

# Lakeview Elementary School



2014-15 School Improvement Plan

## Lakeview Elementary School

1290 NW 115TH ST, Miami, FL 33167

<http://lve.dadeschools.net>

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
99%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
99%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	A

### 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.

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, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

## DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

## DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

## 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### 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 him/her and future generations.

##### 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.

#### School Environment

##### 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 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 .

##### 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.

**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.

**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 are referred to the Student Support Team (RtI). Referrals to student services/RtI Team may include guidance counseling, mentoring, and behavioral interventions. Additionally, our 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, and Take Your Child to Work. As well as School programs such as Adopt A-Dolphin, Youth Crime Watch, Night School-Adult Program that assist parents in acquiring the English language to be able to assist their children at home.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**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. The information is used to set-up Attendance Review Committee meetings. Students that 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, he/she 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 informed 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 RtI if the child is not progressing.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	4	7	19	29	9	12	80
One or more suspensions	0	0	1	2	0	2	5
Course failure in ELA or Math	8	13	21	11	3	5	61
Level 1 on statewide assessment	0	0	0	36	14	31	81

***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	
Students exhibiting two or more indicators	9	8	17	22	13	18	87

**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 implemented 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 below Level 3 in FCAT 2.0 Reading or Mathematics. A district-wide progress monitoring process, Progress Monitoring Plan (PMP) through Response to Intervention/ Multi-Tiered Systems of Support (RtI/MTSS) is in place for all schools. A PMP is initiated, and Tier 2 intervention is provided as soon as academic deficiencies are evident in the areas of ELA and Mathematics.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**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**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/185980>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**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 below Level 3 in FCAT 2.0 Reading or Mathematics. A district-wide progress monitoring process, Progress Monitoring Plan (PMP) through Response to Intervention/Multi-Tiered Systems of Support (RtI/MTSS) is in place for all schools. A PMP is initiated, and Tier 2 intervention is provided as soon as academic deficiencies are evident in the areas of ELA and Mathematics.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

Name	Title
Banky, Sandra	Principal
Castillo, Isabel	Assistant Principal
Blanc, Renee	Teacher, K-12
Meredith, Shameeka	Teacher, K-12
Tucker, Jonathan	Teacher, K-12
Cervantes, Darcelie	Instructional Coach
Corbitt, Andre	Instructional Coach
Blemur, Sandra	Guidance Counselor
Charlesdegiordany, Nadine	Psychologist
Zamor, Sandra	Attendance/Social Work

**Duties**

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

Administration

Principal: Mrs. Sandra V. Banky

Assistant Principal: Ms. Isabel D. Castillo

Instructional Support

Reading Coach: Dr. Onaidy Moran

Math Coach: Mr. Andre Corbitt

Instructional/Behavioral Support

Counselor: Mrs. Sandra Blemur

School Psychologist: Mrs. Nadine Charlesdegiordany

School Social Worker: Ms. Sandra Zamor

Department/Grade Level Chairpersons

Mathematics Chairperson: Ms. Renee Blanc

Science Chairperson: Mr. Jonathan Tucker

Reading Chairperson: Mrs. Shameeka Meredith

Other Stakeholders: EESAC Chairperson Representative: Mr. Jonathan Tucker

Community Stakeholder: Mr. Lashley

**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 steps below 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 from regular funds and 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, and 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, 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

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:

- 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, thematic cultural lessons is 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 – NA

N/A

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 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 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: 1) School Registrars on the

procedures for enrolling homeless students, 2) School Counselors on 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 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,

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 McKinney-Vento Law

ensuring appropriate services are provided to the homeless students.

### **School Advisory Council (SAC)**

**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
Therese Conner	Education Support Employee
Clifford Ingram	Teacher
Juanita Crosdale	Education Support Employee
Desmond Reid	Parent
Shameeka Meredith	Teacher
Kathy Gibbons-Adams	Teacher
Carol Cash	Teacher
Jonathan Tucker	Teacher
Cecily Wright	Teacher
Antiquenette Barbary	Education Support Employee
Betty Lashley	Parent
Barbara Ried	Parent
Barbara Ried	Parent
Ellaneese Love-Muhamad	Parent
Jennett Bienaime	Parent
Wilnise Joseph	Parent
Wadley Josephat	Student
Keneth Brown	Student
Alexandra Hernandez	Business/Community
Vernon Lemon	Business/Community
John Williams	Business/Community

**Duties**

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

*Evaluation of last year's school improvement plan*

The School Advisory Council (SAC) is 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.

*Development of this school improvement plan*

EESAC members were given the data and the 2013-2014 SIP and met to discuss data and strategies for the 2014-2015 school year.

*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.

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

The school improvement funds will be used to purchase 6 computers per classroom for 35 teachers in grades K through 5 for a total of \$10,500.00. Additionally, 8 Smart boards projectors are needed as well as technology hardware and supplemental resources for a total of \$5,000.00 to support the implementation of the Florida Standards.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Banky, Sandra	Principal
Blanc, Renee	Teacher, K-12
Castillo, Isabel	Assistant Principal
Meredith, Shameeka	Teacher, K-12
Tucker, Jonathan	Teacher, K-12
Cervantes, Darcelie	Instructional Coach
Corbitt , Andre	Instructional Coach
Blemur , Sandra	Guidance Counselor

**Duties**

**Describe how the LLT promotes literacy within the school**

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, professional development, leaders coaching and/or modeling,

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**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.

### **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 students 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 and the Assistant Principal.
4. Encourage the teachers to participate in the CORE initiative that pays for attending professional developments and for improving student achievement.

### **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.

MINT, the program of support and induction for first year teachers, 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, and 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 keeping up with the high expectations set for the year.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

#### ***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 sessions support a deeper level of comprehension, promote dialogue that can dispel misunderstanding and allows opportunities for growth in instructional practices.

#### **Instructional Strategies**



**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.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:** 60

Our school offers before and after school tutoring to 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 writing, and 5th grade science. The after school tutoring program provides tutoring in 4th and 5th grade Reading and Mathematics. It is also a chance for high performing students to receive additional enrichment activities.

**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)**

- Enrichment

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

Castillo, Isabel, [icastillo@dadeschools.net](mailto:icastillo@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 administrations 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 needs.

## Student Transition and Readiness

### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

#### ***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 through 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 Benchmark 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.

### College and Career Readiness

#### ***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

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

N/A

#### ***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

#### ***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

## 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 we increase parental involvement, then students' academic performance will improve across all content areas.
- G2.** If we use data to plan effectively for differentiated instruction and implement with fidelity, then we will increase student achievement by improving core instruction in all content areas.
- G3.** If we provide students with opportunities to compare, contrast, and analyze Science Technology Engineering and Mathematics (STEM) activities, then students will increase critical thinking skills and the utilization of technology.
- G4.** If we increase student attendance and diminish the number of tardies, then we will improve core instruction achievement in all content areas and proficiency on the annual statewide assessments.

## Strategic Goals Detail

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

**G1.** If we increase parental involvement, then students' academic performance will improve across all content areas. 1a

G050518

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	61.0
AMO Math - All Students	71.0
FCAT 2.0 Science Proficiency	32.0

**Resources Available to Support the Goal** 2

- Neighborhood Title I Center, School Parent Center, Parent Academy, and Adult Community Classes

**Targeted Barriers to Achieving the Goal** 3

- Parents are minimally supporting the school's goals and activities due to limited English proficiency and understanding of the school's culture and expectations.

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

School based leadership team will meet to tally parent survey to identify professional development needed to support the school's mission.

**Person Responsible**

Isabel Castillo

**Schedule**

On 9/29/2014

**Evidence of Completion**

Parent Survey responses and tally of identify professional development needed

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

School based-leadership team will meet to discuss the effectiveness of the monthly professional development being provided.

**Person Responsible**

Sandra Banky

**Schedule**

Quarterly, from 9/16/2014 to 5/29/2015

**Evidence of Completion**

Agenda and minutes

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

Provide monthly professional development that helps parents understand our school's vision, mission, academic goals and their role in their child's education.

**Person Responsible**

Isabel Castillo

**Schedule**

Quarterly, from 9/16/2014 to 5/29/2015

**Evidence of Completion**

Agendas, Sign-in Sheet, and Handsouts

**G2.** If we use data to plan effectively for differentiated instruction and implement with fidelity, then we will increase student achievement by improving core instruction in all content areas. 1a

G047122

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	61.0
AMO Math - All Students	71.0
FCAT 2.0 Science Proficiency	32.0

**Resources Available to Support the Goal** 2

- I-Ready Reading, Books and On-line Programs, Wonders Reading Resources, PMRN Resources, A-Z Resources, Instructional Coaches and Interventionists

**Targeted Barriers to Achieving the Goal** 3

- Implementation of differentiated instruction is not conducted effectively and with fidelity

**Plan to Monitor Progress Toward G2.** 8

School based leadership team will meet to conduct data chats

**Person Responsible**

Sandra Banky

**Schedule**

Quarterly, from 8/26/2014 to 5/28/2015

**Evidence of Completion**

Formative: District Baseline data and District Interim Assessments

**Plan to Monitor Progress Toward G2.** 8

School based-leadership team will meet to discuss the effectiveness and fidelity of DI common planning.

**Person Responsible**

Sandra Banky

**Schedule**

Quarterly, from 9/25/2014 to 5/28/2015

**Evidence of Completion**

Formative: District Baseline data and District Interim Assessments

**Plan to Monitor Progress Toward G2. 8**

School based-leadership team will meet to discuss and ensure that the PD calendar set for the year is being implemented.

**Person Responsible**

Sandra Banky

**Schedule**

Quarterly, from 9/25/2014 to 5/28/2015

**Evidence of Completion**

Courses proposed on PD Portal

**Plan to Monitor Progress Toward G2. 8**

School based-leadership team will meet to discuss the effectiveness and fidelity of the DI implementation plan.

**Person Responsible**

Sandra Banky

**Schedule**

Monthly, from 9/25/2014 to 5/28/2015

**Evidence of Completion**

Formative: District Baseline data and District Interim Assessments

**G3.** If we provide students with opportunities to compare, contrast, and analyze Science Technology Engineering and Mathematics (STEM) activities, then students will increase critical thinking skills and the utilization of technology. 1a

G047124

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	71.0
FCAT 2.0 Science Proficiency	32.0

**Resources Available to Support the Goal** 2

- J & J Book Camp, Scott- Foresman Science Book, Discovery Education, C-Palms, and On-line resources

**Targeted Barriers to Achieving the Goal** 3

- Limited performance due to lack of understanding in Science Technology Engineering and Mathematical (STEM) concepts

**Plan to Monitor Progress Toward G3.** 8

School based-leadership team will meet to discuss and ensure that the Professional Developments are effectively implemented.

**Person Responsible**

Sandra Banky

**Schedule**

Quarterly, from 11/12/2014 to 2/11/2015

**Evidence of Completion**

Formative: District Baseline, Interim Assessments, and Computer Assisted Programs reports generated from GIZMO

**Plan to Monitor Progress Toward G3.** 8

School based-leadership team will meet to discuss and ensure that students are provided with exploration and enrichment activities through hands-on experiences and technology.

**Person Responsible**

Sandra Banky

**Schedule**

Quarterly, from 11/3/2014 to 5/29/2015

**Evidence of Completion**

Formative: District Baseline, Interim Assessments, and Computer Assisted Programs reports generated from GIZMO



**G4.** If we increase student attendance and diminish the number of tardies, then we will improve core instruction achievement in all content areas and proficiency on the annual statewide assessments. 1a

G047126

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	71.0
AMO Reading - All Students	61.0
FCAT 2.0 Science Proficiency	32.0

**Resources Available to Support the Goal** 2

- Daily Attendance Report, Student Attendance, and Academics Report

**Targeted Barriers to Achieving the Goal** 3

- Lack of adherence to the District's attendance policy and procedures

**Plan to Monitor Progress Toward G4.** 8

School based-leadership team will meet to discuss the effectiveness of the monthly professional development being provided.

**Person Responsible**

Isabel Castillo

**Schedule**

Quarterly, from 9/26/2014 to 5/29/2015

**Evidence of Completion**

Sign-in Sheets and Agenda

**Plan to Monitor Progress Toward G4.** 8

School based-leadership team will meet to discuss and monitor the Attendance Bulletin to identify at-risk students.

**Person Responsible**

**Schedule**

Quarterly, from 9/26/2014 to 5/29/2015

**Evidence of Completion**

Parent Letters, Attendance Bulletin, and Parent Contact Log

## 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 we increase parental involvement, then students' academic performance will improve across all content areas. **1**

 G050518

**G1.B1** Parents are minimally supporting the school's goals and activities due to limited English proficiency and understanding of the school's culture and expectations. **2**

 B126528

**G1.B1.S3** Provide parents the opportunity to volunteer and be a part of the school's PTA, and participate in other school related activities. **4**

 S138472

### Strategy Rationale

When parents actively participate in their child's education, student performance increases.

### Action Step 1 **5**

Conducted parent survey to identify professional development needed to support the school's mission.

#### Person Responsible

Sandra Banky

#### Schedule

On 9/26/2014

#### Evidence of Completion

Parent Survey and Survey Results

**Action Step 2** 5

Provide monthly professional development that helps parents understand our school's vision, mission, academic goals, and their role in their child's education.

**Person Responsible**

Isabel Castillo

**Schedule**

Monthly, from 9/5/2014 to 5/29/2015

**Evidence of Completion**

Agenda, Sign-in Sheet, Connect-ed, and Hand-outs

**Action Step 3** 5

Provide parents the opportunity to volunteer and be a part of the school's PTA, and participate in other school related activities.

**Person Responsible**

Isabel Castillo

**Schedule**

On 6/3/2015

**Evidence of Completion**

PTA membership, room parent request, school volunteer authorization, and parental communication/flyers

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Meet with Community Involvement Specialist to ensure that monthly professional development are provided to helps parents understand our school's vision, mission, academic goals, and their role in their child's education.

**Person Responsible**

Isabel Castillo

**Schedule**

Monthly, from 9/16/2014 to 5/29/2015

**Evidence of Completion**

Agendas, Sign-in Sheet, and Handsouts

**Plan to Monitor Fidelity of Implementation of G1.B1.S3 6**

School based leadership team will meet to tally parent survey to identify professional development needed to support the school's mission.

**Person Responsible**

Isabel Castillo

**Schedule**

On 12/29/2014

**Evidence of Completion**

Parent Survey responses and tally of identify professional development needed

**Plan to Monitor Fidelity of Implementation of G1.B1.S3 6**

School based-leadership team will meet to discuss the effectiveness of the monthly professional development being provided.

**Person Responsible**

Isabel Castillo

**Schedule**

Monthly, from 9/16/2014 to 5/29/2015

**Evidence of Completion**

Agendas, Sign-in Sheet, and Handsouts

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Meet with Community Involvement Specialist and the Leadership Team to ensure that monthly professional development are provided to helps parents understand our school's vision, mission, academic goals, and their role in their child's education.

**Person Responsible**

Isabel Castillo

**Schedule**

Monthly, from 9/16/2014 to 5/29/2015

**Evidence of Completion**

Agendas, Sign-in Sheets, and Handouts

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

School based leadership team will meet to tally parent survey to identify professional development needed to support the school's mission.

**Person Responsible**

Isabel Castillo

**Schedule**

On 9/29/2014

***Evidence of Completion***

Parent Survey responses and tally of identify professional development needed

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

School based-leadership team will meet to discuss the effectiveness of the monthly professional development being provided.

**Person Responsible**

Isabel Castillo

**Schedule**

Monthly, from 9/16/2014 to 5/29/2015

***Evidence of Completion***

Agendas, Sign-in Sheet, and Handsouts

**G2.** If we use data to plan effectively for differentiated instruction and implement with fidelity, then we will increase student achievement by improving core instruction in all content areas. 1

G047122

**G2.B3** Implementation of differentiated instruction is not conducted effectively and with fidelity 2

B125729

**G2.B3.S1** Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students. 4

S137627

### Strategy Rationale

Utilize data to target students' specific instructional needs.

### Action Step 1 5

Met with Instructional Coaches to identify professional development needed to implement appropriate DI strategies.

#### Person Responsible

Sandra Banky

#### Schedule

On 8/25/2014

#### Evidence of Completion

Agenda, Sign-in Sheet, yearly PD Calendar

### Action Step 2 5

Met with Instructional coaches to determine DI common planning.

#### Person Responsible

Sandra Banky

#### Schedule

On 9/5/2014

#### Evidence of Completion

### Action Step 3 5

Meet weekly with grade level teachers to plan utilizing data to set goals and determine sound instructional practices based on research, and differentiated instruction to meet the various needs of our students.

**Person Responsible**

**Schedule**

Weekly, from 9/25/2014 to 5/28/2015

***Evidence of Completion***

### Action Step 4 5

Provide professional development on using data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

**Person Responsible**

**Schedule**

On 11/4/2014

***Evidence of Completion***

### Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Follow-up with Instructional Coaches to ensure that the PD on utilizing data to set goals takes place

**Person Responsible**

Sandra Banky

**Schedule**

On 9/23/2014

***Evidence of Completion***

Agendas, Sign-in Sheets, Administration Walk-through, Data Binders, and Grouping Template

**Plan to Monitor Fidelity of Implementation of G2.B3.S1 6**

Meet with Instructional coaches to ensure that DI common planning is taking place with fidelity.

**Person Responsible**

Sandra Banky

**Schedule**

Weekly, from 9/25/2014 to 5/28/2015

**Evidence of Completion**

Agendas, Sign-in Sheets, Administration Walk-through, Data Binders, and Grouping Template

**Plan to Monitor Fidelity of Implementation of G2.B3.S1 6**

Follow-up with Instructional Coaches to ensure that the PD calendar set for the year is being implemented

**Person Responsible**

Sandra Banky

**Schedule**

Monthly, from 9/25/2014 to 5/28/2015

**Evidence of Completion**

Leadership Team Meeting Agendas, Sign-in Sheets, and PD Sign-in Sheets

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

School based leadership team will meet to conduct data chats

**Person Responsible**

Sandra Banky

**Schedule**

Weekly, from 8/26/2014 to 5/28/2015

**Evidence of Completion**

Agenda, Sign-in Sheet, and Data Reports



**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

School based-leadership team will meet to discuss the effectiveness and fidelity of DI common planning.

**Person Responsible**

Sandra Banky

**Schedule**

Weekly, from 9/5/2014 to 5/28/2015

**Evidence of Completion**

Leadership Team Meeting Minutes/time line, and Agendas

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

School based-leadership team will meet to discuss and ensure that the PD calendar set for the year is being implemented.

**Person Responsible**

Sandra Banky

**Schedule**

Monthly, from 9/25/2014 to 5/28/2015

**Evidence of Completion**

Leadership Team Meeting Minutes/time line, and Agendas

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

School based-leadership team will meet to discuss the effectiveness and fidelity of the DI implementation plan.

**Person Responsible**

Sandra Banky

**Schedule**

Weekly, from 9/25/2014 to 5/28/2015

**Evidence of Completion**

Leadership Team Meeting Minutes/time line, and Agendas

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

Meet with Instructional Coaches to ensure they provide PD on utilizing data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

**Person Responsible**

Sandra Banky

**Schedule**

On 11/4/2014


**Evidence of Completion**

Leadership Team Meeting Minutes/time line, and Agendas, PD Agenda


**G3.** If we provide students with opportunities to compare, contrast, and analyze Science Technology Engineering and Mathematics (STEM) activities, then students will increase critical thinking skills and the utilization of technology. 1

 G047124

**G3.B1** Limited performance due to lack of understanding in Science Technology Engineering and Mathematical (STEM) concepts 2

 B117274

**G3.B1.S1** Provide students with opportunities to integrate Science Technology Engineering and Mathematics (STEM) activities in all content areas 4

 S128991

**Strategy Rationale**

To strengthen critical thinking skills and the understanding of Science Technology Engineering and Mathematical (STEM) concepts in all content areas

**Action Step 1 5**

Provide students with exploration and enrichment activities through hands-on experiences and technology.

**Person Responsible**

Sandra Banky

**Schedule**

Biweekly, from 11/3/2014 to 5/29/2015

**Evidence of Completion**

Lesson Plans, Student Authentic Work, and Science Journals

**Action Step 2** 5

Provide professional development on STEM strategies and resources

**Person Responsible**

Jonathan Tucker

**Schedule**

On 2/11/2015

**Evidence of Completion**

Lesson Plans, Student Authentic Work, and Science Journals

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Meet with Math/Science Curriculum Chair Person to ensure that students are provided with effective exploration and enrichment activities through hands-on experiences and technology.

**Person Responsible**

Sandra Banky

**Schedule**

Biweekly, from 11/3/2014 to 5/29/2015

**Evidence of Completion**

Lesson Plans, Science Journals, and Administrative Walkthroughs

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Meet with Math/Science Curriculum Chair Person to ensure the implementation of the professional development on STEM strategies and resources takes place

**Person Responsible**

Sandra Banky

**Schedule**

Quarterly, from 11/12/2014 to 2/11/2015

**Evidence of Completion**

Lesson Plans, Science Journals, and Administrative Walkthroughs

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Meet with Math/Science Curriculum Chair Person to ensure that students are provided with effective exploration and enrichment activities through hands-on experiences and technology.

**Person Responsible**

Sandra Banky

**Schedule**

Monthly, from 11/3/2014 to 5/29/2015

**Evidence of Completion**

Lesson Plans, Science Journals, and Administrative Walkthroughs

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Meet with Math/Science Curriculum Chair Person to ensure the implementation of the professional development on STEM strategies and resources takes place

**Person Responsible**

Sandra Banky

**Schedule**

On 2/11/2015

**Evidence of Completion**

Lesson Plans, Science Journals, and Administrative Walkthroughs

**G4.** If we increase student attendance and diminish the number of tardies, then we will improve core instruction achievement in all content areas and proficiency on the annual statewide assessments. 1

G047126

**G4.B1** Lack of adherence to the District's attendance policy and procedures 2

B117292

**G4.B1.S1** Provide incentives to students that follow the District attendance policies and procedures. 4

S129013

### Strategy Rationale

If we provide attendance incentives, we will increase student attendance and diminish the number of tardies. Thus, improving core instruction achievement in all content areas and proficiency on the annual statewide assessments.

### Action Step 1 5

Conduct Parent Professional Development on District's Attendance Policy/Procedures and impact on core instruction and State assessments.

#### Person Responsible

Sandra Zamor

#### Schedule

Monthly, from 9/26/2014 to 5/29/2015

#### Evidence of Completion

Sign-in Sheets and Agenda

### Action Step 2 5

Monitor Attendance Bulletin and Intervention Profile Report to identify at-risk students.

#### Person Responsible

Sandra Zamor

#### Schedule

Weekly, from 9/26/2014 to 5/29/2015

#### Evidence of Completion

Parent Letters, Attendance Bulletin and Parent Contact Log

**Plan to Monitor Fidelity of Implementation of G4.B1.S1 6**

School based-leadership team will meet to discuss the effectiveness of the monthly professional development being provided.

**Person Responsible**

Isabel Castillo

**Schedule**

Monthly, from 9/26/2014 to 5/29/2015

***Evidence of Completion***

Sign-in Sheets and Agenda

**Plan to Monitor Fidelity of Implementation of G4.B1.S1 6**

School based-leadership team will meet to discuss and monitor the Attendance Bulletin to identify at-risk students.

**Person Responsible**

Isabel Castillo

**Schedule**

Weekly, from 9/26/2014 to 5/29/2015

***Evidence of Completion***

Parent Letters, Attendance Bulletin, Interventio Profile Report, and Parent Contact Log

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

School based-leadership team will meet to discuss the effectiveness of the monthly professional development being provided.f explicit instruction and the Gradual Release Model

**Person Responsible**

Isabel Castillo

**Schedule**

Monthly, from 9/26/2014 to 5/29/2015

***Evidence of Completion***

Sign-in Sheets and Agenda

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

School based-leadership team will meet to discuss and monitor the Attendance Bulletin to identify at-risk students.

**Person Responsible**

Isabel Castillo

**Schedule**

Weekly, from 9/26/2014 to 5/29/2015

**Evidence of Completion**

Parent Letters, Attendance Bulletin and Parent Contact Log

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Provide students with exploration and enrichment activities through hands-on experiences and technology.	Banky, Sandra	11/3/2014	Lesson Plans, Student Authentic Work, and Science Journals	5/29/2015 biweekly
G4.B1.S1.A1	Conduct Parent Professional Development on District's Attendance Policy/Procedures and impact on core instruction and State assessments.	Zamor , Sandra	9/26/2014	Sign-in Sheets and Agenda	5/29/2015 monthly
G2.B3.S1.A1	Met with Instructional Coaches to identify professional development needed to implement appropriate DI strategies.	Banky, Sandra	8/25/2014	Agenda, Sign-in Sheet, yearly PD Calendar	8/25/2014 one-time
G1.B1.S3.A1	Conducted parent survey to identify professional development needed to support the school's mission.	Banky, Sandra	9/16/2014	Parent Survey and Survey Results	9/26/2014 one-time
G4.B1.S1.A2	Monitor Attendance Bulletin and Intervention Profile Report to identify at-risk students.	Zamor , Sandra	9/26/2014	Parent Letters, Attendance Bulletin and Parent Contact Log	5/29/2015 weekly
G2.B3.S1.A2	Met with Instructional coaches to determine DI common planning.	Banky, Sandra	9/5/2014		9/5/2014 one-time
G3.B1.S1.A2	Provide professional development on STEM strategies and resources	Tucker, Jonathan	11/12/2014	Lesson Plans, Student Authentic Work, and Science Journals	2/11/2015 one-time
G1.B1.S3.A2	Provide monthly professional development that helps parents understand our school's vision, mission, academic goals, and their role in their child's education.	Castillo, Isabel	9/5/2014	Agenda, Sign-in Sheet, Connect-ed, and Hand-outs	5/29/2015 monthly
G2.B3.S1.A3	Meet weekly with grade level teachers to plan utilizing data to set goals and determine sound instructional practices based on research, and differentiated instruction to meet the various needs of our students.		9/25/2014		5/28/2015 weekly
G1.B1.S3.A3	Provide parents the opportunity to volunteer and be a part of the school's PTA, and participate in other school related activities.	Castillo, Isabel	8/18/2014	PTA membership, room parent request, school volunteer authorization, and parental communication/flyers	6/3/2015 one-time

**Dade - 2821 - Lakeview Elementary School - 2014-15 SIP**

*Lakeview Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A4	Provide professional development on using data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.		11/4/2014		11/4/2014 one-time
G1.MA1	School based leadership team will meet to tally parent survey to identify professional development needed to support the school's mission.	Castillo, Isabel	9/16/2014	Parent Survey responses and tally of identify professional development needed	9/29/2014 one-time
G1.MA2	School based-leadership team will meet to discuss the effectiveness of the monthly professional development being provided.	Banky, Sandra	9/16/2014	Agenda and minutes	5/29/2015 quarterly
G1.MA3	Provide monthly professional development that helps parents understand our school's vision, mission, academic goals and their role in their child's education.	Castillo, Isabel	9/16/2014	Agendas, Sign-in Sheet, and Handsouts	5/29/2015 quarterly
G1.B1.S3.MA1	Meet with Community Involvement Specialist and the Leadership Team to ensure that monthly professional development are provided to helps parents understand our school's vision, mission, academic goals, and their role in their child's education.	Castillo, Isabel	9/16/2014	Agendas, Sign-in Sheets, and Handouts	5/29/2015 monthly
G1.B1.S3.MA3	School based leadership team will meet to tally parent survey to identify professional development needed to support the school's mission.	Castillo, Isabel	9/16/2014	Parent Survey responses and tally of identify professional development needed	9/29/2014 one-time
G1.B1.S3.MA4	School based-leadership team will meet to discuss the effectiveness of the monthly professional development being provided.	Castillo, Isabel	9/16/2014	Agendas, Sign-in Sheet, and Handsouts	5/29/2015 monthly
G1.B1.S3.MA1	Meet with Community Involvement Specialist to ensure that monthly professional development are provided to helps parents understand our school's vision, mission, academic goals, and their role in their child's education.	Castillo, Isabel	9/16/2014	Agendas, Sign-in Sheet, and Handsouts	5/29/2015 monthly
G1.B1.S3.MA5	School based leadership team will meet to tally parent survey to identify professional development needed to support the school's mission.	Castillo, Isabel	9/16/2014	Parent Survey responses and tally of identify professional development needed	12/29/2014 one-time
G1.B1.S3.MA6	School based-leadership team will meet to discuss the effectiveness of the monthly professional development being provided.	Castillo, Isabel	9/16/2014	Agendas, Sign-in Sheet, and Handsouts	5/29/2015 monthly
G2.MA1	School based leadership team will meet to conduct data chats	Banky, Sandra	8/26/2014	Formative: District Baseline data and District Interim Assessments	5/28/2015 quarterly
G2.MA2	School based-leadership team will meet to discuss the effectiveness and fidelity of DI common planning.	Banky, Sandra	9/25/2014	Formative: District Baseline data and District Interim Assessments	5/28/2015 quarterly
G2.MA3	School based-leadership team will meet to discuss and ensure that the PD calendar set for the year is being implemented.	Banky, Sandra	9/25/2014	Courses proposed on PD Portal	5/28/2015 quarterly
G2.MA4	School based-leadership team will meet to discuss the effectiveness and fidelity of the DI implementation plan.	Banky, Sandra	9/25/2014	Formative: District Baseline data and District Interim Assessments	5/28/2015 monthly
G2.B3.S1.MA1	School based leadership team will meet to conduct data chats	Banky, Sandra	8/26/2014	Agenda, Sign-in Sheet, and Data Reports	5/28/2015 weekly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA5	School based-leadership team will meet to discuss the effectiveness and fidelity of DI common planning.	Banky, Sandra	9/5/2014	Leadership Team Meeting Minutes/time line, and Agendas	5/28/2015 weekly
G2.B3.S1.MA6	School based-leadership team will meet to discuss and ensure that the PD calendar set for the year is being implemented.	Banky, Sandra	9/25/2014	Leadership Team Meeting Minutes/time line, and Agendas	5/28/2015 monthly
G2.B3.S1.MA7	School based-leadership team will meet to discuss the effectiveness and fidelity of the DI implementation plan.	Banky, Sandra	9/25/2014	Leadership Team Meeting Minutes/time line, and Agendas	5/28/2015 weekly
G2.B3.S1.MA8	Meet with Instructional Coaches to ensure they provide PD on utilizing data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.	Banky, Sandra	11/4/2014	Leadership Team Meeting Minutes/time line, and Agendas, PD Agenda	11/4/2014 one-time
G2.B3.S1.MA1	Follow-up with Instructional Coaches to ensure that the PD on utilizing data to set goals takes place	Banky, Sandra	9/23/2014	Agendas, Sign-in Sheets, Administration Walk-through, Data Binders, and Grouping Template	9/23/2014 one-time
G2.B3.S1.MA3	Meet with Instructional coaches to ensure that DI common planning is taking place with fidelity.	Banky, Sandra	9/25/2014	Agendas, Sign-in Sheets, Administration Walk-through, Data Binders, and Grouping Template	5/28/2015 weekly
G2.B3.S1.MA4	Follow-up with Instructional Coaches to ensure that the PD calendar set for the year is being implemented	Banky, Sandra	9/25/2014	Leadership Team Meeting Agendas, Sign-in Sheets, and PD Sign-in Sheets	5/28/2015 monthly
G3.MA1	School based-leadership team will meet to discuss and ensure that the Professional Developments are effectively implemented.	Banky, Sandra	11/12/2014	Formative: District Baseline, Interim Assessments, and Computer Assisted Programs reports generated from GIZMO	2/11/2015 quarterly
G3.MA2	School based-leadership team will meet to discuss and ensure that students are provided with exploration and enrichment activities through hands-on experiences and technology.	Banky, Sandra	11/3/2014	Formative: District Baseline, Interim Assessments, and Computer Assisted Programs reports generated from GIZMO	5/29/2015 quarterly
G3.B1.S1.MA1	Meet with Math/Science Curriculum Chair Person to ensure that students are provided with effective exploration and enrichment activities through hands-on experiences and technology.	Banky, Sandra	11/3/2014	Lesson Plans, Science Journals, and Administrative Walkthroughs	5/29/2015 monthly
G3.B1.S1.MA4	Meet with Math/Science Curriculum Chair Person to ensure the implementation of the professional development on STEM strategies and resources takes place	Banky, Sandra	11/3/2014	Lesson Plans, Science Journals, and Administrative Walkthroughs	2/11/2015 one-time
G3.B1.S1.MA1	Meet with Math/Science Curriculum Chair Person to ensure that students are provided with effective exploration and enrichment activities through hands-on experiences and technology.	Banky, Sandra	11/3/2014	Lesson Plans, Science Journals, and Administrative Walkthroughs	5/29/2015 biweekly
G3.B1.S1.MA3	Meet with Math/Science Curriculum Chair Person to ensure the implementation of the professional development on STEM strategies and resources takes place	Banky, Sandra	11/12/2014	Lesson Plans, Science Journals, and Administrative Walkthroughs	2/11/2015 quarterly
G4.MA1	School based-leadership team will meet to discuss the effectiveness of the monthly professional development being provided.	Castillo, Isabel	9/26/2014	Sign-in Sheets and Agenda	5/29/2015 quarterly
G4.MA2	School based-leadership team will meet to discuss and monitor the Attendance Bulletin to identify at-risk students.		9/26/2014	Parent Letters, Attendance Bulletin, and Parent Contact Log	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1	School based-leadership team will meet to discuss the effectiveness of the monthly professional development being provided.f explicit instruction and the Gradual Release Model	Castillo, Isabel	9/26/2014	Sign-in Sheets and Agenda	5/29/2015 monthly
G4.B1.S1.MA4	School based-leadership team will meet to discuss and monitor the Attendance Bulletin to identify at-risk students.	Castillo, Isabel	9/26/2014	Parent Letters, Attendance Bulletin and Parent Contact Log	5/29/2015 weekly
G4.B1.S1.MA1	School based-leadership team will meet to discuss the effectiveness of the monthly professional development being provided.	Castillo, Isabel	9/26/2014	Sign-in Sheets and Agenda	5/29/2015 monthly
G4.B1.S1.MA3	School based-leadership team will meet to discuss and monitor the Attendance Bulletin to identify at-risk students.	Castillo, Isabel	9/26/2014	Parent Letters, Attendance Bulletin, Interventio Profile Report, and Parent Contact Log	5/29/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** If we increase parental involvement, then students' academic performance will improve across all content areas.

**G1.B1** Parents are minimally supporting the school's goals and activities due to limited English proficiency and understanding of the school's culture and expectations.

**G1.B1.S3** Provide parents the opportunity to volunteer and be a part of the school's PTA, and participate in other school related activities.

### **PD Opportunity 1**

Provide monthly professional development that helps parents understand our school's vision, mission, academic goals, and their role in their child's education.

#### **Facilitator**

Juanita Crosdale

#### **Participants**

Parents

#### **Schedule**

Monthly, from 9/5/2014 to 5/29/2015

**G2.** If we use data to plan effectively for differentiated instruction and implement with fidelity, then we will increase student achievement by improving core instruction in all content areas.

**G2.B3** Implementation of differentiated instruction is not conducted effectively and with fidelity

**G2.B3.S1** Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

**PD Opportunity 1**

Provide professional development on using data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

**Facilitator**

Instructional Coaches

**Participants**

Kindergarten through fifth grade teachers

**Schedule**

On 11/4/2014

**G3.** If we provide students with opportunities to compare, contrast, and analyze Science Technology Engineering and Mathematics (STEM) activities, then students will increase critical thinking skills and the utilization of technology.

**G3.B1** Limited performance due to lack of understanding in Science Technology Engineering and Mathematical (STEM) concepts

**G3.B1.S1** Provide students with opportunities to integrate Science Technology Engineering and Mathematics (STEM) activities in all content areas

**PD Opportunity 1**

Provide professional development on STEM strategies and resources

**Facilitator**

Mr. Corbitt

**Participants**

Teachers

**Schedule**

On 2/11/2015

**G4.** If we increase student attendance and diminish the number of tardies, then we will improve core instruction achievement in all content areas and proficiency on the annual statewide assessments.

**G4.B1** Lack of adherence to the District's attendance policy and procedures

**G4.B1.S1** Provide incentives to students that follow the District attendance policies and procedures.

**PD Opportunity 1**

Conduct Parent Professional Development on District's Attendance Policy/Procedures and impact on core instruction and State assessments.

**Facilitator**

Sandra Zamor

**Participants**

Parents

**Schedule**

Monthly, from 9/26/2014 to 5/29/2015

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
Grand Total	0