Linda Lentin K 8 Center

2017-18 Schoolwide Improvement Plan

Linda Lentin K 8 Center

14312 NE 2ND CT, North Miami Beach, FL 33161

http://llk-8.dadeschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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 Linda Lentin K 8 Center

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

MISSION: The mission of Linda Lentin K-8 Center is to challenge our diverse group of students by preparing them for the 21st century. In addition, we welcome parent and community involvement to support our students' academic, emotional and social growth.

b. Provide the school's vision statement.

VISION: Every child at Linda Lentin K-8 Center will receive a high-quality education, grounded in excellence, to develop into successful global learners.

2. School Environment

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

Linda Lentin K-8 Center will use the student and staff climate surveys to indicate student needs in an effort to build productive teacher-student relationships. Our administrators and staff will use a proactive approach in obtaining the resources needed for teaching and learning. As we enter our 20th school year, our staff members will work closely with all stakeholders to analyze the indicators of true school success. Additionally, District Assessments and technology-based targeted learning goals will be used to evaluate our student's performance. The administration along with our instructional coaches will implement collaborative learning protocols and the Gradual Release Model to ensure that our teachers and students establish and build successful academic relationships that lead to student achievement. We will re-establish the high expectations of our learners and foster a commitment to the quality delivery of instruction by our staff.

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

It is our endeavor to continue to meet the unique challenges required to establish a safe and viable K-8 Center. All faculty and staff members, will be stationed in key/intricate locations throughout the school to ensure student safety before, during and after school. School security monitors will be at the front entrance of the school for visitors to sign in. Individuals attempting to enter from the back of the school will be re-directed to the front of the building for a pass. Students will be monitored in the morning inside the cafeteria and in the hallways outside of classrooms. Additionally, elementary and middle school students will be supervised as they eat breakfast in their respective cafeterias. Administrators, security monitors and teachers will monitor the cafetorium, hallways and bus drop off area. Selected personnel will assist with hall duties during transitions from one class to the next. Procedures for regular dismissal, as well as rainy day dismissal have been put in place for 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.

We have a school-wide discipline plan in place to minimize distractions due to behavioral issues during instructional time. This plan includes all stakeholders. It is a scaffolded process that includes

students, parents, teachers, counselors, school monitors, CIS, CSI and administrators. It involves teachers establishing a buddy system and our school-based Alternative to Suspension Program. With a singular focus on student achievement, attendance, academics and attitude, we strive to provide quality instruction for all learners. Based on the concept that students may benefit by reducing the number of suspensions each year, we will establish rigorous educational continuity and emotional stability for all our students.This school year will be characterized by strategic and fluid academic interventions, collaborative planning, targeted learning goals and monitoring to support all students. We believe that collaborative learning protocols will limit misbehavior in the classrooms due to positive student engagement. Parent Advisory Meetings are in place in order to address students with issues pertaining to academic, behavior, and health.

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.

Students are provided counseling resources and academic advisement to help them make choices in careers and future educational assignments. Additionally, the counselor at Linda Lentin K-8 Center is available to assist students who need extra support. School-wide support is provided through the RtI process to ensure that students are provided the proper social, emotional and academic well being. Master schedules for both the elementary and middle school are developed around required instructional timelines. Our students are engaged in activities and clubs that promote healthy social environments. The students are members of the Student Government Association, National Junior Honor Society, Basketball, Track and Field, Music Club, Journalism and Safety Patrols.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

The school's early warning system will include, but are not limited to, the following:
1) Students who miss 10% of instructional time based on school attendance record
2) Students with behavioral problems that led to suspension
3) Students who score a level 1 on the FSA in either ELA or Math
4) Grade 3 students who are not proficient in Reading
5) Students who are failing 2 or more courses

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	13	4	19	2	18	4	2	1	0	0	0	0	63
Level 1 on statewide assessment	0	9	13	43	26	44	36	45	37	0	0	0	0	253

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	13	9	21	28	45	41	54	45	0	0	0	0	256

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

*Identify ELL students that have been in the program 10 semesters or more and refer to the LEP Committee for further determination.

*Monitor retained students from the previous school year and refer them to the School Support Team for RTI.

*Continue interventions in core subject areas to support Tier 2 and Tier 3 students that are in the RTI process.

*Provide ongoing support and services in the areas of positive school culture by increasing student attendance and reducing the suspension rate through the use of the Early Warning System.

B. Family and Community Engagement

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

To build positive relationships with parents, numerous incentives, activities, and programs have been implemented. The Community Involvement Specialist host monthly meetings for parents. During the meetings, she invites instructional coaches to present information on reading, math and science topics to increase parents' conceptual understanding, enabling them to assist their children. The Community Involvement Specialist also assist and encourages parents to become school volunteers, so they have a more active role in the school. Parents are encouraged to visit the newly renovated Parent Resource Center which is open daily and provides a comfortable environment for parents to receive assistance. Parents are informed of activities and school events through Connect-Ed messages, monthly calendars, the school's website and social media.

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.

Linda Lentin K-8 Center strives to promote positive community involvement. We build this relationship through partnership programs and encouraging our stakeholders to take an active role on our Educational Excellence School Advisory Council. Each year we work with our partners to mobilize and channel resources into the school to support student achievement based on targeted strategies and

goals. One of our programs is the Career Day activities that our partners participate in as well as other community organizations.

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
Young, Monefe	Principal
Rivette, Claude	Assistant Principal
Antoine, Yvetot	Instructional Coach
Nunez, Juana	School Counselor
Charles, Nell	Teacher, K-12
Berkowitz, Jacqueline	Teacher, K-12
Valdes, Anabel	Teacher, K-12
Guyton, Sherron	Teacher, K-12
Kemp, Davina	Instructional Coach
Arce, Cortnye	Assistant Principal
Morency, Francis	Teacher, K-12
Gignac, Kathye	Teacher, K-12
McIntosh, Shekinah	Teacher, K-12
Martinez, Ingrid	Teacher, K-12
Mangham, Dawn	Teacher, K-12
Gousse, Nadine	School Counselor
Davis-Gittens, Alphia	Teacher, ESE
Pickens, Rosalind	Teacher, K-12
Clinch, Ashley	Instructional Coach
Williams, Angel	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.

Linda Lentin K-8 Center's Leadership Team is comprised of the following:

Principal: Sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through her support of teachers and coaches. She also trains faculty on the use and purpose of Response to Intervention (RtI). The principal will schedule the leadership team discussions monthly with the Literacy Leadership Team and weekly with the Instructional Leadership Team through collaborative planning meetings. SST meeting sessions will also be held after each iReady assessment period where student academic regression is indicated.

Assistant Principals: Maintains documentation of student identification, assessments, progress monitoring, and tier placement. The Assistant Principals will refer students to SST who do not make consistent gains after utilizing course supplemental and intensive interventions and contact the parents to obtain to consent for evaluation under IDEA. The AP will ensure that the multidisciplinary team and the parent meet to review all data and determine whether the student is eligible to receive Special Education Services. This designee will work with maintenance employees, security employees, and assigned grade levels to ensure that all entities are functioning efficiently. Additionally, we will attend leadership meetings with the principal for collaborative discussions and targeted discussions on school-wide improvement.

Curriculum Coaches: Provide the school site specific assessments in Reading, Writing, Mathematics and Science. The coaches will maintain the identified students' assessments and bring this data to all leadership and grade level discussions. They will also conduct classroom walk-throughs for collaborative discussion with content specific departments/grade level instructional staff. These individuals will also provide feedback and suggested implementation for increased student achievement; attend all leadership/coaches meeting for debriefing purposes; and provide curriculum guidance in order to build teacher capacity.

Grade Chairs: Serve as the formal RtI Leadership Team members; providing current behavior and academic data to the discussions held regarding the selected students on their respective grade levels; conduct grade level meeting for collaborative discussions of student academic achievement and effective implementation of suggested strategies submitted by administration, the literacy coaches, and District personnel; plan and attend parent orientation meetings to communicate expected school to home connections as it relates to student academic achievement and positive social behaviors; plan and attend parent conferences for student achievement.

Counselors: Provide expertise related to the child's developmental needs, extended counseling, and community resources available to support the student and family as needed.

Title I:
Linda Lentin K-8 provides services to ensure students requiring additional remediation are assisted through extended learning opportunities. School based, Title I funded Community Involvement Specialist (CIS), Jocelyn Hernandez, serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. She schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Parents participate in the design of their school's Parent Family Engagement Policy (PFEP – which is provided in English and Spanish at our school), the school improvement process and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/ Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year.

Title III:
At our school we will utilize Title III funds to supplement and enhance the programs for English Language Learner (ELL) and recently arrived immigrant children and youth:
• Tutorial programs

Title I, Part C- Migrant
Linda Lentin K-8 School currently has no migrant students. However, the school is able to provide services and support to migrant students and parents if needed.

Title X- Homeless:
Miami-Dade County's School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. 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 assist Linda Lentin K-8 with the identification, enrollment, attendance, and transportation of homeless students as needed. Our school's registrar, Angela Rudge, and our CIS, Jocelyn Hernandez both attend annual meetings provided by the Homeless Education Program. They are able to address issues such as procedures for enrolling homeless students and the McKinney-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. The Registrar who serves as our Homeless Liaison continues to participate in meetings as it relates to homeless children and youth.

Violence Prevention Programs
• Linda Lentin K-8 participates in the District's Bullying Prevention Program.
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers.
• Students participate in activities such as placing Red Ribbons around the building, and students wear red in support of Red Ribbon. The Counselor also conducts workshops.

District Policy Against Bullying and Harassment
-Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
-This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
--The administrators at Linda Lentin K-8 begin any investigation of bullying or harassment within 24 hours of an initial report. The Counselor presents 5 curriculum lessons on Bullying and Violence Prevention to all students.

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

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 school leadership will meet collaboratively at identified times throughout the year to review student data from baseline, Topic Assessments, and iReady data in order to address and meet the needs of our students for maximum desired outcomes.
The purpose of Literacy Leadership Team and Instructional Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern(s) across the school. The Principal, Assistant Principals, Reading Coaches, Media Specialist, content area teachers, grade level chairpersons, EESAC members will serve on these teams which will meet:
Administrative Meetings: Monday, 3:20pm-4:20pm.
Instructional Leadership Team: Thursday, 10:00am-2:00pm
Literacy Leadership Team: 2nd Wednesday Monthly 2:10pm-3:00 p.m.
EESAC: Once a month.

The principal, as the instructional leader of the school, supports literacy instruction and will promote membership on the Reading Leadership Team by:
• holding meetings at convenient times;
• providing adequate notice of meetings;
• providing time/coverage (if needed) to attend meetings;
• providing Master Plan Points (MPP) and team building activities for members commitment and participation; and
• offering professional growth opportunities such as educational retreats.

Meeting agendas and sign-in rosters will be maintained in the principal's office to reflect frequency and attendance of all stakeholders. Additionally, weekly reflections of administrators and instructional coaches will be maintained via Google Drive.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Monefe Young	Principal
Rosalind Pickens	Teacher
Sherron Guyton	Teacher
Carol Johnson	Teacher
Joan Morrison-Samuda	Teacher
Christelle Dawkins	Parent
Eddy Barea	Business/Community
Gina Jean-Marie	Education Support Employee
Nathaniel Gomez	Business/Community
Theresa Richardson	Parent
Nedeline Oreste	Parent
Ainsley Kitchen	Parent
Frantzlyn Ravix	Student
Kayla Prudent	Student
Joedaphnee Metayer	Teacher
Jacqueline A. Berkowitz	Teacher
Barbara Pryor	Business/Community
Jody Rafkind	Business/Community
Erica Morgan	Parent
Jude Bruno	Education Support Employee
Kathye Gignac	Teacher
Nori Glickman	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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The Educational Excellence School Advisory Council (EESAC) reviewed the SIP and made suggestions for this year's School Improvement Plan. The council made recommendations as to the selection of incentives for students who made learning gains and the composition of mandatory uniforms up for majority vote by parents and students this year. Specific student incentives include but were not limited to books for the library, books as gifts, book bags with supplies, calculators, cameras, movie passes and achievement medallions. Ancillary Reading, Math and Science support materials included book updates, and Writing Boot Camp for 4th through 8th grade.

b. Development of this school improvement plan

The Educational Excellence School Advisory Council (ESSAC) will assist with the writing and revision of the School Improvement Plan. The membership will review data in all content areas to determine areas of improvement. Discussion from all stakeholders will be taken into consideration for writing the action plan and steps for increased student achievement. All members will review the entire SIP for

approval of the document. The EESAC will provide input on the needs and interests of the parent and school community as it impacts student achievement.

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

The Educational Excellence School Advisory Council (EESAC) will have an active role in the preparation of the school's budget and implementation plan of strategic classroom innovations through anxuillary materials. The principal will discuss the current year's budget with the membership, provide data that will be analyzed by the members and suggested ancillary funding will be recommended for increased student achievement. Each SAC meeting will address student needs as a result of data trends reflected on District Assessments. Members will discuss effective use of funding that directly affects student achievement.The council will make recommendations as to the selection of incentives for students who have made learning gains and the composition of mandatory uniforms up for majority vote by parents and students this year. Specific student incentives include but are not limited to books for the library, books as gifts, book bags with supplies, calculators, cameras, movie passes and achievement medallions. Ancillary Reading, Math and Science Support materials include: book updates, and Science Boot Camp for 5th grade and Synergistic Modules for 7th and 8th grade. Additionally, the principal will address instructional Professional Development, with the members, as it relates to student achievement and budgetary concerns.

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

A total amount of $2668.20 was used in the following manner:

EESAC funds were used to purchase teacher and student incentives for academic purposes in the amount of $2668.00.

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Arce, Cortnye	Assistant Principal
Charles, Nell	Teacher, K-12
Berkowitz, Jacqueline	Teacher, K-12
Kemp, Davina	Teacher, K-12
Guyton, Sherron	Teacher, K-12
Valdes, Anabel	Teacher, K-12
Rivette, Claude	Assistant Principal
Young, Monefe	Principal
Antoine, Yvetot	Instructional Coach
Morency, Francis	Teacher, K-12
Gignac, Kathye	Teacher, K-12
McIntosh, Shekinah	Teacher, K-12
Mangham, Dawn	Teacher, K-12
Martinez, Ingrid	Teacher, K-12
Pickens, Rosalind	Teacher, K-12
Davis-Gittens, Alphia	Teacher, ESE
Gousse, Nadine	School Counselor
Clinch, Ashley	Instructional Coach
Williams, Angel	Instructional Coach

b. Duties

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

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concerns across grade levels. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve on this team which will meet at least once a month.
The LLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective. The LLT will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text-centered questions. This multi-disciplinary team will encourage the development of lessons that provide students with opportunities for research and incorporate writing throughout.

D. Public and Collaborative Teaching

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

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

Linda Lentin K-8 Center has a waiver on file which allows for school-wide collaborative planning. At Linda Lentin, each grade level team and instructional coach plan their curriculum, thematic units, and lessons including classroom-based assessments through careful analysis of the Florida Standards and academic needs of the students. Collaborative planning affords the teachers the opportunity to make

connections by examining their practices, engaging in productive dialogue with colleagues, and developing their skills.This strategy effectively encourages positive working relationships between teachers. Best practices are shared among departments, and model classes are identified in an effort to create ways for collegial support.
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2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

On an ongoing basis, and through the administration, the school does the following:
1. Enable Prospective Teachers to intern at the school or perform classroom obervations and interships through outreach with local universities.
2. Partner new teachers with teacher mentors.

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

On an ongoing basis, and through the administration, the school does the following:
1. Host regular meetings with new teachers and school administration and curriculum support team.
2. Through the LLT and instructional coaches, offer supplemental mentoring with focus teacher based on area of need.

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.

Linda Lentin's technology infrastructure supports teaching and learning as it relates to the instructional focus mandated in the Florida Standards. The Gradual Release Strategy is implemented in all classrooms which allows for uniformity in instructional practices and focused guided instruction for all learners. Priority was given to the effective implementation of a comprehensive master schedule that allows for purposeful supplemental and intensive instruction outside of the core content area classes. All instructional staff is encouraged to provide grade level appropriate rigorous instruction through the use of the aforementioned strategy. The implementation and use of lesson studies to enhance teacher capacity is the corner stone of academic achievement. Effective channeling and feedback are provided for student reflection and improvement. Baseline Assessments, Topic Assessments and technological diagnostic tests provide instructional staff with the proper data for continuous improvement of school-wide instructional programs. Effective evaluation, communication, and collaboration between instructors, administrators, coaches and ETO support personnel ensures that the teaching and learning process is highly aligned with the expectations of the 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.

Data analysis of student work folders, Baseline Assessment, iReady data, and Topic Assessments are used to determine whole group lessons, small group lessons, and Differentiated Instruction based

on the diverse learning abilities of the students. At Linda Lentin K-8 Center teaching and re-teaching is imperative for continuous academic improvement. Instructional collaboration, professional development and effective implementation are the vehicle by which instructional staff will continuously and effectively monitor students experiencing difficulty attaining the proficient or advanced level on the state assessment. The instructional framework allows teachers to infuse enrichment according to data for mastery and teacher one-to-one support and remediation of concepts during teacher-led sessions.

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: 3,600

Instruction in reading, mathematics, writing and science is provided for targeted students.

Strategy Rationale

Instruction in core academic subjects assist with student progression. Enrichment activities provide the students with a well-rounded education and enhance their critical thinking skills. Teachers can monitor students' progress as a result of their participation in extended learning strategies.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Arce, Cortnye, carce1@dadeschools.net

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

Technology-based diagnostics/assessments, as well as, student folders will be used to analyze the effectiveness of the strategies utilized.

Strategy: After School Program

Minutes added to school year: 3,600

Instruction in reading, mathematics, writing and science is provided for targeted students.

Strategy Rationale

Instruction in core academic subjects assist with student progression. Enrichment activities provide the students with a well-rounded education and enhance their critical thinking skills. Teachers can monitor students' progress as a result of their participation in extended learning strategies.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Rivette, Claude, 239906@dadeschools.net

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

Technology-based diagnostics/assessments, as well as, student folders will be used to analyze the effectiveness of the strategies utilized.

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.

The VPK program consist of two cohorts that transition from neighboring Preschool programs and students attending school for the first time. Informational meetings, recruitment materials and flyers are used to assist students in transitioning from one level to another. Transitional meetings for students from Pre K to Kindergarten are held to highlight activities and programs in Kindergarten. Students entering Kindergarten are assessed using the FLKRS to determine K readiness in Reading and Math. This data is used to provide interventions as needed. Students in 5th Grade are given the opportunity to visit the Middle School magnet program and make informed choices about the middle school experience. 8th Graders participate in the Magnet Fairs from the neighboring high schools. They also visit other Feeder High Schools to learn of the courses and programs offered. The high schools also present programs at Linda Lentin K-8 to ensure the transition to High School is seamless.

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.

At Linda Lentin K-8 Center we host an annual Career Day, inviting over 30 different business and colleges to visit the school and share about the career options for students. In the spring, students in eighth grade also take a college tour to Atlanta to visit several Historical Black Colleges and Universities (HBCU) and then return to Florida to visit three additional State schools. Additionally, all students at Linda Lentin participate in Junior Achievement Day, where local companies spend half of

the day within the classrooms teaching students business ideas and preparing them for the workforce.

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.

NA

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"Â? 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.

NA

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

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

🔑 G097115

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	44.0
AMO Math - All Students	
AMO Math - African American	
ELA Achievement District Assessment	
AMO Math - ED	
FSA Mathematics Achievement	
AMO Math - ELL	
Math Lowest 25% Gains	67.0
ELA/Reading Lowest 25% Gains	63.0
AMO Reading - All Students	
ELA/Reading Gains	65.0
Math Gains	65.0
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	

Targeted Barriers to Achieving the Goal `3`

- It is evident that student data is not used consistently as a formative assessment to drive differentiated instruction and student deficiencies in literacy.

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

- District Pacing Guide, Item Specifications, DAS & District Instructional Materials, McGraw Hill and Collections Textbook, iReady, Discovery Learning, Finish Line and Coach Support and Performance Coach.

Plan to Monitor Progress Toward G1. `8`

State, District and classroom assessments results will be used to monitor the effectiveness of instruction.

Person Responsible

Monefe Young

Schedule

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

Evidence of Completion

Data results: FSA weekly assesments, iReady, and PowerBi

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

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

G097115

G1.B1 It is evident that student data is not used consistently as a formative assessment to drive differentiated instruction and student deficiencies in literacy. 2

B261238

G1.B1.S1 Literacy coaches will systemize Differentiated Instruction in all grade levels by forming lesson plans utilizing iReady Toolbox standard based lessons and phonics instruction. 4

S276573

Strategy Rationale

To increase the knowledge of learners.

Action Step 1 5

Provide a professional development on DI strategies.

Person Responsible

Davina Kemp

Schedule

On 10/31/2017

Evidence of Completion

Agenda and sign in sheet

Action Step 2 5

Teachers will have instructional groups posted in the classroom based on iReady Diagnostic data.

Person Responsible

Cortnye Arce

Schedule

Quarterly, from 10/9/2017 to 6/7/2018

Evidence of Completion

Teachers will have instructional groups posted in the classroom based on iReady Diagnostic data.

Action Step 3 `5`

Coaches will facilitate collaborative planning and coaching cycles with teachers.

Person Responsible

Davina Kemp

Schedule

On 6/7/2018

Evidence of Completion

Agenda and sign-in sheets, coaching logs and coaching calendar

Action Step 4 `5`

Teachers will provide effective differentiated instruction.

Person Responsible

Cortnye Arce

Schedule

Daily, from 9/18/2017 to 6/7/2018

Evidence of Completion

Student iReady profiles, student work folders, walkthroughs

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

Administration will conduct walk-throughs, and literacy coaches and teachers will develop lesson plans that contain evidence of differentiated instruction based on what was planned during common planning sessions.

Person Responsible

Cortnye Arce

Schedule

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

Evidence of Completion

Administration observation logs, coaching logs, lesson plans and calendars

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

Coaches and administrators will monitor results of students assessments, iReady Diagnostics, and students portfolios.

Person Responsible

Monefe Young

Schedule

Daily, from 10/9/2017 to 6/7/2018

Evidence of Completion

Administration observation logs, coaching logs and calendars

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A1 🔍 A372758	Provide a professional development on DI strategies.	Kemp, Davina	9/28/2017	Agenda and sign in sheet	10/31/2017 one-time
G1.MA1 🔍 M400886	State, District and classroom assessments results will be used to monitor the effectiveness of...	Young, Monefe	10/2/2017	Data results: FSA weekly assesments, iReady, and PowerBi	6/7/2018 daily
G1.B1.S1.MA1 🔍 M400884	Coaches and administrators will monitor results of students assessments, iReady Diagnostics, and...	Young, Monefe	10/9/2017	Administration observation logs, coaching logs and calendars	6/7/2018 daily
G1.B1.S1.MA1 🔍 M400885	Administration will conduct walk-throughs, and literacy coaches and teachers will develop lesson...	Arce, Cortnye	10/2/2017	Administration observation logs, coaching logs, lesson plans and calendars	6/7/2018 daily
G1.B1.S1.A2 🔍 A372759	Teachers will have instructional groups posted in the classroom based on iReady Diagnostic data.	Arce, Cortnye	10/9/2017	Teachers will have instructional groups posted in the classroom based on iReady Diagnostic data.	6/7/2018 quarterly
G1.B1.S1.A3 🔍 A372760	Coaches will facilitate collaborative planning and coaching cycles with teachers.	Kemp, Davina	9/28/2017	Agenda and sign-in sheets, coaching logs and coaching calendar	6/7/2018 one-time
G1.B1.S1.A4 🔍 A372761	Teachers will provide effective differentiated instruction.	Arce, Cortnye	9/18/2017	Student iReady profiles, student work folders, walkthroughs	6/7/2018 daily

V. Professional Development Opportunities

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

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

G1.B1 It is evident that student data is not used consistently as a formative assessment to drive differentiated instruction and student deficiencies in literacy.

G1.B1.S1 Literacy coaches will systemize Differentiated Instruction in all grade levels by forming lesson plans utilizing iReady Toolbox standard based lessons and phonics instruction.

PD Opportunity 1

Provide a professional development on DI strategies.

Facilitator

Literacy Coaches

Participants

Teachers

Schedule

On 10/31/2017

PD Opportunity 2

Teachers will have instructional groups posted in the classroom based on iReady Diagnostic data.

Facilitator

Literacy coaches

Participants

Teachers

Schedule

Quarterly, from 10/9/2017 to 6/7/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide a professional development on DI strategies.	$0.00
2	G1.B1.S1.A2	Teachers will have instructional groups posted in the classroom based on iReady Diagnostic data.	$0.00
3	G1.B1.S1.A3	Coaches will facilitate collaborative planning and coaching cycles with teachers.	$0.00
4	G1.B1.S1.A4	Teachers will provide effective differentiated instruction.	$0.00
		Total:	$0.00