



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Kelsey L. Pharr Elementary School

2000 NW 46TH ST

Miami, FL 33142

305-633-0429

<http://kelseypharr.dadeschools.net/>

School Demographics

| | | |
|---|-----------------------------|---|
| School Type Elementary School | Title I Yes | Free and Reduced Lunch Rate 99% |
| Alternative/ESE Center No | Charter School No | Minority Rate 98% |

School Grades History

| | | | |
|---------------------|---------------------|---------------------|---------------------|
| 2013-14 D | 2012-13 C | 2011-12 C | 2010-11 F |
|---------------------|---------------------|---------------------|---------------------|

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.

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Part I: Current School Status | 6 |
| Part II: Expected Improvements | 17 |
| Goals Summary | 21 |
| Goals Detail | 21 |
| Action Plan for Improvement | 28 |
| Part III: Coordination and Integration | 34 |
| Appendix 1: Professional Development Plan to Support Goals | 36 |
| Appendix 2: Budget to Support Goals | 0 |

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

Kelsey L. Pharr Elementary School

Principal

Dr. Carol R. Sampson

School Advisory Council chair

Sharon Cobb

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

| Name | Title |
|--------------------|---------------------|
| Sharon Reed-Turner | Reading Coach |
| Dawnedra Caldwell | Mathematics Coach |
| Samuel Wims | Science Coach |
| Julie Santamarina | Assistant Principal |

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

The Educational Excellence Council is a representation of the ethnic, racial, and linguistic community at Kelsey L. Pharr Elementary School. The council consists of 5 teachers, 1 alternate teacher, 6 parents, 1 alternate parent, 1 student, 1 alternate student, 1 educational support employee, 1 alternate educational support employee, 2 business/community representatives, the UTD steward and the principal.

Involvement of the SAC in the development of the SIP

To assist in the preparation of the 2013-2014 School Improvement Plan (SIP) an EESAC meeting was scheduled to review the completed SIP End-of-Year 2012-2013 Review Forms. Recommendations made by the members of both the grade levels and the EESAC for the development of the 2013-2014 SIP were recorded and included in the EESAC minutes.

Activities of the SAC for the upcoming school year

The EESAC will meet monthly to assist and support the total school program. The EESAC will develop and monitor the implementation and progress of the School Improvement Plan

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

EESAC funds will be utilized to purchase student incentives to support the school-wide initiatives (\$1,400).

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:

Dr. Carol R. Sampson

Principal

Years as Administrator: 8

Years at Current School: 4

Credentials

Bachelor of Science Chemistry/Mathematics, Alabama State University; Master of Science -Science Education, University of Miami; Specialist Educational Leadership, Nova Southeastern University; Doctorate in Organizational Leadership, Nova Southeastern University
 Certification-State of Florida Educational Leadership (K-12) Chemistry (6-12)

Performance Record

2013 – School Grade C
 Rdg. Proficiency, 34%
 Math Proficiency, 61%
 Rdg. Lrg. Gains, 60 points
 Math Lrg. Gains, 73 points
 Rdg. Imp. of Lowest 25% - 68 points
 Math Imp. of Lowest 25% - 76 points
 Rdg. AMO –39
 Math AMO–38
 2012 – School Grade C
 Rdg. Proficiency, 26%
 Math Proficiency, 41%
 Rdg. Lrg. Gains, 61 points
 Math Lrg. Gains, 77 points
 Rdg. Imp. of Lowest 25% - 84 points
 Math Imp. of Lowest 25% - 89 points
 Rdg. AMO –33
 Math AMO–31
 '11 '09 '08
 School Grade F _____ C
 AYP N N
 High Standards Rdg 43 55
 High Standards Math 43 43
 Lrng Gains-Rdg. 55 64
 Lrng Gains-Math 36 63
 Gains-Rdg-25% 50 68
 Gains-Math-25% 37 63

Julie Santamarina

Asst Principal

Years as Administrator: 2

Years at Current School: 1

Credentials

Bachelors of Science in Elementary Education 1-6 from Florida International University
 Masters of Science in Educational Leadership from Nova Southeastern University
 Elementary Education (1-6)
 ESOL Endorsement

Performance Record

2013 – School Grade F
 Rdg. Proficiency, 18%
 Math Proficiency, 30%
 Rdg. Lrg. Gains, 62 points
 Math Lrg. Gains, 42 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% - 49 points
 Rdg. AMO –39
 Math AMO–30
 '10
 School Grade D
 AYP N
 High Standards Rd 36
 High Standards Math 41
 Lrng Gains-Rdg 45
 Lrng Gains-Math 50
 Gains-Rdg-25% 44
 Gains-Math-25% 53

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

| Sharon Reed-Turner | | |
|---------------------------|---|----------------------------|
| Full-time / School-based | Years as Coach: 2 | Years at Current School: 2 |
| Areas | Reading/Literacy | |
| Credentials | Exceptional Student Education; ESOL; Reading | |
| Performance Record | 2013 – School Grade C Rdg. Proficiency, 34% Rdg. Lrg. Gains, 60 points Rdg. Imp. of Lowest 25% - 68 points Rdg. AMO –39 2012 – School Grade C Rdg. Proficiency, 26% Rdg. Lrg. Gains, 61 points Rdg. Imp. of Lowest 25% - 84 points 89 points Rdg. AMO –33 | |

| Dawndra Caldwell | | |
|---------------------------|--|----------------------------|
| Full-time / School-based | Years as Coach: 1 | Years at Current School: 1 |
| Areas | Mathematics | |
| Credentials | Elementary Education, ESOL | |
| Performance Record | 2013 – School Grade C Math Proficiency, 59% Math Lrg. Gains, 71 points Math Imp. of Lowest 25% - 77 points Math AMO–63 Rdg. Proficiency, 45% Rdg. Lrg. Gains, 68 points Rdg. Imp. of Lowest 25% - 70 points Rdg. AMO –49 | |

| Samuel Wims | | |
|----------------------------|---|----------------------------|
| Full-time / District-based | Years as Coach: 1 | Years at Current School: 1 |
| Areas | Science | |
| Credentials | Elementary Education, Reading, ESOL | |
| Performance Record | 2013-School Grade C Science Proficiency 27% Math Proficiency, 59% Math Lrg. Gains, 71 points Math Imp. of Lowest 25% - 77 points Math AMO-63 Rdg. Proficiency, 45% Rdg. Lrg. Gains, 68 points Rdg. Imp. of Lowest 25% - 70 points Rdg. AMO -49 | |

Classroom Teachers

| | |
|---|----------|
| # of classroom teachers | 26 |
| # receiving effective rating or higher | 9, 35% |
| # Highly Qualified Teachers | 35% |
| # certified in-field | 26, 100% |
| # ESOL endorsed | 13, 50% |
| # reading endorsed | 5, 19% |
| # with advanced degrees | 9, 35% |
| # National Board Certified | 1, 4% |
| # first-year teachers | 2, 8% |
| # with 1-5 years of experience | 6, 23% |
| # with 6-14 years of experience | 15, 58% |

with 15 or more years of experience

3, 12%

Education Paraprofessionals

of paraprofessionals

1

Highly Qualified

1, 100%

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

1. Provide job embedded professional development during faculty meetings, common planning and on teacher workdays
2. Site mentoring partnerships with veteran teachers
3. Coaches will provide ongoing support by completing coaching cycles with teachers.
4. Provide opportunities for collaboration through Professional Learning Communities and Lesson Studies.

Personnel Responsible

1. Administration, Instructional Coaches, RTI Leadership Team
2. Principal
3. Administration, Instructional Coaches
4. Administration, Instructional Coaches

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

Teacher Mentoring Program will consist of collaboration regarding effective and appropriate instructional strategies on a weekly basis in order to maximize student achievement.

The rationale for the pairings and mentoring activities is because the professionals have common areas of certification and can better guide the new staff members.

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

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 Rtl team meets monthly to analyze summative data, progress monitoring data, benchmark assessment data, and makes instructional decisions based on this data as appropriate. Team members provide updates on each school initiative they oversee. All aspects of school operations are discussed including budgetary matters which may impact student achievement.

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

Principal: Dr. Carol R. Sampson

Provides a common vision for the use of data-based decision-making, ensures that the school based team is properly implementing Rtl, conduct assessment of Rtl skills of school staff, ensures the implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and actions.

Assistant Principal: Ms. Julie A. Santamarina

Assists the principal in ensuring the school-based team implements Rtl, conducts assessment of Rtl skills of the staff, ensures the implementation of intervention support and documentation ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and actions.

Instructional Coaches Reading/ Math/Science: Ms. Sharon Reed-Turner, Ms. Dawnedra Caldwell, Mr. Samuel Wims

Develops, leads, and evaluates school core content standards/ programs. Identifies systematic patterns of student needs while working with ETO personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provide classroom follow-up on best practices and use the coaching cycle to support teachers.

School Counselor: Ms. Deborah Simmons

Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Social Worker: Marie Lourdes St. Fort

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. The school social worker will continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist: Ms. Tisha Harper

Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Media Specialist: Ms. Elena Golberg

Oversees school-wide activities that promote literacy.

Student Services Personnel:

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue 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

Upon conducting a thorough analysis of year-end data by subject and reporting category, instructional priorities are identified. The MTSS Leadership Team then reviews all strategies/action steps and progress monitoring data associated with each objective. The team recommends possible deletions of strategies that were not successful, recommends new strategies, and fine-tunes existing strategies to maximize efficiency and effectiveness. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, and make decisions. The team will make recommendations for Tier 3 activities

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 Assessments include the use of District Baseline Assessments in Reading, Writing, Mathematics and Science. Progress Monitoring Data include the use of FAIR, a minimum of two District Interim Assessments and Positive Behavior System. Summative Data include the SAT-10, FCAT, and CELLA. All data will be used to schedule and escalate services as needed.

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

The staff will be trained on RtI at the beginning of the year by select RtI team members and the district RtI support specialist assigned to the school. Updates will be provided monthly during grade level meetings with administration. Schedules are also developed for ongoing classroom follow up to all RtI PD which is conducted by the Reading Coach and members of the RtI Leadership Team. Ms. Trujillo, Community Involvement Specialist, in collaboration with the team will provide training to the parents as well.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

- 60 minutes monthly – 3-5th Grade Girls
- 60 minutes weekly – K-5th Grade Teachers
- 60 minutes weekly - 5th Grade Students
- 20 minutes daily – 3-5th Grade Students

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

1. Girl Power – will meet with 3-5th Grade girls monthly to engage in activities that promote self-esteem
2. K-5th Grade teachers will engage in Professional Development activities weekly.
3. 5th Grade proficient students will engage in STEM activities weekly.
4. Positive Action - 3-5th Grade students will participate in self-esteem/self-awareness activities.

Who is responsible for monitoring implementation of this strategy?

1. Teacher and student surveys – Ms. Miller, Fourth Grade Teacher
2. Teacher surveys, classroom walkthroughs – Instructional Coaches, Administration
3. Student test scores – Mr. Wims, Science Coach
4. Parent, Student, Teacher surveys – Ms. Simmons, Counselor

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

| Name | Title |
|----------------------|---------------------|
| Dr. Carol R. Sampson | Principal |
| Julie A. Santamarina | Assistant Principal |
| Sharon Reed-Turner | Reading Coach |
| Dawnedra Caldwell | Mathematics Coach |
| Samuel Wims | Science Coach |
| Deborah Simmons | School Counselor |
| Anna Graves | Teacher |
| Emily Wood | Teacher |

How the school-based LLT functions

Dr. Carol R. Sampson, Principal:

Provides a common vision for the use of data-based decision-making, ensures proper implementation of reading/language arts intervention activities, ensures adequate professional development to support initiatives of the LLT, and communicates with parents regarding school-based LLT plans and activities.

Julie Santamarina, Assistant Principal:

Assists in cultivating the vision for the use of data-based decision-making, ensures proper implementation of reading/language arts intervention activities, ensures adequate professional development to support initiatives of the LLT, and communicates with parents regarding school-based LLT plans and activities.

Sharon Reed-Turner, Reading Coache:

Provides professional development and classroom follow-up on best practices in Reading/LA, coordinates pull-out intervention activities, assists with benchmark assessments and progress monitoring data.

Dawnedra Caldwell, Math Coach:

Provides support in implementing instructional strategies to incorporate literacy across the curriculum by maintaining a journal and reading math related literature.

Samuel Wims, Science Coach:

Provides support in implementing instructional strategies to incorporate literacy across the curriculum by maintaining a journal and reading science related literature.

Ms. Deborah Simmons, Counselor:

Provides support in behavioral strategies that will minimize classroom distractions and increase student achievement.

The LLT team meets bi-weekly to analyze summative data, progress monitoring data, benchmark assessment data, and makes instructional decisions based on this data as appropriate. Team members provide updates on all literacy-based initiatives and interventions. Professional development needs and outcomes are discussed. Follow-up classroom observation and co-teaching schedules are developed in order for teachers to have guided practice on new instructional skills acquired.

Major initiatives of the LLT

Major initiatives of the LLT are to analyze data and develop school programs/activities that assist with raising student achievement in reading/language arts (and related core subject areas). Examples include: Providing PD to teachers to increase rigor in classroom instruction, developing an intervention schedule in Reading and Writing, analyzing data to drive instruction, providing small group intervention

activities for at-risk students, developing school-wide activities and initiatives to motivate reading at all grade levels.

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 Kelsey L. Pharr Elementary School by providing supplemental funds beyond the State of Florida funded SPED Pre-Kindergarten Program. Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist by providing young children with a variety of meaningful learning experiences, in an environment that provides opportunities to create knowledge through initiatives shared with supportive adults.

At Kelsey L. Pharr Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/ School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/ Processing. Specifically, the assessments used to assess basic academic skill development and academic school readiness of incoming students are the Florida Kindergarten Readiness Screener (FLKRS), Early Childhood Observation System (ECHOS), Florida Assessments for Instruction in Reading (FAIR), and Indicadores Dinamicos del Exito en la Lectura (IDEL). Screening data will be collected and aggregated prior to the month of October. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of individual students who may need intervention beyond core instruction. Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided, and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for twenty minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.

Screening tools will be re-administrated at mid-year and at the end of the year in order to determine student learning gains and to determine the need for modifications to the instructional and intervention programs.

For the upcoming year, Kelsey L. Pharr Elementary School will expand the "Welcome to Kindergarten" program to build partnerships with local early education programs, including the in-school Pre-kindergarten 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 meet with the center directors of neighborhood centers. "Smooth Sailing" Kindergarten preparation brochures and other documents will be sent home to parents throughout the year. Additionally, the school will build a working relationship and a culture of exchange and mutual respect by instituting the Early Educator Exchange (Triple E). Neighborhood and school site Pre-kindergarten teachers will come together with Kindergarten teachers in the Fall and Summer for a facilitated discussion focusing on student performance, effective instructional methods, and developmental expectations.

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 | 39% | 34% | Yes | 45% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 39% | 30% | No | 45% |
| Hispanic | 40% | 38% | Yes | 46% |
| White | | | | |
| English language learners | 38% | 33% | No | 45% |
| Students with disabilities | 39% | 18% | No | 45% |
| Economically disadvantaged | 39% | 34% | No | 45% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 28 | 20% | 29% |
| Students scoring at or above Achievement Level 4 | 17 | 12% | 16% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | | 60% | 64% |
| Students in lowest 25% making learning gains (FCAT 2.0) | | 68% | 71% |

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) | 22 | 28% | 35% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 25 | 31% | 38% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 15 | 19% | 27% |

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 | 17 | 37% | 43% |
| 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 | 38% | 61% | Yes | 44% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 35% | 61% | Yes | 42% |
| Hispanic | 39% | 62% | Yes | 45% |
| White | | | | |
| English language learners | 38% | 62% | Yes | 44% |
| Students with disabilities | 44% | 55% | Yes | 50% |
| Economically disadvantaged | 38% | 62% | Yes | 44% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 42 | 31% | 34% |
| Students scoring at or above Achievement Level 4 | 35 | 26% | 27% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains | | 73% | 76% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | | 76% | 78% |

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 | 15 | 34% | 38% |
| Students scoring at or above Achievement Level 4 | [data excluded for privacy reasons] | | 16% |

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) | 0 | | 5 |
| Participation in STEM-related experiences provided for students | 0 | 0% | 6% |

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 | 50 | 15% | 14% |
| Students retained, pursuant to s. 1008.25, F.S. | 13 | 4% | 3% |
| Students who are not proficient in reading by third grade | 11 | 3% | 2% |
| Students who receive two or more behavior referrals | 11 | 3% | 2% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 26 | 8% | 7% |

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

- Survey parents for convenient meeting times.
- Provide workshops to empower parents to work with their children at home.
- Instill a report card pick-up to allow parents to discuss their child's status

Establish a fully functioning PTSA

Encourage parents to become school volunteers to assist with school-wide initiatives

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Our goal for 2013-2014 school year is to increase the number of parent contacts by 5% | 60 | 20% | 25% |

Goals Summary

- G1.** All teachers will increase student engagement through the use of the gradual release responsibility instructional framework including strategies and accommodations for ELL and SWD students.

- G2.** All teachers will effectively utilize data to drive instruction for all students.

- G3.** All Teachers will enhance writing through shared writing, student's responses , modeling and conducting writing workshops including of strategies and accommodations for ELL and SWD Students.

Goals Detail

G1. All teachers will increase student engagement through the use of the gradual release responsibility instructional framework including strategies and accommodations for ELL and SWD students.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, 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 FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Instructional Coaches, District Pacing Guide, Gradual Release Lesson Plan Template, Common Core Textbook Series

Targeted Barriers to Achieving the Goal

- Lack of fidelity to the gradual release model of instruction

Plan to Monitor Progress Toward the Goal

Student assessment results will be utilized to determine effectiveness of instruction

Person or Persons Responsible

Administration, Leadership Team, Classroom Teachers

Target Dates or Schedule:

After each major assessment

Evidence of Completion:

Interim Results, Chapter/Unit tests

G2. All teachers will effectively utilize data to drive instruction for all students.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, 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 FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Instructional Coaching Support, Instructional Focus Calendar, Lesson Plans, District Pacing Guides, Common Planning Agendas, Data Chat Protocol, Administrative Support

Targeted Barriers to Achieving the Goal

- Teachers lack knowledge of data driven analysis and instruction.

Plan to Monitor Progress Toward the Goal

Discuss progress during common planning and adjust plan based on teacher feedback and student assessment results

Person or Persons Responsible

Leadership Team, Classroom Teachers, Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Common Planning Agendas, Teacher Lesson Plans, Assessment Progress Monitoring

G3. All Teachers will enhance writing through shared writing, student's responses , modeling and conducting writing workshops including of strategies and accommodations for ELL and SWD Students.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, 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 FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Student Interactive Notebook, District Pacing Guide, Mentor Text, Rubrics, Common Planning, Instructional Focus Calendar, ELL Strategies, SWD Accommodations

Targeted Barriers to Achieving the Goal

- Lack of differentiation between the various modes of writing.

Plan to Monitor Progress Toward the Goal

monthly data chats (teacher:student/coach:teacher/administration:teacher)

Person or Persons Responsible

Literacy Leadership Team, Classroom Teachers, Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessments: Monthly writing prompts, District Interim Assessments Summative Assessments: 2014 FCAT 2.0 Writing Assessment

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All teachers will increase student engagement through the use of the gradual release responsibility instructional framework including strategies and accommodations for ELL and SWD students.

G1.B3 Lack of fidelity to the gradual release model of instruction

G1.B3.S3 Provide additional support during common planning on aligning specific activities to the gradual release model of instruction

Action Step 1

Pre select and have teachers model a specific component of their lesson during common planning

Person or Persons Responsible

Instructional Coach, Administration, Classroom Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Common Planning Agenda, Classroom Walkthroughs, Teacher Feedback

Facilitator:

Instructional Coaches, Administration

Participants:

Classroom Teachers, Administration, Leadership Team

Plan to Monitor Fidelity of Implementation of G1.B3.S3

Conduct weekly walkthroughs, attend weekly common planning sessions, teacher feedback

Person or Persons Responsible

Leadership Team, Administration, Classroom Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Walkthrough notes, lesson plans, student engagement, common planning agendas

Plan to Monitor Effectiveness of G1.B3.S3

Teacher/Coach self-reflections will be utilized to drive coaching cycles and additional support.

Person or Persons Responsible

Leadership Team, Administration, Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Study, Lesson Plans, Common Planning, Classroom Walkthroughs

G2. All teachers will effectively utilize data to drive instruction for all students.

G2.B1 Teachers lack knowledge of data driven analysis and instruction.

G2.B1.S2 Design and deliver professional development that will assist teachers to make data based problem solving decisions that will guide differentiated instruction.

Action Step 1

Disaggregate Teacher Needs Survey and create PD calendar

Person or Persons Responsible

Leadership Team, PD Liason, Administration

Target Dates or Schedule

October 2013

Evidence of Completion

Survey Results, Common Planning Agenda, Implementation Plan, Sign in Sheets

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

Conduct Classroom Walkthroughs during Differentiated Instruction

Person or Persons Responsible

Leadership Team, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Walkthrough Notes, Lesson Plans, Data Chats

Plan to Monitor Effectiveness of G2.B1.S2

Classroom Data Progress Monitoring Charts after each major assessment

Person or Persons Responsible

Leadership Team, Administration, Classroom Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Classroom data tracking charts, Data chat protocol, Common planning agenda, classroom walkthrough.

G3. All Teachers will enhance writing through shared writing, student's responses , modeling and conducting writing workshops including of strategies and accommodations for ELL and SWD Students.

G3.B1 Lack of differentiation between the various modes of writing.

G3.B1.S1 Students will develop and maintain a writer's notebook with sample writing using the writing process (prewriting, drafting, revising, editing and publishing) and mini-lessons (e.g., great beginnings, attributes, etc)

Action Step 1

Provide all students with an interactive journal.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

August 23, 2013

Evidence of Completion

Student interactive journals, Classroom Walkthroughs, Lesson Plans, Students' published work

Facilitator:

Reading Coach, District/Region Curriculum Support

Participants:

Teachers, Students, Leadership Team, Administration

Action Step 2

Teachers will monitor the student interactive notebooks.

Person or Persons Responsible

Teacher, Reading Coach, Administration

Target Dates or Schedule

At the end of each step within the writing process

Evidence of Completion

Corrective Feedback in journals, Lesson Plans

Facilitator:

Reading Coach, District/Region Curriculum Support

Participants:

Classroom Teachers

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

Classroom Walkthroughs

Person or Persons Responsible

Administration, Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Student journals/artifacts, lesson plans, common planning agenda

Plan to Monitor Effectiveness of G3.B1.S1

Rubric

Person or Persons Responsible

Classroom Teachers, Reading Coach, Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Corrective Feedback within the student interactive journals.

G3.B1.S3 During common planning, teachers will develop a prewriting plan to help to align instruction based on the mode of writing.

Action Step 1

Teachers will create an anchor chart and select graphic organizers that will align instruction based on the mode of writing

Person or Persons Responsible

Classroom Teachers, Reading Coach, Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Common planning agenda, anchor charts, lesson plans

Facilitator:

Reading Coach, Region/District Curriculum Personnel

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Common Planning Notes, Classroom Walkthroughs

Person or Persons Responsible

Reading Coach, Classroom Teacher, Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Walkthrough notes, student engagement, writing rubric, student interactive notebook

Plan to Monitor Effectiveness of G3.B1.S3

Student monthly assessments

Person or Persons Responsible

Classroom Teacher, Reading Coach, Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student test scores

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

Services are provided to ensure students requiring additional remediation are assisted. The district coordinates with the Title II and Title III in ensuring staff development needs are provided. Curriculum coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk”; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include a Parent Program entitled “A Second Cup of Coffee”, where parents attend monthly meetings to learn about the school’s initiatives.

Title I, Part C- Migrant

Kelsey L. Pharr Elementary School provides services and support to migrant students and parents. The Community Involvement Specialist 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.

Title I, Part D

District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows: (1) training to certify qualified mentors for the New Teacher (MINT) Program; (2) training for add-on endorsement programs, such as Reading, Gifted, ESOL; (3) training and observation release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Less Study Group implementation and protocols.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Title III funds requested for the 2012-2013 school year will be used for tutorial programs, coaching and mentoring for ESOL and content areas teachers, professional development on best practices for ESOL and content area teachers, and reading and supplementary instructional materials.

Title VI, Part B - NA

Title X- Homeless

The Homeless Assistance Program 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 schools with the identification enrollment, attendance, and transportation of homeless students.

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.

Project Upstart provides a homeless sensitivity and awareness campaign throughout all the schools – each school is provided a video and curriculum manual. A contest is sponsored by the homeless trust – a community organization.

District Homeless Social Worker provides resources and social services referrals for students identified as

homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The school counselor provides resources such as clothing and school supplies

Supplemental Academic Instruction (SAI)

Kelsey L. Pharr Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Educational Finance Program (FEFP) allocation. SAI funds will be coordinated with Title I funds to provide summer school for students documented as less than proficient readers (Level 1).

Violence Prevention Programs

Kelsey L. Pharr Elementary offers a non-violence and anti-drug program to students that incorporate field trips, counseling, community service, and on-site award recognition programs. Connect with Respect is the Miami Dade Public Schools (M-DCPS) anti-bullying and violence prevention program that provides five lessons per grade level in the areas of bullying and violence prevention.

Nutrition Programs

Kelsey L. Pharr 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 Policies

Housing Programs - N/A

Head Start

Head Start programs are co-related in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education – N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Job Training – N/A

Other

Kelsey L. Pharr Elementary School involves parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Parental engagement/involvement is increased through developing, with on-going parental input, the school's Title I School-Parent Compact; Title I Parental Involvement Plan; scheduling the Annual Title I Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Informal parent surveys are conducted to determine specific needs of parents and determination of topics for schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate parents' schedules. This impacts the goal to empower parents and build their capacity for involvement.

Completed Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), will be submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are used to assist with revising our Title I parental documents for the approaching school year.

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.

G1. All teachers will increase student engagement through the use of the gradual release responsibility instructional framework including strategies and accommodations for ELL and SWD students.

G1.B3 Lack of fidelity to the gradual release model of instruction

G1.B3.S3 Provide additional support during common planning on aligning specific activities to the gradual release model of instruction

PD Opportunity 1

Pre select and have teachers model a specific component of their lesson during common planning

Facilitator

Instructional Coaches, Administration

Participants

Classroom Teachers, Administration, Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Common Planning Agenda, Classroom Walkthroughs, Teacher Feedback

G3. All Teachers will enhance writing through shared writing, student's responses , modeling and conducting writing workshops including of strategies and accommodations for ELL and SWD Students.

G3.B1 Lack of differentiation between the various modes of writing.

G3.B1.S1 Students will develop and maintain a writer's notebook with sample writing using the writing process (prewriting, drafting, revising, editing and publishing) and mini-lessons (e.g., great beginnings, attributes, etc)

PD Opportunity 1

Provide all students with an interactive journal.

Facilitator

Reading Coach, District/Region Curriculum Support

Participants

Teachers, Students, Leadership Team, Administration

Target Dates or Schedule

August 23, 2013

Evidence of Completion

Student interactive journals, Classroom Walkthroughs, Lesson Plans, Students' published work

PD Opportunity 2

Teachers will monitor the student interactive notebooks.

Facilitator

Reading Coach, District/Region Curriculum Support

Participants

Classroom Teachers

Target Dates or Schedule

At the end of each step within the writing process

Evidence of Completion

Corrective Feedback in journals, Lesson Plans

G3.B1.S3 During common planning, teachers will develop a prewriting plan to help to align instruction based on the mode of writing.

PD Opportunity 1

Teachers will create an anchor chart and select graphic organizers that will align instruction based on the mode of writing

Facilitator

Reading Coach, Region/District Curriculum Personnel

Participants

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Common planning agenda, anchor charts, lesson plans