



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Dr. Henry W. Mack/West Little River K 8 Center

2450 NW 84TH ST

Miami, FL 33147

305-691-6491

<http://wlre.dadeschools.net>

School Demographics

School Type
Combination School

Title I
Yes

Free and Reduced Lunch Rate
98%

Alternative/ESE Center
No

Charter School
No

Minority Rate
99%

School Grades History

2013-14
D

2012-13
C

2011-12
C

2010-11
C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Dr. Henry W Mack/West Little River K 8 Center

Principal

Martha Z. Harris

School Advisory Council chair

Ashley Miller

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Martha Z. Harris	Principal
Dr. Kamila Lillie-Johnson	Assistant Principal
Ashley Miller	Reading Coach
Andrea Perez	Reading Coach
Curtis Harris	STEM Coach
Mia Lafrance	School Counselor
Jean-Michael Bouciquot	PBS Coach

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal-1, Alternate Principal-1, UTD Steward-1, Teachers-5, Alternate Teacher-1, Educational Support Employee-1, Alternate Educational Support-1, Parents-5, Alternate Parent-1, Student-1, Alternate Student-1, Business/Community Representatives-3.

Involvement of the SAC in the development of the SIP

The School Advisory Council plays an active role in the development of the school improvement plan by participating in writing committees, data analysis along with monthly reviews of the current school improvement plan.

Activities of the SAC for the upcoming school year

Activities of the School Advisory Council for the upcoming school year include monthly meetings to discuss and review the school improvement plan. Monthly review of assessment data that include FAIR, Interim Assessments, monthly assessments and accelerated reading data.

Projected use of school improvement funds, including the amount allocated to each project

The projected use of school improvement funds include:

End of the year awards incentives- \$800

Incentives for after school tutoring participation- \$200

School wide music interactive program (implemented in grades 2-8 through music classes)- \$300

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Martha Z. Harris

Principal

Years as Administrator: 12

Years at Current School: 5

Credentials

BA – English, University of Miami; MS – Guidance and Counseling, St. Thomas University; Ed.S. - Ed. Leadership, Nova Southeastern University

Performance Record

2013 – School Grade – C
 Rdg. Proficiency, 39%
 Math Proficiency, 49%
 Rdg. Lrg. Gains, 63 points
 Math Lrg. Gains, 65 points
 Rdg. Imp. of Lowest 25% - 71 points
 Math Imp. of Lowest 25% - 76 points
 Rdg. AMO - 42%
 Math AMO - 55%

2012 – School Grade – C
 Rdg. Proficiency, 27%
 Math Proficiency, 43%
 Rdg. Lrg. Gains, 63 points
 Math Lrg. Gains, 64 points
 Rdg. Imp. of Lowest 25% - 73 points
 Math Imp. of Lowest 25% - 65 points
 Rdg. AMO - 36%
 Math AMO - 51%

2011 – School Grade – C
 Rdg. Proficiency, 46%
 Math Proficiency, 68%
 Rdg. Lrg. Gains, 51 points
 Math Lrg. Gains, 72 points
 Rdg. Imp. of Lowest 25% - 50 points
 Math Imp. of Lowest 25% - 63 points
 Rdg. AMO - 30%
 Math AMO - 46%

2010 – School Grade – D
 Rdg. Proficiency, 45%
 Math Proficiency, 43%
 Rdg. Lrg. Gains, 57 points
 Math Lrg. Gains, 45 points
 Rdg. Imp. of Lowest 25% - 60 points
 Math Imp. of Lowest 25% - 57 points

2009 – School Grade – A
 Rdg. Proficiency, 57%
 Math Proficiency, 87%
 Rdg. Lrg. Gains, 61 points
 Math Lrg. Gains, 84 points
 Rdg. Imp. of Lowest 25% - 54 points
 Math Imp. of Lowest 25% - 79 points

Kamila Lillie-Johnson

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

BS - Elementary Education/ESOL Endorsement, Florida International University; MS - Urban Education/TESOL, Florida International University; Ed.D - Educational Leadership, Nova Southeastern University

Performance Record

2013 – School Grade – A
 Rdg. Proficiency, 72%
 Math Proficiency, 78%
 Rdg. Lrg. Gains, 77 points
 Math Lrg. Gains, 84 points
 Rdg. Imp. of Lowest 25% - 78 points
 Math Imp. of Lowest 25% - 84 points
 Rdg. AMO - 72%
 Math AMO - 78%

2012 – School Grade – A
 Rdg. Proficiency, 77%
 Math Proficiency, 81%
 Rdg. Lrg. Gains, 70 points
 Math Lrg. Gains, 80 points
 Rdg. Imp. of Lowest 25% - 71 points
 Math Imp. of Lowest 25% - 100 points
 Rdg. AMO - 77%
 Math AMO - 84%

2011 – School Grade – A
 Rdg. Proficiency, 94%
 Math Proficiency, 95%
 Rdg. Lrg. Gains, 77 points
 Math Lrg. Gains, 74 points
 Rdg. Imp. of Lowest 25% - 77 points
 Math Imp. of Lowest 25% - 88 points
 Rdg. AMO - 78%
 Math AMO - 84%

2010 – School Grade – A
 Rdg. Proficiency, 90%
 Math Proficiency, 87%
 Rdg. Lrg. Gains, 77 points
 Math Lrg. Gains, 77 points
 Rdg. Imp. of Lowest 25% - 72 points
 Math Imp. of Lowest 25% - 88 points

2009 – School Grade – A
 Rdg. Proficiency, 81%
 Math Proficiency, 78%
 Rdg. Lrg. Gains, 73 points
 Math Lrg. Gains, 57 points
 Rdg. Imp. of Lowest 25% - 65 points
 Math Imp. of Lowest 25% - 76 points

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Ashley Miller

Full-time / School-based

Years as Coach: 1

Years at Current School: 4

Areas

Reading/Literacy

Credentials

BA - Criminology, University of Florida; MS - Reading Education, Nova Southeastern University

Performance Record

2013 – School Grade – C
 Rdg. Proficiency, 39%
 Math Proficiency, 49%
 Rdg. Lrg. Gains, 63 points
 Math Lrg. Gains, 65 points
 Rdg. Imp. of Lowest 25% - 71 points
 Math Imp. of Lowest 25% - 76 points
 Rdg. AMO - 42%
 Math AMO - 55%

2012 – School Grade – C
 Rdg. Proficiency, 27%
 Math Proficiency, 43%
 Rdg. Lrg. Gains, 63 points
 Math Lrg. Gains, 64 points
 Rdg. Imp. of Lowest 25% - 73 points
 Math Imp. of Lowest 25% - 65 points
 Rdg. AMO - 36%
 Math AMO - 51%

2011 – School Grade – C
 Rdg. Proficiency, 46%
 Math Proficiency, 68%
 Rdg. Lrg. Gains, 51 points
 Math Lrg. Gains, 72 points
 Rdg. Imp. of Lowest 25% - 50 points
 Math Imp. of Lowest 25% - 63 points
 Rdg. AMO - 30%
 Math AMO - 46%

2010 – School Grade – A
 Rdg. Proficiency, 68%
 Math Proficiency, 80%
 Rdg. Lrg. Gains, 56 points
 Math Lrg. Gains, 80 points
 Rdg. Imp. of Lowest 25% - 69 points
 Math Imp. of Lowest 25% - 75 points

2009 – School Grade – A
 Rdg. Proficiency, 74%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 68 points
 Math Lrg. Gains, 66 points
 Rdg. Imp. of Lowest 25% - 53 points
 Math Imp. of Lowest 25% - 51 points

Andrea Perez

Full-time / School-based

Years as Coach: 1

Years at Current School: 4

Areas

Reading/Literacy

Credentials

BS - Elementary Education, Florida International University; MS - Reading Education, Grand Canyon University

Performance Record

2013 – School Grade – C

Rdg. Proficiency, 39%

Math Proficiency, 49%

Rdg. Lrg. Gains, 63 points

Math Lrg. Gains, 65 points

Rdg. Imp. of Lowest 25% - 71 points

Math Imp. of Lowest 25% - 76 points

Rdg. AMO - 42%

Math AMO - 55%

2012 – School Grade – C

Rdg. Proficiency, 27%

Math Proficiency, 43%

Rdg. Lrg. Gains, 63 points

Math Lrg. Gains, 64 points

Rdg. Imp. of Lowest 25% - 73 points

Math Imp. of Lowest 25% - 65 points

Rdg. AMO - 36%

Math AMO - 51%

2011 – School Grade – C

Rdg. Proficiency, 46%

Math Proficiency, 68%

Rdg. Lrg. Gains, 51 points

Math Lrg. Gains, 72 points

Rdg. Imp. of Lowest 25% - 50 points

Math Imp. of Lowest 25% - 63 points

Rdg. AMO - 30%

Math AMO - 46%

Curtis Harris

Full-time / School-based

Years as Coach: 5

Years at Current School: 2

Areas

Mathematics, Science

Credentials

BS - Elementary Education, Florida Memorial University; MS - Educational Technology, Nova Southeastern University; Ed. S. - Educational Leadership, Nova Southeastern University

Performance Record

2013 – School Grade – C
 Rdg. Proficiency, 39%
 Math Proficiency, 49%
 Rdg. Lrg. Gains, 63 points
 Math Lrg. Gains, 65 points
 Rdg. Imp. of Lowest 25% - 71 points
 Math Imp. of Lowest 25% - 76 points
 Rdg. AMO - 42%
 Math AMO - 55%

2012 – School Grade – C
 Rdg. Proficiency, 27%
 Math Proficiency, 43%
 Rdg. Lrg. Gains, 63 points
 Math Lrg. Gains, 64 points
 Rdg. Imp. of Lowest 25% - 73 points
 Math Imp. of Lowest 25% - 65 points
 Rdg. AMO - 36%
 Math AMO - 51%

2011 – School Grade – C
 Rdg. Proficiency, 46%
 Math Proficiency, 68%
 Rdg. Lrg. Gains, 51 points
 Math Lrg. Gains, 72 points
 Rdg. Imp. of Lowest 25% - 50 points
 Math Imp. of Lowest 25% - 63 points
 Rdg. AMO - 30%
 Math AMO - 46%

2010 – School Grade – D
 Rdg. Proficiency, 45%
 Math Proficiency, 43%
 Rdg. Lrg. Gains, 57 points
 Math Lrg. Gains, 45 points
 Rdg. Imp. of Lowest 25% - 60 points
 Math Imp. of Lowest 25% - 57 points

2009 – School Grade – A
 Rdg. Proficiency, 57%
 Math Proficiency, 87%
 Rdg. Lrg. Gains, 61 points
 Math Lrg. Gains, 84 points
 Rdg. Imp. of Lowest 25% - 54 points
 Math Imp. of Lowest 25% - 79 points

Classroom Teachers

of classroom teachers

38

receiving effective rating or higher

38, 100%

Highly Qualified Teachers

95%

certified in-field

35, 92%

ESOL endorsed

12, 32%

reading endorsed

2, 5%

with advanced degrees

12, 32%

National Board Certified

0, 0%

first-year teachers

4, 11%

with 1-5 years of experience

19, 50%

with 6-14 years of experience

10, 26%

with 15 or more years of experience

5, 13%

Education Paraprofessionals

of paraprofessionals

1

Highly Qualified

1, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The following strategies are utilized by Dr. Henry W. Mack/ West Little River K-8 Center to recruit and retain highly qualified, certified-in-field, effective teachers:

- Regular meetings of new teachers with Principal (Principal)
- Partnering new teachers with veteran staff (Assistant Principal)
- Job Fairs and Teach for America Events (Principal)
- Soliciting referrals from current employees (Principal)
- Open-door policy utilized by administrators to address individual or grade level concerns (Principal/Assistant Principal)
- Bi-weekly grade level meetings with all teachers (Principal/Assistant Principal)

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The mentor and mentee will meet weekly to discuss evidence-based strategies. The mentor will observe the mentee and conduct modeling lessons. Time is given for feedback, coaching, modeling, and planning. The mentees are paired with mentors that have taught or are teaching the subject the mentee is teaching.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Leadership Team in collaboration with the designated RtI team members will meet Fridays to focus on student achievement and the utilization of data to ensure that the students progress and continue to excel

academically. The team meets on Thursdays to engage in the following activities:

- Review universal screening data and link to instructional decisions.
- Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.
- Based on the data, the team will identify professional development and curriculum resources.
- The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.
- The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

MTSS Leadership is an extension of the Dr. Henry W. Mack/West Little River K – 8 Center’s Instructional Team, strategically integrated in order to support the administration through a process of problem solving as

issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional

well-being, and prevention of student failure through early intervention.

The Principal provides a common vision for the use of data-based decision-making and ensures that the team is implementing RtI. The principal conducts assessments of RtI skills of staff and ensures implementation of intervention support and documentation. The principal also ensures that necessary professional development is provided to all staff to support implementation.

The General Education Teachers (Primary and Intermediate) provide information about core instruction and

participate in student data collection. They also deliver Tier 1 instruction/intervention and collaborate with Coaches and other teachers to implement Tier 2 interventions. They ensure that Tier 1 materials and instruction are integrated with Tier 2 and 3 activities.

The Special Education (SPED) Teachers participate in student data collection and collaborate with general

education teachers through such activities as consultation and collaboration. They also function as a resource in the area of intervention and provide General Education teachers with additional intervention assistance as needed to ensure the success of all students.

The Reading Coaches develop, lead, and evaluate Language Arts and Reading standards and programs. The

Coaches work with the Language Arts and Reading teachers to implement scientifically based curriculum and

intervention approaches. They analyze assessment data and identify systematic patterns of student need

while working with district personnel to identify appropriate, evidence-based intervention strategies. The Coaches assist with whole school screening programs and analyze the data to ensure that interventions and

assistance is provided to students and teachers as needed. They also assist in the design and implementation for progress monitoring, data collection, and data analysis. Professional development design

and delivery is implemented and modeled by them. The coaches provide additional support for assessment

and implementation monitoring as well.

The Mathematics Coach develops, leads, and evaluates Mathematics content standards and programs. The

Coach will identify and ensure implementation of scientifically based curriculum and intervention approaches.

Additionally, the Coach will identify systematic patterns of student need and implement appropriate, evidence-based intervention strategies. Professional development and support will be provided to teachers

based on their assessment results.

The Science Coach develops, leads, and evaluates Science content standards and programs. The Coach will

identify and ensure implementation of scientifically based curriculum and intervention approaches.

Additionally, the Coach will identify systematic patterns of student need and implement appropriate, evidence-based intervention strategies. Professional development and support will be provided to teachers

based on their assessment results. The Science Coach will ensure that all students receive laboratory and

hands-on experiences both in the classroom and the Science Lab.

The School Psychologist participates in the collection, interpretation, and analysis of data. The Psychologist also

facilitates development of intervention plans and provides support for intervention fidelity and documentation. Professional development and technical assistance for problem-solving activities including

data collection, data analysis, intervention planning, and program evaluation are provided as needed.

The

Psychologist is an integral part of the data-based decision making activities.

The Speech Language Pathologist (SLP) (as needed) educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design. The SLP also assists in

the selection of screening measures and helps identify systemic patterns of student need with respect to language skills.

The School Counselor and School Social Worker provide quality services and expertise on issues ranging

from program design to assessment and intervention with individual students. In addition to providing interventions, the school social worker continues to link child-serving and community agencies to the schools

and families to support the child's academic, emotional, behavioral, and social success.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Leadership Team will meet with the Educational Excellence School Advisory Council (EESAC) and

the Principal to help in the development and monitoring of the SIP. In addition, the team will provide data to:

- Identify Tier 1, 2, and 3 students;
- Address academic, social, and emotional areas of need
- Set clear expectations for instruction (Rigor, Relevance, Relationship);
- Facilitate with the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing);
- Align processes with procedures.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data: Progress Monitoring and Reporting Network (PMRN), FAIR, Florida Comprehensive Assessment Test (FCAT), Curriculum Based Measurement (CBM), Florida Kindergarten Readiness Screener (FLKRS)

Progress Monitoring: PMRN and FCAT simulation

Midyear: Florida Assessments for Instruction in Reading (FAIR), Interim Assessments, and Monthly Assessments

End of year: FAIR, FCAT, Interim Assessments

Frequency of Data Days: twice a month for data analysis

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students.
- adjust the delivery of behavior management system.
- adjust the allocation of school-based resources.
- drive decisions regarding targeted professional development.
- create student growth trajectories in order to identify and develop interventions.

2. Managed data will include:

Academic: FAIR assessments, Interim assessments State/Local Math and Science assessments, FCAT Student grades, School-site specific assessments.

Behavior: Student Case Management System, Detentions, Suspensions/expulsions, Referrals by student

behavior, and administrative context Office referrals per day and referrals to special education programs.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. The Rtl team will also evaluate additional staff PD needs during the Rtl Leadership Team meetings.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Martha Z. Harris	Principal
Dr. Kamila Lillie-Johnson	Assistant Principal
Ashley Miller	Reading Coach
Andrea Perez	Reading Coach
Curtis Harris	STEM Coach
Mia Lafrance	School Counselor
Lourdes Tomas	Media Specialist
Bonita Howard	2nd Grade Teacher
Daniel Diaz	3rd Grade Teacher
Karen Graham-Sewing	4th Grade Teacher
Voncile Graham	5th Grade Teacher
Infanta Shirley	Middle School Teacher

How the school-based LLT functions

The school-based LLT will meet monthly to discuss and analyze student data. Data is comprised of Interim Assessments, FAIR results and FCAT scores, in addition to teacher-generated formal and informal assessments. Data trends are identified and decisions are made based on the most current data available.

Adjustments are made to the instructional focus calendar to target areas identified by the data to be in need of improvement.

Major initiatives of the LLT

The LLT will create capacity of reading knowledge within the school building and focus on areas of literacy

concern across the school. The LLT will create periodic classroom assessments for teachers to administer.

Data from these assessments will be used to assist teachers with specific instruction and strategies to increase student achievement. The school-based LLT will meet monthly to discuss and analyze student data.

Data is comprised of Interim Assessments, FAIR results and FCAT scores, in addition to teacher generated

formal and informal assessments. Data trends are identified and decisions will be made based on the most

current data available. Adjustments are made to the instructional focus calendar to target areas identified

by
the data to be in need of improvement.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Reading strategies will be infused in the core subject areas and elective courses. As there will only be two sixth grade teachers reading strategies will be a component of the weekly common planning sessions. Strategies such as CRISS, the use of graphic organizers, understanding and generating Higher Order Questions will be presented to teachers throughout the common planning session.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Title I Administration assists the Dr. Henry Mack/West Little River K – 8 Center 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 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. In selected school communities, the Title I program further provides assistance for pre-school transition through the Home Instruction for Parents of Preschool Youngsters (HIPPPY) Program. HIPPPY provides in-home training for parents to become more involved in the educational process of their three and four year old children.

Preschool children and parents are assisted through the early childhood programs being offered at our school. The assessment tools utilized are:

- Learning Accomplishment Profile Diagnostic (LAP-D) which assesses four domains of development with two sub-scales in each domain: Fine Motor (Writing and Manipulation), Cognitive (Counting and Matching), Language (Naming and Comprehension, and Gross Motor (Body Movement and Object Movement)
- Phonological and Early Literacy Inventory (P.E.L.I.) which assesses word awareness, rhyme awareness, segmenting, concept of print, alliteration, and blending
- Devereux Early Childhood Assessment (DECA) utilized to assess initiative, attachment, self-control, and behavioral concerns
- FAIR
- FLKRS

The staff responsible for the implementation of the curriculum is the teacher and para-professional. The para-professional implements the high scope curriculum with a small group of students, as well as facilitates the plan-to-do review portion of high scope. Parental involvement is maintained by the parents completing the district volunteer application, and encouraged to volunteer in the classroom. VPK is the program offered at our school. The funding resources for these programs are Title I. Students' readiness for Kindergarten is assessed through articulation between Pre Kindergarten and Kindergarten teachers. Parents are provided

with an orientation meeting.

Expand the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in school prekindergarten program. Through this joint venture, parents and children will gain

familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the center directors of neighborhood centers.

Direct the office staff to distribute "Smooth Sailing" kindergarten preparation brochures and other documents

to interested parents throughout the year.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Dr. Henry W. Mack/West Little River K-8 Center offers Algebra 1 and Creative Writing courses to help students see the relationship between subjects and relevance to their future.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Dr. Henry W. Mack/West Little River K-8 Center students will create a career plan using the Career Cruiser program through the Florida Choices format. Students receive academic advisement through the student services department and course information through the school's subject selection process.

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	42%	39%	Yes	48%
American Indian				
Asian				
Black/African American	41%	38%	Yes	47%
Hispanic	41%	39%	No	47%
White				
English language learners	31%	25%	No	38%
Students with disabilities	22%	12%	No	30%
Economically disadvantaged	41%	38%	Yes	47%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	24%	32%
Students scoring at or above Achievement Level 4	36	13%	16%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		63%	67%
Students in lowest 25% making learning gains (FCAT 2.0)		71%	74%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	33	41%	47%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	21	26%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	16	20%	28%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	23	47%	52%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	49%	Yes	60%
American Indian				
Asian				
Black/African American	56%	48%	No	60%
Hispanic	52%	52%	Yes	57%
White				
English language learners	52%	50%	Yes	57%
Students with disabilities	22%	23%	Yes	30%
Economically disadvantaged	56%	48%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	77	28%	38%
Students scoring at or above Achievement Level 4	50	18%	22%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		65%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		76%	78%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	23%	27%
Students scoring at or above Achievement Level 4	11	21%	23%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		7
Participation in STEM-related experiences provided for students	5		

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	51	11%	10%
Students retained, pursuant to s. 1008.25, F.S.	22	6%	5%
Students who are not proficient in reading by third grade	52	63%	57%
Students who receive two or more behavior referrals	104	24%	23%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	7	2%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	51	11%	10%
Students who fail a mathematics course	1	1%	1%
Students who fail an English Language Arts course	5	6%	5%
Students who fail two or more courses in any subject	3	3%	2%
Students who receive two or more behavior referrals	104	24%	23%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	7	2%	1%

Goals Summary

- G1.** Using the Gradual Release Model of Responsibility (GROR) model, all teachers will plan and deliver effective lessons that are aligned with state standards.
- G2.** All teachers will implement differentiated instruction (DI) to improve student performance in all subject areas.
- G3.** All teachers will increase student performance through effective writing instruction in all subject areas.

Goals Detail

G1. Using the Gradual Release Model of Responsibility (GROR) model, all teachers will plan and deliver effective lessons that are aligned with state standards.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- -Instructional Coaches -SuccessMaker -Accelerated Reader -Tutorial services - Lesson Study - Professional Development - Wonders (reading program) -Intervention -Independent Reading - Common Planning -District Based Mathematics Program K-8, using instructional framework provided by the Educational -Transformation Office -Focus Achieves -FCAT Explorer -iReady - Gizmos -Discovery Learning -Interventionists -Title 1 and Title III funds -Differentiated Instruction -Administrative Support

Targeted Barriers to Achieving the Goal

- Inconsistent delivery of lessons that follow the GROR model.

Plan to Monitor Progress Toward the Goal

Administrators will check for effective lessons planned and the delivery of the lessons.

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Lesson Plans, Coaching Logs, Administrative Observations

G2. All teachers will implement differentiated instruction (DI) to improve student performance in all subject areas.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- -Instructional Coaches -SuccessMaker -Accelerated Reader -Tutorial services - Lesson Study - Professional Development - Wonders (reading program) -Intervention -Independent Reading - Common Planning -District Based Mathematics Program K-8, using instructional framework provided by the Educational -Transformation Office -Focus Achieves -FCAT Explorer -iReady - Gizmos -Discovery Learning -Interventionists -Title 1 and Title III funds -Administrative Support

Targeted Barriers to Achieving the Goal

- Creating appropriate lessons that meet each students' deficiencies.
- Pacing of the lesson.

Plan to Monitor Progress Toward the Goal

Instructional coaches will conduct classroom visits and provide support. Administration will conduct classroom walk-throughs and observations.

Person or Persons Responsible

Instructional Coaches Principal Assistant Principal

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Instructional Focus Calendars, DI folders, mini assessments, Topic Assessments, Interim Assessments

G3. All teachers will increase student performance through effective writing instruction in all subject areas.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- -Instructional Coaches -Accelerated Reader -Tutorial services/ Writing Bootcamp - Professional Development - Wonders (reading program) -Intervention -Independent Reading -Common Planning -Discovery Learning -Interventionists -Title 1 and Title III funds -Administrative Support

Targeted Barriers to Achieving the Goal

- Inconsistency of writing instruction throughout all grade levels.

Plan to Monitor Progress Toward the Goal

Instructional coaches will conduct classroom visits. Administration will conduct walkthroughs and observations.

Person or Persons Responsible

Instructional Coaches Principal Assistant Principal

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student journals

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Using the Gradual Release Model of Responsibility (GROR) model, all teachers will plan and deliver effective lessons that are aligned with state standards.

G1.B1 Inconsistent delivery of lessons that follow the GROR model.

G1.B1.S1 Instructional coaches will model lessons that follow the GROR model.

Action Step 1

Utilize the GROR lesson plan format to develop lessons that are aligned with state standards.

Person or Persons Responsible

Instructional Coaches Classroom Teacher Principal Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, Coaching Logs, Delivery of Instruction

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

Instructional coaches will provide classroom support. Administration will conduct classroom observations.

Person or Persons Responsible

Principal Assistant Principal Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Observation through coaching cycle, Coaching Log, Administrative Observations

Plan to Monitor Effectiveness of G1.B1.S1

Instructional coaches will provide classroom support. Administration will conduct classroom observations. Teachers will develop lesson plans using the GROR format.

Person or Persons Responsible

Classroom Teachers Instructional Coaches Principal Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Observation through coaching cycle, Coaching Log, Administrative Observations

G1.B1.S2 Provide support to teachers through common planning.

Action Step 1

Meet weekly with teachers to plan lessons and create activities specific for each classroom.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Logs, Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Instructional coaches will schedule weekly common planning sessions in the principal's conference room.

Person or Persons Responsible

Instructional Coaches Principal Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Common Planning Agendas

Plan to Monitor Effectiveness of G1.B1.S2

Through coaching cycles, instructional coaches will observe teachers implementing strategies created during common planning sessions. Administration will conduct walkthroughs and observation to monitor effectiveness.

Person or Persons Responsible

Instructional Coaches Principal Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Logs, IPEGS Observation Checklist

G2. All teachers will implement differentiated instruction (DI) to improve student performance in all subject areas.

G2.B1 Creating appropriate lessons that meet each students' deficiencies.

G2.B1.S1 Instructional coaches will model DI lessons.

Action Step 1

During common planning, instructional coaches will assist in the development of activities that will be utilized during DI. The initial plan developed will be modeled by the instructional coaches.

Person or Persons Responsible

Instructional Coaches Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Common planning agendas, DI Lesson Plans

Facilitator:

Instructional Coaches

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Instructional coaches will conduct classroom visits and provide support. Administration will conduct classroom walkthroughs and observations.

Person or Persons Responsible

Instructional Coaches Principal Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching logs, IPEGS observation forms

Plan to Monitor Effectiveness of G2.B1.S1

Evidence of DI will be seen in student work folders and data from assessments.

Person or Persons Responsible

Instructional Coaches Principal Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Instructional Focus Calendars, DI folders, mini assessments, Topic Assessments, Interim Assessments

G2.B1.S2 Instructional coaches will Co-teach and provide support with DI.

Action Step 1

During common planning sessions, instructional coaches will plan for effective DI lessons and support teachers with delivery of such lessons through explicit instruction.

Person or Persons Responsible

Instructional Coaches Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching logs, Common planning agendas, DI lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Administration will conduct walkthroughs and review coaching logs.

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching logs

Plan to Monitor Effectiveness of G2.B1.S2

Instructional Coaches will submit coaching logs. Administration will review coaching logs.

Person or Persons Responsible

Instructional Coaches Principal Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching logs

G3. All teachers will increase student performance through effective writing instruction in all subject areas.

G3.B1 Inconsistency of writing instruction throughout all grade levels.

G3.B1.S1 Provide professional development on effective writing for text connection and comprehension.

Action Step 1

Writing professional development will be conducted during common planning to include; corrective feedback, text connection and claim evidence reasoning (CRE).

Person or Persons Responsible

Instructional Coach ETO CSS Assistant Principal Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Student journals, student work samples, walk-through documents, lesson plans

Facilitator:

Instructional Coaches

Participants:

Classroom nTeachers

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

Instructional coaches will conduct classroom visits and review student journals. Administration will conduct walkthroughs and observations.

Person or Persons Responsible

Instructional Coaches Principal Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching logs, IPEGS observation forms, student journals

Plan to Monitor Effectiveness of G3.B1.S1

Following professional development and modeling by instructional coaches, classroom visits and walkthroughs will be conducted to review interactive journals.

Person or Persons Responsible

Instructional Coaches Principal Assistant Principals

Target Dates or Schedule

Ongoing

Evidence of Completion

Student journals

G3.B1.S2 Utilize interactive journals with corrective feedback across all subject areas.

Action Step 1

Instructional Coaches will conduct walkthroughs and view student journals for corrective feedback. Administration will conduct observations and review coaching logs.

Person or Persons Responsible

Instructional Coaches Principal Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Student journals, coaching logs

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Instructional coaches will monitor fidelity through evidence seen in student journals. Administration will conduct walkthroughs and look for evidence in journals.

Person or Persons Responsible

Instructional Coaches Assistant Principal Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Student journals

Plan to Monitor Effectiveness of G3.B1.S2

Instructional Coaches will review journals to monitor student's opportunity to improve from feedback. Administration will conduct walkthroughs and review journals.

Person or Persons Responsible

Instructional Coaches Principal Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Student journals

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

-Title I Part A

At Dr. Henry W. Mack/West Little River K – 8 Center services are provided to ensure students requiring additional remediation are assisted through before and after school tutorial programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Subject area coaches (Reading/Math/Science) develop, lead, and evaluate school core content standards/programs. The subject area coaches also identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They work with district personnel to identify systematic patterns of student need and identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at-risk.” They also assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless and neglected and delinquent students.

-Title I Part C Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

-Title I Part D

Dr. Henry W. Mack/West Little River K – 8 Center receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district Drop-out Prevention programs.

-Title II

Dr. Henry W. Mack/West Little River K – 8 Center uses supplemental funds for improving basic education as follows:

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

Dr. Henry W. Mack/West Little River K – 8 Center has a trained PDL and PLC facilitator that will be utilized to provide professional development and facilitation throughout the school.

-Title III

Dr. Henry W. Mack/West Little River K – 8 Center Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial programs

- Parent outreach activities
- Coaching and mentoring for ESOL and content area teachers
- Professional development on best practices for ESOL and content area teachers
- Reading and supplementary instructional materials
- Hardware and software for the development of language and literacy skills in reading was purchased by the district to be used by ELL and immigrant students at our school

The above services will be provided should funds become available for the 2012-13 school year and should the FLDOE approve the application.

-Title X Homeless

- Dr. Henry W. Mack/West Little River K – 8 Center Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney Vento Act to eliminate barriers for a free and appropriate education.
- The Homeless Assistance Program

seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act – ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

-Supplemental Academic Instruction (SAI)

Dr. Henry W. Mack/West Little River K – 8 Center will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

-Violence Prevention Programs

At Dr. Henry W. Mack/West Little River K – 8 Center the Safe and Drug-Free Schools Program addresses violence prevention and intervention services for students through curriculum implemented by classroom teachers and the counselor. The teachers and counselor work collaboratively to ensure that the curriculum is implemented in an effective manner. Training and technical assistance for school teachers, administrators, counselors, and Safe School Specialists is also a component of this program. Safe School Specialists provide training and follow-up activities to all school staff in the areas of violence prevention, stress management, and crisis management.

-Nutrition Programs

Dr. Henry W. Mack/West Little River K – 8 Center adheres to and implements the nutrition requirements stated on the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks follows the Healthy Food and Beverage guidelines as adopted in the District Wellness Policy.

-Housing Programs

- The Homeless Assistance Program at Dr. Henry W. Mack/West Little River K - 8 Center seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists Dr. Henry W. Mack/West Little River K – 8 Center with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for Dr. Henry W. Mack/West Little River K – 8 Center’s registrar on the procedures for enrolling homeless students and for the school counselor on the McKinney Vento Homeless Assistance Act. This ensures that homeless children and youth are not stigmatized, separated, segregated, or isolated based on their status as homeless and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity and awareness campaign that is used at Dr. Henry W. Mack/West Little River K – 8 Center and all schools. Dr. Henry W. Mack/West Little River K – 8 Center is provided a video and curriculum manual. A contest is also sponsored by the Homeless Trust - a community organization.

-Head Start

Head Start programs are located off campus in the community surrounding Dr. Henry W. Mack/West Little River K – 8 Center. Staff collaborates with them through a scheduled preview for their students in the spring to familiarize them with the Kindergarten program.

-Adult Education

Not applicable

-Career and Technical Education

Dr. Henry W. Mack/West Little River K – 8 Center provides a Career and Truck Day to present an in-depth understanding of the various facets of future career opportunities. In addition, career centered discussions are done within content areas.

-Job Training

Not applicable

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. All teachers will implement differentiated instruction (DI) to improve student performance in all subject areas.

G2.B1 Creating appropriate lessons that meet each students' deficiencies.

G2.B1.S1 Instructional coaches will model DI lessons.

PD Opportunity 1

During common planning, instructional coaches will assist in the development of activities that will be utilized during DI. The initial plan developed will be modeled by the instructional coaches.

Facilitator

Instructional Coaches

Participants

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Common planning agendas, DI Lesson Plans

G3. All teachers will increase student performance through effective writing instruction in all subject areas.

G3.B1 Inconsistency of writing instruction throughout all grade levels.

G3.B1.S1 Provide professional development on effective writing for text connection and comprehension.

PD Opportunity 1

Writing professional development will be conducted during common planning to include; corrective feedback, text connection and claim evidence reasoning (CRE).

Facilitator

Instructional Coaches

Participants

Classroom nTeachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student journals, student work samples, walk-through documents, lesson plans

Appendix 2: Budget to Support School Improvement Goals