

Miami-Dade County Public Schools

Lorah Park Elementary School



2018-19 Schoolwide Improvement Plan

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Lorah Park Elementary School

5160 NW 31ST AVE, Miami, FL 33142

<http://lpe.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	97%
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	2017-18	2016-17	2015-16	2014-15
Grade	I	D	D	D*

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The staff, parents, and community of Lorah Park Elementary School, want all of our children to be successful students. We accept the responsibility to teach the essential academic and social skills that will promote success and self-esteem. We will encourage and motivate our students to climb the ladder of education to higher levels of performance by having them take personal responsibility for their efforts and achievements.

Provide the school's vision statement.

Our vision is for staff, parents, and community members to see our students as model citizens with a love for learning based upon their ability to achieve grade level success, which launches them on their quest for life-long achievements.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Walker, Atunya	Principal
Remelus, Daphney	Instructional Coach
King, Jamal	School Counselor
Rawls, Sharletta	Instructional Coach
Webb, Kimberley	Teacher, K-12
Ramon, Gianni	Assistant Principal

Duties

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

Atunya Walker Principal

Monitor the implementation of all initiatives and school goals, including school culture and academic goals. Provide feedback to teachers and instructional coaches on the current status of implementation steps. Provide feedback and review data with all stakeholders; modify implementation steps as needed and provide guidance to meet school goals.

Gianni Ramon-Assistant Principal

Monitor the implementation of all initiatives and school goals, including school culture and academic goals. Provide feedback to teachers and instructional coaches on the current status of implementation steps. Facilitate professional development that aligns to school goals.

Daphne Remelus-Transformation Literacy Coach

Provide professional development and instructional support to build the capacity of teachers. Ensure that instructional support consists of instructional planning facilitation, executing coaching cycles (modeling and co-teaching), intervention support, assistance with data analysis, and guidance for effective differentiated instruction.

Sharletta Rawks- Transformation Math Coach

Provide professional development and instructional support to build the capacity of teachers. Ensure that instructional support consists of instructional planning facilitation, executing coaching cycles (modeling and co-teaching), assistance with data analysis, and guidance for effective differentiated instruction.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	10	12	4	7	4	3	0	0	0	0	0	0	0	40
Level 1 on statewide assessment	2	6	5	12	17	25	0	0	0	0	0	0	0	67

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	21	4	2	22	25	0	0	0	0	0	0	0	74

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	4	2	8	0	0	0	0	0	0	0	0	0	18
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Wednesday 9/5/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	3	7	4	12	9	1	0	0	0	0	0	0	0	36
Level 1 on statewide assessment	2	5	4	15	19	28	0	0	0	0	0	0	0	73

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	2	22	5	6	26	27	0	0	0	0	0	0	0	88

Year 2016-17 - Updated

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	3	7	4	12	9	1	0	0	0	0	0	0	0	36
Level 1 on statewide assessment	2	5	4	15	19	28	0	0	0	0	0	0	0	73

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

Indicator	Grade Level													Total
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Students exhibiting two or more indicators	2	22	5	6	26	27	0	0	0	0	0	0	0	88

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Science proficiency performed the lowest in 2018. It is a trend that science does perform the lowest of all the components. Although there was a significant increase in Science proficiency from 2017 to 2018, this is still an area for improvement.

Which data component showed the greatest decline from prior year?

Based on 2018 data, we did not have any component decline from the previous year. Our overall learning gains for the lowest 25% in math did not increase, but stayed at 48%.

Which data component had the biggest gap when compared to the state average?

Science proficiency data had the biggest gap when compared to the state average. Even though we had an increase of 20% from the previous school year, we are still 12% lower than the state average for Science proficiency.

Which data component showed the most improvement? Is this a trend?

The overall ELA learning gains showed the most improvement in 2018 as compared to 2017. Learning gains in 2017 were at 29%, with an increase of 48% in 2018 to 77%. This is not a trend at Lorah Park Elementary as reading data in the previous years was at a decline.

Describe the actions or changes that led to the improvement in this area.

Lorah Park Elementary attributed this increase to the implementation of intervention with fidelity on a daily basis. Intervention was monitored for implementation and effectiveness. Differentiated instruction was also a consistent with Ongoing Progress Monitoring taking place bi-weekly. Data analysis of both Differentiated Instruction and intervention data provided us with information to modify and adjust instruction.

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Interventions/Differentiated Instruction

Rationale There has been a decline in academic performance in Reading Language Arts content area and an increase in Mathematics as indicated below:
 ELA Achievement decreased from 32% in 2017 to 30% in 2018
 ELA Learning Gains decreased from 48% in 2017 to 29% in 2018
 ELA Lowest 25th Percentile decreased from 44% in 2017 to 40% in 2018
 Math Achievement increased from 33% in 2017 to 49% in 2018
 Math Learning Gains increased from 49% in 2017 to 62% in 2018
 Math Lowest 25th Percentile increased from 36% in 2017 to 48% in 2018
 Science achievement decreased from 30% in 2017 to 23% in 2018
 In order to improve student outcomes there is a need to continue to implement differentiated instruction with fidelity in the content areas of reading, mathematics, and science.

Intended Outcome If our school sustains the practice of intervention, then the ELA overall learning gains will maintain at or above 77%.
 If our school enhances the practice of differentiated instruction, then the school's math overall learning gains will increase by 3%, from 67% to 70% and maintain above the district average.
 If our school integrates the primary practice of professional learning communities, then the overall math SAT-10 percentile rank will increase by 7%, from 38% to 45%.

Point Person Atunya Walker (atunya.walker@pacecenter.org)

Action Step

Description Conduct data chats and analyze data with all stake holders.
 • Identify groups for intervention.
 • Identify and align the resources that will be used for intervention.
 • Instructional coach will provide a professional development on the purpose and implementation of intervention for new staff, and a refresher training for returning staff members.
 • Implement intervention on day 1 week 1.

Person Responsible Daphney Remelus (dremelus@dadeschools.net)

Plan to Monitor Effectiveness

Description Monitor the effectiveness of intervention on a bi-weekly basis to ensure the completion of the interactive worktext (ACT) for 3rd-5th grade students.

Person Responsible Gianni Ramon (gramon@dadeschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

To build positive relationships with parents, numerous incentives, activities, and programs have been implemented. The Community Involvement Specialist hosts 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 Success Coach provides attendance workshops to parents and attendance interventions with a meaningful understanding of the strong correlation between daily attendance and student achievement. The Community Involvement Specialist also assists and encourages parents to become school volunteers, so they have a more active role in the school. Parents are encouraged to visit the 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 Connected-Ed messages, monthly calendars, the school's website and social media.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

All students are expected to follow the rules set by their classroom discipline plans. For students who are having difficulty with these expectations, other more specialized techniques may be used. Students in need of additional intervention strategies are referred for services through the Multi-Tiered Support System (MTSS). As part of this process, students who are identified as in need of additional counseling, interventions or both are provided Tier II Interventions. Tier II Interventions are regularly scheduled and, in the case of behavior or emotional needs, may be from outside resources such as Institute for Child and Family Health (which is part of our Health Connect in our Schools Program). Tier II Interventions are monitored and assessed regularly. If a student should need additional interventions, then a Student Support Team (SST) meeting will be held and Tier III Interventions will be provided and once again monitored.

The counselor engages regularly with students and teachers, organizes school-wide events, serves as trustworthy and supportive advocates for students, and is personally committed to the well-being of all our students.

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

In order to assist Lorah Park's preschool children in the transition from the early childhood program to the elementary school program we articulate with neighborhood head start programs. Neighborhood head start programs are invited to visit our school site in the Spring and spend a day with one of our Kindergarten teachers so that students coming to our school on the following school-year can begin to see what we will expect from them. In addition, the school holds a Kindergarten Transition Meeting for parents (Early May) in order to answer technical questions as well as to give an overview of Kindergarten expectations and the registration process. The staff responsible for the articulation is the administration as well as the data input specialist. Students housed within our school-site Pre-Kindergarten are monitored by the teacher using the VPK Assessment. The VPK Assessment is administered to all students in the Pre-Kindergarten Program three times a year (September, January, and April). The VPK Assessment tracks early literacy skills and informs parents about their child's reading readiness. In addition, during this school year, will begin to administer the Teaching Strategies Gold Assessment. Students who attend the Pre-Kindergarten program at the school site also have one year's advantage over new students in the Dual Language Program.

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 external support through a full-time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

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's MTSS Leadership Team will function on two levels: A general school-wide level (Core Level); a more specific Progress Monitoring Level (Supplemental Level); and the SST Level (Intensive Level).

The SST portion of the MTSS Team (School Psychologist, SPED Teachers, Reading/Mathematics Coach and Assistant Principal) will meet bi-weekly to review specific strategies that have been developed to assist students who need more individualized small group interventions. Students who do not show progress are placed on an SST plan and more specialized interventions are initiated. Student progress is then tracked via on-going progress monitoring and intervention strategies are adjusted as needed.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities.

Title I, Part C- Migrant

Currently, there are no migrant students enrolled at the school-site. If a migrant student were to enroll, the school would provide services and support to migrant students and parents. The school liaison would coordinate with the District Migrant Liaison, Title I, and other programs to conduct a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs. Lorah Park has conducted and will continue to conduct parental development activities focusing on positive behavior interventions in order to reduce the number of outdoor suspensions and behavior infractions at the school-site.

Title II

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

- Certify qualified mentors for the New Teacher (MINT) Program
- Add-on endorsement programs, such as Reading, Gifted, ESOL
- 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

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and

Students participating in the ELL program at Lorah Park Elementary receive ESOL services through their Reading/Language Arts teachers. Additionally, students receive the CCHL component within the school's bilingual education program, which teaches Mathematics, Science and Social Studies in both English and Spanish.

Title X- Homeless

- Lorah Park Elementary refers any student who is homeless to Project Upstart for assistance with transportation, emergency shelter and social services. The Assistant Principal, Counselor, and Registrar are the persons responsible for contacting the District and enabling communication between the family and Project Upstart representatives.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Sp

Lorah Park Elementary offers a non-violence and anti-drug program to students that incorporates classroom lessons, outside resources (DARE program) and incentive programs such as “Do the Right Thing.” In addition, curriculum for such areas as anti-bullying and the Safe and Drug Free program are implemented by the school counselor and classroom teachers.

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