

Miami-Dade County Public Schools

# West Lakes Preparatory Academy



2017-18 Schoolwide Improvement Plan

## West Lakes Preparatory Academy

8435 W 36TH AVE, Hialeah, FL 33018

[ no web address on file ]

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|--|
| Combination School<br>PK-8                       | No                     | 62%  |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                           | No                     | 96%  |

### School Grades History

Year  
Grade

### 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 West Lakes Preparatory Academy

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

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

West Lakes Preparatory Academy will provide a learning community that maximizes the academic, creative and personal potential of all its students. In addition, we will provide an educational environment that bridges the gaps between textbook knowledge, practical application, and abstract thought, while inspiring and stimulating intellectual curiosity that will guide our learners throughout their lives.

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

The vision of the West Lakes Preparatory Academy is to establish an educational partnership with the home, school, and community that provides students with an optimal learning environment.

#### 2. School Environment

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

At West Lakes Preparatory Academy, the students learn about various cultures and build relationships through classroom activities and lessons. We host cultural activities for Hispanic Heritage month and African American History month. Students will identify and research the countries of their parents' origin during Hispanic Heritage month. The students and their teachers will then dress and present the information researched. Through these endeavors, teachers and their students continue to build positive relationships.

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

West Lakes Preparatory Academy has excellent and dedicated teachers. We believe that our responsibility is to our students first and to the community and the society that we serve. We maintain a positive teaching and learning environment. The staff is comprised of 18 full-time staff members which include 1 administrator, 12 classroom teachers, 1 Pre-K Para, 2 clerical employee, and 2 custodial employees.

WLPA is a small school, all staff members are assigned to designated areas before, during and after school to ensure the safety of all students.

##### 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.

West Lakes Preparatory Academy is committed to promoting a positive learning environment. Appropriate

behavior is encouraged and reinforced within the school setting.

School wide Incentives:

- Staff will actively monitor student's behavior rewarding them with verbal praises and/or redirecting student

behavior as needed.

- Staff will identify students exhibiting positive behavior and complete a ticket. This ticket is to be turned into the office and read on the announcements describing the positive behavior exhibited.

- Students exhibiting positive behavior attend field trips.
- Students exhibiting positive behavior receive citizenship awards.

In addition to frequent verbal praise and encouragement, West Lakes Preparatory Academy faculty and staff will recognize and celebrate good behavior through school wide incentive programs.

Professional Development:

- Professional development activities will present information on de-escalation skills prevention, positive intervention, assertion and problem solving.
- Professional development activities will also include high quality instructional strategies to be used.
- Classroom management, organization, and instructional strategies will be addressed by the exemplary educators, facilitator, district and administrative staff.

Strategies to Promote Model Behavior:

- Focus on effective prevention of negative behaviors
- Positive climate (Teacher-student relationship)
- Support non-exclusionary options for discipline
- Teachers directly instruct and model behavior expectations and rules.
- Classroom rules and expectations are posted in the classroom.
- Teachers establish routines and procedures.

**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.**

West Lakes Preparatory Academy does not currently have a school counselor, therefore, the school social worker and psychologist play integral role in supporting the socio-emotional needs of all students. They not only met with individual students, but they provide professional development to the staff, so that all staff members are able to provide support to students. Additionally, teachers embed the core values into their instruction throughout the school year.

**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.**

West Lakes Preparatory Academy indicators used are attendance below 90 percent, one or more suspensions, course failure in ELA or Math, Level 1 on statewide assessment and students exhibiting two or more of the indicators.

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

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

| Indicator                       | Grade Level |   |   |   |   |   |   |   |   |   |    |    |    | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|                                 | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Attendance below 90 percent     | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |
| One or more suspensions         | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |
| Course failure in ELA or Math   | 0           | 2 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 5     |
| Level 1 on statewide assessment | 0           | 2 | 2 | 5 | 3 | 3 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 15    |

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

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

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

West Lakes Preparatory Academy offers afternoon tutoring to selected K-5 students who are struggling in the area of Reading and Math. Students performing below grade level are also enrolled in growth monitoring using i-Ready Reading and Mathematics. West Lakes Preparatory Academy uses McGraw Hill's Wonder Works program as part of the intervention program.

**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**

West Lakes Preparatory Academy will notify parents in various ways through phone calls, Connected, the Remind App, and letters sent home to ensure the participation in school decisions and activities. Communication will be made informing them of any EESAC meetings, PTSA meetings, or Parent Nights. All stakeholders receive flyers welcoming them to tour West Lakes Preparatory Academy and learn more about our exciting and upcoming educational endeavors.

**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.**

West Lakes Preparatory Academy builds partnerships with the local community through various events at the school that invites the community in to participate, by partnering with local restaurants for family nights and canvassing new home developments with school paraphernalia. Through these efforts we will seek donors and volunteers to gain additional resources to assist with student achievement goals.

**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               |
|-------------------|---------------------|
| Lumpkin, Richelle | Principal           |
| Rafael, Tiffanie  | Instructional Coach |
| Cramer, Carolin   | Teacher, K-12       |
| Martinez, Gloria  | Teacher, K-12       |
| Beatty, Adriana   | Teacher, PreK       |

## b. Duties

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

Richelle Lumpkin, Principal: Provides support and instructional leadership, set expectations, ensures commitment, allocates resources, actively participates in School-Based Leadership Team meetings, and conduct daily walkthroughs and monitoring of school-wide instructional program.

Tiffanie Rafael, Reading Coach: Provides support, set expectations, provides instructional leadership, ensures commitment, participates in School-Based Leadership Team meetings, and leads MTSS meetings.

Mrs. Carolin Cramer, General Education Teacher: coordinates and provides leadership for the science program and all aspects of STEAM requirements, provide information about core science instruction and is the liaison for Professional Development activities.

Mrs. Gloria Martinez, General Education Teacher: coordinates and provides leadership for the primary grade instructional program and all aspects of early literacy requirements and is the EESAC chairperson.

Mrs. Adrianna Beatty, Exceptional Student Education (ESE) Teacher: collaborates with general education teachers through co-teaching activities, inclusionary participation and coordinates the school support team 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 MTSS Leadership Team at West Lakes Preparatory Academy uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

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

Tier 2 The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of

targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets that are completed three times per year. The MTSS Problem-Solving process is used to carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

## 2. School Advisory Council (SAC)

### a. Membership

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

| Name                 | Stakeholder Group          |
|----------------------|----------------------------|
| Gloria Martinez      | Teacher                    |
| Richelle Lumpkin     | Principal                  |
| Carolin Cramer       | Teacher                    |
| Levy Bonnin          | Business/Community         |
| Lillie Murillo       | Parent                     |
| Maritza Vargas       | Parent                     |
| Maria Ballesteros    | Parent                     |
| Heather Tufts-Murphy | Business/Community         |
| Linda Breland        | Education Support Employee |
| Tiffanie Rafael      | Teacher                    |

### 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

SAC met to discuss last years SIP using current school data, recommendations were made for this years school improvement plan.

##### b. Development of this school improvement plan

The SAC recommended goals and objectives for 2017-2018 School Improvement Plan at the end of the 2016-2017 school year.

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

SAC meets as needed to review student needs in order to improve student achievement.

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

N/A

**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               |
|-------------------|---------------------|
| Rafael, Tiffanie  | Instructional Coach |
| Lumpkin, Richelle | Principal           |
| Cramer, Carolin   | Teacher, K-12       |
| Martinez, Gloria  | Teacher, K-12       |
| Beatty, Adriana   | Teacher, PreK       |
| Perez, Nicole     | Teacher, K-12       |
| Cave, Annelle     | Teacher, K-12       |

**b. Duties**

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

The major initiative of the LLT this year will be to promote literacy within the school by implementing Literacy Night, Literacy Week, Author of the Month, 100 days of school, Vocabulary parade and Dr. Suess day.

**D. Public and Collaborative Teaching**

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

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

The school's master schedule has been developed so all grade levels have common planning throughout the school year. Within the common planning block teachers collaborate together for lesson studies and planning. Also professional development is provided throughout the school year for all teachers.

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

Creating partnerships with local universities to recruit teachers, provide in-house professional development to develop and retain highly qualified, certified-in-field, effective teachers to the school.

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

The school currently does not have beginning teachers but will participate in the MINT program should a beginning teacher be hired.

## 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.**

West Lakes Preparatory Academy follows the district pacing guide and utilizes the district adopted reading, writing, and math series in order to align all instructional programs to Florida Standards.

#### b. Instructional Strategies

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

West Lakes Preparatory Academy has data chats with all grade levels in order to analyze each class' data and student progress. After each i-Ready assessment teachers rearrange groups as needed. Students are provided specific instruction on the area(s) that sufficient progress was not made. Additionally, students making progress are given enrichment material in order to propel student achievement.

**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:** 1,800

After school tutorial program is being provided to selected students in grades K-5th.

#### **Strategy Rationale**

In order to improve student achievement in the area of reading and mathematics.

#### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Lumpkin, Richelle, pr3001@dadeschools.net

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

I-Ready intervention screener and student profile reports will be analyzed to determine effectiveness of after school tutorial program.

## 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.

West Lakes Preparatory Academy staff will distribute preparation brochures and other documents to current Pre-K students, as well as, all other interested parties throughout the year. The school also provides incoming Pre-K and Kindergarten students and their parents with an orientation before the start of school. This eases the transition from home or other pre-school programs. Parents and children from neighboring programs are welcome to visit the Pre-K and Kindergarten classrooms and observe the instructional program in the last nine weeks of school through pre-scheduled visitations.

Additionally, our fifth grade parents and students will participate in middle grades orientation, subject selection and interest meetings with teacher of the middle grades as they transition from fifth to sixth grade at WLPA.

### b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

## 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.

N/A

## 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.

N/A

## C. Strategic Goals

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** If collaborative planning is utilized to develop lessons with rigor in core instruction then student achievement will increase in all 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 collaborative planning is utilized to develop lessons with rigor in core instruction then student achievement will increase in all content areas. 1a

G097042

**Targets Supported** 1b

| Indicator                                | Annual Target |
|--|---------------|
| FSA ELA Achievement                      | 55.0          |
| FSA Mathematics Achievement              | 60.0          |
| Statewide Science Assessment Achievement | 40.0          |

**Targeted Barriers to Achieving the Goal** 3

- Need for increased knowledge in instructional planning in all content area.

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

- Teachers, i-Ready, Classroom Based Assessments, Progress Monitoring Assessments, Performance Data Reports, Data Debriefing/Chats, Daily Classroom Walk-throughs, Scheduled Intervention, Research based reading series, Wonders & Wonderworks intervention, GO Math, district web sites, Reflex Math, and Discovery Education

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

Administration will monitor the progress toward the goal by conducting classroom walk-throughs, conducting Leadership Team meetings, attending grade level meetings, and analyzing data.

**Person Responsible**

Richelle Lumpkin

**Schedule**

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

**Evidence of Completion**

Leadership Meeting Minutes, Walk-through Notes, Data Analysis, and results of SAT Assessment and the Florida Standards Assessment (FSA).



## Action Plan for Improvement

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

### Problem Solving Key

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

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

**G1.** If collaborative planning is utilized to develop lessons with rigor in core instruction then student achievement will increase in all content areas. 1

G097042

**G1.B3** Need for increased knowledge in instructional planning in all content area. 2

B261067

**G1.B3.S1** Collaborative Grade Level Planning in all content areas to improve instructional delivery and engagement. 4

S276425

### Strategy Rationale

Data from formal & informal observations and formative & summative assessments indicates a need for collaborative planning with increased rigor for implementation in all content areas.

### Action Step 1 5

Provide professional development during the Opening of School meeting that addresses implementation of collaborative planning, instructional delivery, engagement, available resources, and individual student needs.

#### Person Responsible

Richelle Lumpkin

#### Schedule

On 8/18/2017

#### Evidence of Completion

Sign-in sheets and Agenda

### Action Step 2 5

Work collaboratively during planning sessions to unwrap the standards, employ the effective use of the Florida Standards (LAFS and MAFS), Item Specifications, the 5 E's, to develop lesson plans that include authentic student work products that are aligned to the standards.

#### Person Responsible

Richelle Lumpkin

#### Schedule

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

#### Evidence of Completion

Sign-in Sheets, lessons plans and DI groups

**Action Step 3** 5

Instructional personnel will meet on a monthly basis, to review, analyze, and dis-aggregate data to help teachers drive their daily instruction and form DI groups.

**Person Responsible**

Richelle Lumpkin

**Schedule**

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

**Evidence of Completion**

Sign-in sheets, Data Analysis sheets

**Action Step 4** 5

Provide ongoing support to all teachers on the implementation of effective planning and instructional delivery through the coaching cycle and external professional development.

**Person Responsible**

Richelle Lumpkin

**Schedule**

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

**Evidence of Completion**

Walk Through Notes, Coaching Logs, and PD Certificates

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

Administration will monitor the fidelity of implementation by conducting classroom walk-throughs, conducting Leadership Team meetings, attending grade level meetings, and analyzing data.

**Person Responsible**

Richelle Lumpkin

**Schedule**

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

**Evidence of Completion**

Leadership Meeting Minutes, Walk-through Notes, and Data Analysis

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

Administration will monitor the effectiveness of implementation by analyzing data from the Florida Standards Assessment (FSA), i-Ready, and SAT scores.

**Person Responsible**

Richelle Lumpkin








**Schedule**

On 6/7/2018

***Evidence of Completion***

Leadership Meeting Minutes, Walk-through notes, and Data Analysis from formative and summative assessments

## IV. Implementation Timeline

| Source  | Task, Action Step or Monitoring Activity   | Who               | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date    |
|---|--|-------------------|-------------------------------|--|-----------------------|
| <b>2018</b>   |  |                   |                               |  |                       |
| G1.B3.S1.A1<br> A372387  | Provide professional development during the Opening of School meeting that addresses implementation... | Lumpkin, Richelle | 8/18/2017                     | Sign-in sheets and Agenda  | 8/18/2017<br>one-time |
| G1.MA1<br> M400522       | Administration will monitor the progress toward the goal by conducting classroom walk-throughs,...     | Lumpkin, Richelle | 8/21/2017                     | Leadership Meeting Minutes, Walk-through Notes, Data Analysis, and results of SAT Assessment and the Florida Standards Assessment (FSA). | 6/7/2018<br>monthly   |
| G1.B3.S1.MA1<br> M400520 | Administration will monitor the effectiveness of implementation by analyzing data from the Florida...  | Lumpkin, Richelle | 9/11/2017                     | Leadership Meeting Minutes, Walk-through notes, and Data Analysis from formative and summative assessments                               | 6/7/2018<br>one-time  |
| G1.B3.S1.MA1<br> M400521 | Administration will monitor the fidelity of implementation by conducting classroom walk-throughs,...   | Lumpkin, Richelle | 8/21/2017                     | Leadership Meeting Minutes, Walk-through Notes, and Data Analysis  | 6/7/2018<br>monthly   |
| G1.B3.S1.A2<br> A372388  | Work collaboratively during planning sessions to unwrap the standards, employ the effective use of...  | Lumpkin, Richelle | 8/21/2017                     | Sign-in Sheets, lessons plans and DI groups  | 6/7/2018<br>weekly    |
| G1.B3.S1.A3<br> A372389  | Instructional personnel will meet on a monthly basis, to review, analyze, and dis-aggregate data to... | Lumpkin, Richelle | 8/21/2017                     | Sign-in sheets, Data Analysis sheets   | 6/7/2018<br>weekly    |
| G1.B3.S1.A4<br> A372390  | Provide ongoing support to all teachers on the implementation of effective planning and...             | Lumpkin, Richelle | 9/5/2017                      | Walk Through Notes, Coaching Logs, and PD Certificates   | 6/7/2018<br>weekly    |

## V. Professional Development Opportunities

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

**G1.** If collaborative planning is utilized to develop lessons with rigor in core instruction then student achievement will increase in all content areas.

**G1.B3** Need for increased knowledge in instructional planning in all content area.

**G1.B3.S1** Collaborative Grade Level Planning in all content areas to improve instructional delivery and engagement.

### PD Opportunity 1

Provide professional development during the Opening of School meeting that addresses implementation of collaborative planning, instructional delivery, engagement, available resources, and individual student needs.

#### Facilitator

Richelle Lumpkin

#### Participants

All teachers

#### Schedule

On 8/18/2017

### PD Opportunity 2

Provide ongoing support to all teachers on the implementation of effective planning and instructional delivery through the coaching cycle and external professional development.

#### Facilitator

Administration and PD Liaison

#### Participants

Instructional personnel

#### Schedule

Weekly, from 9/5/2017 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.B3.S1.A1 | Provide professional development during the Opening of School meeting that addresses implementation of collaborative planning, instructional delivery, engagement, available resources, and individual student needs.   | \$0.00        |
| 2             | G1.B3.S1.A2 | Work collaboratively during planning sessions to unwrap the standards, employ the effective use of the Florida Standards (LAFS and MAFS), Item Specifications, the 5 E's, to develop lesson plans that include authentic student work products that are aligned to the standards. | \$0.00        |
| 3             | G1.B3.S1.A3 | Instructional personnel will meet on a monthly basis, to review, analyze, and dis-aggregate data to help teachers drive their daily instruction and form DI groups.   | \$0.00        |
| 4             | G1.B3.S1.A4 | Provide ongoing support to all teachers on the implementation of effective planning and instructional delivery through the coaching cycle and external professional development.  | \$0.00        |
| <b>Total:</b> |             |   | <b>\$0.00</b> |