

Miami-Dade County Public Schools

Lakeview Elementary School



2017-18 Schoolwide Improvement Plan

Lakeview Elementary School

1290 NW 115TH ST, Miami, FL 33167

<http://lve.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	26
Professional Development Opportunities	26
Technical Assistance Items	27
Appendix 3: Budget to Support Goals	27

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 Lakeview Elementary School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Lakeview Elementary is committed to providing students a world-class education with excellence and equity to empower each child to reach their highest potential. Through the efforts of an effective staff and the commitment of our students, parents, and community-at-large, we will collaboratively work to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers. All of this will be accomplished in a harmonious and safe learning environment that will ensure success for all students and future generations.

b. Provide the school's vision statement.

Our mission at Lakeview Elementary School is to provide educational services based on the Florida State Standards to students in grades Pre-kindergarten through five. Instruction is provided in a collaboratively, technology savvy, and multi-cultural classroom community where knowledge, skills, and ethics are valued and supported in order to ensure that every child reaches their highest potential in order to succeed in a the global economy.

2. School Environment

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

The administration, faculty, and staff at Lakeview Elementary School strive to develop and maintain a supportive and inclusive community of learners. This process begins the moment parents register students at our school. During registration, parents complete a home language survey; this form provides insight into the family language and culture. Our school's PTA sends the parent a survey to further identify family needs in order to best assist the child. This information is provided to the teachers; counselor, and school personnel to best acclimate and provide support to the student. Additionally, the Community Involvement Specialist and the school PTA are avenues utilized to support and build strong relationships between the parent and the school. Relationships are fostered through outreach activities which include monthly PTA meetings, Parent Workshops, Adopt Dolphin Program, Read-Aloud, Pajama Night. PTA sponsored events, such as dances, pizza sales, and book fair also assist in this process. These activities allow students to build relationships with teachers and fellow classmates. Furthermore, our school infuses the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to: Special Education Week, History of Holocaust, History of Africans and African Americans, Hispanic contributions, Women's contributions, and Sacrifices of Veterans .

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

Lakeview Elementary School understands that every child that walks through our doors is a priceless possession; first and foremost, they are our customer. Therefore, the administration, faculty, and staff is committed to enforcing rules and procedures that help make every child feel safe and respected. Since 2013, Lakeview Elementary began participating in the Superintendent's school initiative, i-Care; our goal is to provide our students and parents with a unique academically safe environment. This experience will be provided via our quick response to concerns, our sensitivity to cultural and ethnic backgrounds, courteous and respectful interactions, and equitable treatment for all as well as through the effective use of Creole, English and Spanish.

Due to recent events, parents and guests procedures to gain access to the school building were revised and are enforced by the two full time security monitors and the administration team. Furthermore, the school's Safety Plan and Student Code of Conduct helps maintain and improve school order and safety. Character education is embedded into the curriculum with an emphasis on prevention, positive alternatives, and the development of positive social skills and socially competent behaviors which build students' self-esteem and maintain a positive school climate. This process is reinforced weekly as teachers select students that demonstrate the positive character education trait selected for the week. These students are highlighted during morning announcements and received dolphin bucks for school-wide positive behavior.

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.

During collaborative conversations at a summer institute, a group of teachers/leaders sighted that the school's discipline plan needed revamping. As a result, two weeks prior to the opening of school, the teachers participated in professional development which included best practices in maintaining students on-task, providing positive feedback, utilizing verbal and non-verbal cues to redirect behavior and overall strategies for engaging students in the learning process. Additionally, the group was trained in Miami-Dade County's Code of Student Conduct and developed specific school targets for our students. The Student Code of Conduct addresses behaviors and corrective strategies, students' rights and responsibilities, as well as the district's multi-tiered systems of support for behavioral interventions. Our School-Wide Discipline Plan infuses M-DCPS Code of Student Conduct, establishes protocols for disciplinary incidents and provides clear behavioral expectations for our students.

In addition to the Student Code of Conduct and our School-wide Discipline Plan a parent compact is established annually, detailing the integral partnership between families and the school in maintaining a positive learning climate. Parents and students are briefed on school policies at the opening of school meeting during Open House and at the annual Title I meeting where copies are provided.

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.

The student's social-emotional needs are addressed at Lakeview Elementary, through the support of our guidance counselor, psychologist, and social worker. Students identified as needing additional assistance or interventions through the Response to Intervention (RtI) process and are referred to the Student Support Team (SST). Referrals to student services may include guidance counseling, mentoring, and behavioral interventions. Additionally, our Miami-Dade Partners assist in this effort through the donation of school supplies, student's book bags, food, and other items. Furthermore, our school participates in District programs that help to maintain the emotional well being of our students, such as Do the Right Thing, KAPOW, DARE, Take Your Child to Work, Adopt A-Dolphin Family, STEM, and Youth Crime Watch.

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.

In our effort to ensure our students become productive members in our society, our school has a system in place to continuously monitor attendance and provide support as needed. An integral part of this plan is our school counselor, teachers, assistant principal, social worker, and parents. On a

weekly basis, the social worker reviews the attendance bulletin to keep track of truant, absent, or late students and the information is used to set-up Attendance Review Committee meetings to collaborate appropriate assistance for each identified student. Students who are absent receive a phone call on the day of the absence. Parents are informed of the absence and a written note is requested explaining the absence. If the child is absent again, he/she receives a phone call from the automated message system and from the child's teacher. If a child accumulates more than three absences, the child is referred to the Attendance Committee Team. During the Attendance Committee meeting, parent, teacher, counselor, and administration identify truant behavior and decide on a course of action to provide assistance, such as referral to outside agencies. If parents are unable to attend the meeting, the social worker visits the home to identify root causes and give assistance. A strong school to home connection aids in minimizing the suspension rate. Through interim progress reports, conferences, and phone calls our teachers keep our parents inform of their child's progress. This communication allows parents to provide support if and when a child's academic grades are decreasing in the core subjects. Before the beginning of the school year, data is analyzed for all students. Students who have scored a level one on the statewide tests are identified and a plan of support is implemented. The plan includes academic counseling, additional intervention outside the basic academic block, and referral to Rtl if the child is not progressing.

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	8	5	5	10	4	4	0	0	0	0	0	0	0	36
Level 1 on statewide assessment	7	10	8	20	10	22	0	0	0	0	0	0	0	77

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	8	8	7	12	13	18	0	0	0	0	0	0	0	66

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

The district's comprehensive program for student progression utilizes assessment data, universal screenings, and ongoing progress monitoring to evaluate the effectiveness of instruction, identify students in need of more intensive instructional support, and monitor the student's response to implement instruction and interventions. Provisions have been set forth for monitoring the academic progress of students that fail to meet state and district performance levels in reading and mathematics, including scoring in FSA Reading or Mathematics. A district-wide progress monitoring process, through Response to Intervention (Rtl)/Multi-Tiered Systems of Support (Rtl/MTSSS) is in place for all schools. The Rtl process is initiated and Tier 2 intervention is provided as soon as academic deficiencies are evident in the areas of Reading and Mathematics.

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

Lakeview parents' are involved through the School Educational Advisory Council (EESAC) and PTA in the decision making process. At EESAC meetings, parents participate in deciding how the Title I funds are allocated.

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

The district's comprehensive program for student progression utilizes assessment data, universal screenings, and ongoing progress monitoring to evaluate the effectiveness of instruction, identify students in need of more intensive instructional support, and monitor the student's response to implemented instruction and interventions. According to Section 1008.25(4)(b), F. S., provisions have been set forth for monitoring the academic progress of students that fail to meet state and district performance levels in reading and mathematics, including scoring in FSA Reading or Mathematics. A district-wide progress monitoring process through Response to Intervention/Multi-Tiered Systems of Support (RtI/MTSS) is in place for all schools. An RtI is initiated, and Tier 2 intervention is provided as soon as academic deficiencies are evident in the areas of ELA and Mathematics.

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
Bleus, Marie R	Principal
Castillo, Isabel	Assistant Principal
Blanc, Renee	Teacher, K-12
Tucker, Jonathan	Teacher, K-12
Cervantes, Darcelie	Teacher, K-12
Corbitt , Andre	Instructional Coach
Blemur , Sandra	School Counselor
Charlesdegiordany , Nadine	Psychologist
Zamor , Sandra	Attendance/Social Work
Moran, Dr. Onaidy	Instructional Coach

b. Duties

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

Members of the school-based MTSS/Rtl leadership team will be:

Principal: Mrs. Sandra V. Banky - Principal's role is to convene the MTSS/Rtl team and oversees that all aspects/components are been are implemented with fidelity.

Assistant Principal: Ms. Isabel D. Castillo - The Assistant Principal's role is to ensure all MTSS/Rtl Team process are been carried out with fidelity. The assists Principal also reviews data with the school psychologist, counselor and classroom teachers to determine which students need more services.

Reading Coach: Dr. Onaidy Moran - Align resources and monitors school-wide reading initiatives. Provides modeling and in class support as needed and oversees the intervention program.

Math Coach: Mr. Andre Corbitt - Align resources and monitors school-wide mathematics initiatives. Provides modeling and in class support as needed and assists in the implementation of STEM activities.

ESOL Coordinator: Darcelie Cervantes - Align resources for ELL students and assists in monitoring the school-wide ESOL Program.

Counselor: Mrs. Sandra Blemur - Aligns mental health resources for tier I to tier III students and assists in the implementation of the Rtl process.

School Psychologist: Mrs. Nadine Charlesdegiordany - Aligns resources for tier II and tier III students and assists in the implementation of the SST/Rtl process.

School Social Worker: Ms. Sandra Zamor - Aligns resources for tier II and tier III parents and assists in the implementation of the SST/Rtl process to facilitate the connection between home and the school.

Science Chairperson: Ms. Renee Blanc - Aligns STEM school resources and assists in the implementation of our science curriculum.

EESAC Chairperson: Mr. Jonathan Tucker - Aligns resources for all stakeholders and assists in the implementation of the SST/Rtl process and the school-wide improvement plan.

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 following steps are taken by the school leadership in order to identify and align all available resources needed to maximize desired student outcomes:

1. Gathers and analyzes available data to determine school-wide needs as it relates to personnel, instruction, curriculum, and professional development for faculty as indicated by student deficiencies and achievement needs.
2. Assists with identifying resources needed to effectively deliver instruction as well as resources needed for remediation and enrichment.

3. Identify funds including Title I, II, and III to ensure students requiring remediation are assisted through extended learning opportunities.
4. Maintains communication with staff for input and feedback, updates them on availability of funds, and procedures to follow when needs arise.
5. Supports a process and structure within the school to design, implement, and evaluate resources.
6. The funds and resources described below are utilized by administration to further assist students in reaching their maximum potential.

The District uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program.
- Training for add-on endorsement programs, such as Reading, Gifted, ESE, and ESOL.
- Training and substitute release time for Professional Development Liaisons (PDL) at each school, focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III Funding:

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

- Tutorial programs (K-12)
- Parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- Professional development on best practices for ESOL and content area teachers
- Coaching and mentoring for ESOL and content area teachers (K-12).
- Reading and supplementary instructional materials (K-12).
- Cultural supplementary instructional materials (K-12).
- Purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics, and science, as well as, Global cultural lessons purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process).
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students.

Title VI, Part B: Not Applicable

Title X- Homeless:

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the Mc Kinney-Vento Law and ensures homeless students receive all the services they are entitled to the following:

- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The staff in the Homeless Education Program provides annual training to support the following: 1) School

Registrars on the procedures for enrolling homeless students, 2) School Counselors on the Mc Kinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to

be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further

details on the rights and services of students identified as homeless.

- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity,

an awareness campaign to all the schools - each school is provided a video and curriculum manual, and a

contest is sponsored by The Homeless Trust-a community organization.

- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.

- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

- Lakeview will identify a school-based School Homeless Liaison to be trained on the Mc Kinney-Vento Law

ensuring appropriate services are provided to the homeless students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ms. Sandra V. Banky	Principal
Isabel Castillo	Education Support Employee
Shameeka Meredith	Teacher
Kathy Gibbons-Adams	Teacher
Carol Cash	Teacher
Jonathan Tucker	Teacher
Cecily Wright	Teacher
John Williams	Business/Community
Imani Moise	Student
Andre Corbitt	Education Support Employee
Dr. Onaidy Moran	Education Support Employee
Esmeralda Delgado	Education Support Employee
Sunilda Perez	Education Support Employee
Karla Medina	Parent
Adaramis Martinez	Parent
Misty Moise	Parent
Anisha Fertl	Student
Quincy Hosty	Student
El Melvin	Business/Community
Alexandra Hernandez	Business/Community
	Student

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The School Advisory Council (SAC) was the sole body responsible for final decision-making at the school relating to the implementation of school improvement and developing adjustments to meet the needs of the students throughout last school year. Elections and appointments of advisory council members were conducted by the council chairperson at a designated meeting of a new school year. Members were elected by secret ballot. The term of office for elected council members except parents and students were for four years.

b. Development of this school improvement plan

EESAC members are given the school assessment data and the 2016-2017 SIP and met to discuss data and strategies for the 2017-2018 school year.

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

Reach out to community to obtain more partners

Organize Family Night Events

Promote student activities/ accomplishments to increase parental participation

Assist the school in creating and analyzing the climate surveys for parents and students

Obtain materials necessary to meet the needs of the students and teachers to increase instruction

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

The school improvement funds were used to purchase 6 computers per classroom for 35 teachers in grades K through 5 for a total of \$10,500.00. Additionally, 8 Promethium Boards were needed as well as technology hardware, and supplemental resources, such as the J & J Book Camp, Performance Coach, and Science Lab Materials for a total of \$5,000.00 to support the implementation of the Florida Standards.

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
Bleus, Marie R	Principal
Castillo, Isabel	Assistant Principal
Ambroise, Odilson	Teacher, K-12
Tucker, Jonathan	Teacher, K-12
Cervantes, Darcelie	Teacher, K-12
Corbitt , Andre	Instructional Coach
Blemur , Sandra	School Counselor
Moran, Dr. Onaidy	Instructional Coach

b. Duties

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

Every year, the Literacy Leadership comes together to set clear goals based on available data. Once the yearly goal/goals have been established, the team members meet once a month to assess the progress towards accomplishing said goals; the plan is adjusted as needed. Meetings also take place after every major interim assessment to review current data and determine if changes in interventions and/or tutoring are needed. Additionally, the Literary Leadership Team maintains a connection to the school's Response to Intervention process by using the Rtl problem-solving approach to ensure that a multi-tiered system of reading support is present and effective. Furthermore, the team promotes and support literacy through literacy nights, reading tutoring program, STEM nights, staff professional development, leaders coaching and/or modeling in the classroom.

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 strategies to encourage positive working relationship includes a clear and focused mission, high opportunities for students and teachers to collaborate, an environment conducive to learning, regular student monitoring, and a positive home-school relation. Schedules have been designed to provide consistent time for teachers to meet by content on a weekly basis. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration and the development of problem-solving interventions that involve teachers' high levels of commitment, energy, and motivation with the support of quality work and effective instruction.

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

Lakeview Elementary utilizes the strategies depicted below to recruit, develop and retain highly qualified, certified-in-field, effective teachers:

1. Request interns from local colleges and university to complete their student teaching program at Lakeview.
2. Regular meetings of Professional Learning Communities to help develop strong, collaborative relationships among teachers.
3. Common Planning time among departments and grade levels. Persons responsible are the Principal, the Assistant Principal, and Instructional Coaches.

4. Encourage the teachers to participate in District professional development to promote student critically thinking skills.

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

All first year teachers participate in the District's MINT Program. This program includes a mentor support team, staff development opportunities, conferences, and written and oral feedback.

The MINT program creates a support system and induction for first year teachers that is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. MINT helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, begin a process of lifelong learning, and professional growth. School-based mentors work collaboratively weekly with their assigned teachers to ensure that the coaching cycle is completed effectively and the new teacher is maintaining high expectations set for the year.

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.

Lakeview Elementary utilizes the district's mandated curriculum and enhances teacher's instructional knowledge in the delivery and mastery of the Florida Standards by providing opportunities to unpack the Florida Standards, gather necessary resources, and develop lessons and assessments for reading and writing that align to the standards. This collaborative session supports a deeper level of comprehension, promote dialogue that can dispel misunderstanding and allows opportunities for growth in instructional practices.

b. Instructional Strategies

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

The school utilizes a multi-tiered system that identifies trends and patterns using school-wide and grade-level data to ensure efficient use of resources. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted supplemental interventions delivered individually or in small groups at increasing levels of intensity. The MTSS is characterized by a continuum of integrated academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels.

A student identified as a Tier 3 student is provided Intensive Individualized Intervention and Support. More focused targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction is provided.

A student identified as a Tier 2 student is entitled to targeted supplemental intervention and support – More focused targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction is provided. A student that is meeting

standard with the general curriculum is identified as a Tier 1 student and only enrichment activities will be provided.

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: Before School Program

Minutes added to school year: 6,000

Our school offers before school tutoring to ELL students in grades 2-5. Tutoring services offer opportunities for low-performing students to increase their academic knowledge thus becoming more proficient at mandated state tests. Data is analyzed and students who are performing below 70% on district interim assessments in mathematics, reading and/or science are placed in the tutoring program. The before school tutoring program provides tutoring in 3rd grade reading, 4th grade math, and 5th grade science.

Strategy Rationale

Instruction in Core Academic Subjects, Enrichment Activities that contribute to a well-rounded education, Teacher Collaboration, Planning, and Professional Development.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bleus, Marie R, pr2821@dadeschools.net

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

Data is collected after each interim assessment and after all formative assessments have been administered. The administration then has monthly data chats with teachers from all grade levels and departments to determine if strategies have been effective and determine what changes need to be made to meet student's needs.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support for a full-time highly qualified teacher and a half day paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to gain knowledge through initiatives shared with supportive adults. Students are assessed utilizing selected components of the McGraw Hill Early Growth Indicators Standard Assessment, which are administered to all preschoolers as an initial, mid-year diagnostic and a final assessment. Low-performing students are targeted early. Once identified, certified teachers, work with low-performing students using the New Reading Basal Curriculum and High/Scope strategies. Funding to support the remediation and diagnostic instruments come from a District grant. The staff

provides parents with packets of activities, registration materials, and workshops to train parents to assist their children at home. Lakeview Elementary provides strategies to be utilized by the parents at home to prepare their children to make a smooth transition to kindergarten.

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.

NA

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 core instruction is increased in all content areas, then student achievement will improve.

Strategic Goals Detail

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

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

G097100

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	71.0

Targeted Barriers to Achieving the Goal 3

- Students' low academic achievement is due to the lack of teacher insufficient understanding on how to use data to drive and differentiate instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Accelerated Reader, i-Ready Program, Reading books, On-line Programs, Wonders Reading Resources, Leveled Readers, Reading A-Z Resources, J & J Book Camp and Go Math resources.

Plan to Monitor Progress Toward G1. 8

School based leadership team will meet to analyze relevant data and conduct data chats.

Person Responsible

Marie R Bleus

Schedule

Quarterly, from 9/5/2017 to 6/6/2018

Evidence of Completion

iReady and OPM reports

Plan to Monitor Progress Toward G1. 8

School based-leadership team will meet to discuss the effectiveness and fidelity of the DI implementation plan, core instruction and ESOL strategies.

Person Responsible

Marie R Bleus

Schedule

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

Evidence of Completion

iReady and Growth Monitor reports

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

 G097100

G1.B1 Students' low academic achievement is due to the lack of teacher insufficient understanding on how to use data to drive and differentiate instruction. **2**

 B261206

G1.B1.S1 Teachers will participate in professional development to align student's data to differentiate instruction. **4**

 S276544

Strategy Rationale

The FSA data indicates in grades 3rd through 5th that students decreased in learning gains as well as the lowest 25% for both reading and mathematics. In addition the 5th grade students overall score in science also decreased.

Action Step 1 **5**

Utilize Common Planning time school wide to plan for whole group and Teacher Led Center to prepare DI lessons including ESOL strategies.

Person Responsible

Marie R Bleus

Schedule

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

Evidence of Completion

Sign-in Sheets, Administrators observation, and DI Grouping Templates with Lessons

Action Step 2 **5**

Utilize Common Planning time school wide to analyze relevant current data to prepare DI lessons to include ESOL strategies.

Person Responsible

Marie R Bleus

Schedule

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

Evidence of Completion

DI Grouping Template, Imagine Learning reports, and iReady reports

Action Step 3 5

Provide instructional support to ESOL teachers to address students' individual needs at the Teacher Led Center.

Person Responsible

Marie R Bleus

Schedule

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

Evidence of Completion

Teacher Led Center Activities

Action Step 4 5

Analyze data to determine students' academic progress and needs.

Person Responsible

Marie R Bleus

Schedule

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

Evidence of Completion

iReady reports and Growth Monitoring

Action Step 5 5

Conduct coaching cycles on Differentiated Instruction (Teacher Led, Independent, and Technology) to align instructional practices with fidelity.

Person Responsible

Marie R Bleus

Schedule

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

Evidence of Completion

Coaching Logs, Teacher Protocols, and student work folders for DI

Action Step 6 5

Conduct classrooms walkthrough to monitor the implementation of DI and core instruction with fidelity.

Person Responsible

Marie R Bleus

Schedule

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

Evidence of Completion

Administration observation

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

Utilizing Common Planning time school wide to plan and analyze relevant current data for whole group and Teacher Led Center to prepare DI lessons including ESOL strategies.

Person Responsible

Marie R Bleus

Schedule

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

Evidence of Completion

Sign-in Sheets, Administrators observation, DI Grouping Templates with Lessons, Imagine Learning reports, and Reading iReady reports.

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

Provide instructional support to ESOL teachers to address students' individual needs at the Teacher Led Center.

Person Responsible

Marie R Bleus

Schedule

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

Evidence of Completion

Administration observation and walk-through

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

Conduct coaching cycles on Differentiated Instruction (Teacher Led, Independent, and Technology Centers) to align instructional practices with fidelity.

Person Responsible

Marie R Bleus

Schedule

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

Evidence of Completion

Coaching Logs, Teacher Protocols, student work folders for DI, and walkthroughs

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

Conduct classrooms walkthrough to monitor the implementation of DI with fidelity.

Person Responsible

Marie R Bleus

Schedule

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

Evidence of Completion

Administration observation and walk-through

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

Align Reading and Mathematics DI lessons to students' iReady data, students' work, effective DI lesson planning for Whole Group and Teacher Led with ESOL Strategies.

Person Responsible

Marie R Bleus














Schedule

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

Evidence of Completion

Sign-in Sheets, Administrators observation, DI Grouping Templates with Lessons, Imagine Learning reports, and Reading iReady reports.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M400811	School based leadership team will meet to analyze relevant data and conduct data chats.	Bleus, Marie R	9/5/2017	iReady and OPM reports	6/6/2018 quarterly
G1.MA2  M400812	School based-leadership team will meet to discuss the effectiveness and fidelity of the DI...	Bleus, Marie R	9/5/2017	iReady and Growth Monitor reports	6/6/2018 monthly
G1.B1.S1.MA1  M400806	Align Reading and Mathematics DI lessons to students' iReady data, students' work, effective DI...	Bleus, Marie R	9/5/2017	Sign-in Sheets, Administrators observation, DI Grouping Templates with Lessons, Imagine Learning reports, and Reading iReady reports.	6/6/2018 weekly
G1.B1.S1.MA1  M400807	Utilizing Common Planning time school wide to plan and analyze relevant current data for whole...	Bleus, Marie R	9/5/2017	Sign-in Sheets, Administrators observation, DI Grouping Templates with Lessons, Imagine Learning reports, and Reading iReady reports.	6/6/2018 weekly
G1.B1.S1.MA2  M400808	Provide instructional support to ESOL teachers to address students' individual needs at the Teacher...	Bleus, Marie R	9/5/2017	Administration observation and walk-through	6/6/2018 weekly
G1.B1.S1.MA3  M400809	Conduct coaching cycles on Differentiated Instruction (Teacher Led, Independent, and Technology...	Bleus, Marie R	9/5/2017	Coaching Logs, Teacher Protocols, student work folders for DI, and walkthroughs	6/6/2018 weekly
G1.B1.S1.MA4  M400810	Conduct classrooms walkthrough to monitor the implementation of DI with fidelity.	Bleus, Marie R	9/5/2017	Administration observation and walk-through	6/6/2018 weekly
G1.B1.S1.A1  A372676	Utilize Common Planning time school wide to plan for whole group and Teacher Led Center to prepare...	Bleus, Marie R	9/5/2017	Sign-in Sheets, Administrators observation, and DI Grouping Templates with Lessons	6/6/2018 weekly
G1.B1.S1.A2  A372677	Utilize Common Planning time school wide to analyze relevant current data to prepare DI lessons to...	Bleus, Marie R	9/5/2017	DI Grouping Template, Imagine Learning reports, and iReady reports	6/6/2018 weekly
G1.B1.S1.A3  A372678	Provide instructional support to ESOL teachers to address students' individual needs at the Teacher...	Bleus, Marie R	9/5/2017	Teacher Led Center Activities	6/6/2018 weekly
G1.B1.S1.A4  A372679	Analyze data to determine students' academic progress and needs.	Bleus, Marie R	9/5/2017	iReady reports and Growth Monitoring	6/6/2018 monthly
G1.B1.S1.A5  A372680	Conduct coaching cycles on Differentiated Instruction (Teacher Led, Independent, and Technology) to...	Bleus, Marie R	9/5/2017	Coaching Logs, Teacher Protocols, and student work folders for DI	6/6/2018 weekly
G1.B1.S1.A6  A372681	Conduct classrooms walkthrough to monitor the implementation of DI and core instruction with...	Bleus, Marie R	9/5/2017	Administration observation	6/6/2018 weekly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Utilize Common Planning time school wide to plan for whole group and Teacher Led Center to prepare DI lessons including ESOL strategies.	\$0.00
2	G1.B1.S1.A2	Utilize Common Planning time school wide to analyze relevant current data to prepare DI lessons to include ESOL strategies.	\$0.00
3	G1.B1.S1.A3	Provide instructional support to ESOL teachers to address students' individual needs at the Teacher Led Center.	\$0.00
4	G1.B1.S1.A4	Analyze data to determine students' academic progress and needs.	\$0.00
5	G1.B1.S1.A5	Conduct coaching cycles on Differentiated Instruction (Teacher Led, Independent, and Technology) to align instructional practices with fidelity.	\$0.00
6	G1.B1.S1.A6	Conduct classrooms walkthrough to monitor the implementation of DI and core instruction with fidelity.	\$0.00
Total:			\$0.00