the procedures and protocols for standards based planning with a focus on data.	\$0.00
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2	G1.B1.S2.A2	Provide professional development to all teachers based on combining standards based data dissemination and effective planning.	\$0.00
3	G1.B1.S2.A3	Meet by department or grade level, two times a month for data dissemination and collaborative planning.	\$0.00
4	G1.B1.S2.A4	Conduct Administrative and Instructional coach classroom walk-throughs for the framework of effective instruction and differentiated instruction based on data.	\$0.00
5	G1.B1.S2.A5	Identify teachers for coaching support based on administration, reading coach and STEM coach observations.	\$0.00
Total:			\$0.00