



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Charles David Wyche, Jr Elementary School

5241 NW 195TH DR

Miami Gardens, FL 33055

305-628-5776

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

## School Demographics

**School Type**  
Elementary School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
89%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
97%

## School Grades History

**2013-14**  
A

**2012-13**  
D

**2011-12**  
D

**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

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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

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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

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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

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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

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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

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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
Not in DA	N/A	N/A

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Charles David Wyche, Jr Elementary School

##### Principal

Barbara L. Johnson

##### School Advisory Council chair

Maria Torres

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

Name	Title
Barbara L. Johnson	Principal
Beatriz Coto	Assistant Principal
Maura M. Fernandez	Reading Coach
Mickey Weiner	Math Coach
Barbara Sayre	Science 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, UTD steward – 1, teachers – 6, parents – 5, educational support, student – 1, BCR – 3

#### Involvement of the SAC in the development of the SIP

The School Advisory Council (SAC) is the sole body responsible for final decision-making at the school relating to the implementation of school improvement. Elections and appointments of advisory council members are conducted by the council chairperson at a designated meeting of a new school year. Members are elected by secret ballot. The term of office for elected council members except parents and students is for four years. The School Advisory Council (SAC) has an important function at Charles D. Whyce, Jr. Elementary School.

#### Activities of the SAC for the upcoming school year

Reach out to community to obtain more partners  
Organize Family Night for Reading, Math and Science  
Organize FCAT Family Night Event  
Sponsor drives to increase parental involvement.  
Assist the school to create and analyze climate surveys for parents and students.

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

The SAC funds will be utilized for student incentives and supplemental materials.

**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:**

**Barbara L. Johnson**

Principal

Years as Administrator: 19

Years at Current School: 6

**Credentials**

BS -Elem. Ed., East Carolina University; MA- Elem. Ed., East Carolina University; Specialist- Ed. Leadership, Nova Southeastern University; Ed. D.- Ed. Leadership, Nova Southeastern University

**Performance Record**

2013 – School Grade  
 Rdg. Proficiency, 39%  
 Math Proficiency, 42%  
 Rdg. Lrg. Gains, 58 points  
 Math Lrg. Gains, 62 points  
 Rdg. Imp. of Lowest 25%- 53 points  
 Math Imp. of Lowest 25% - 55 points  
 Rdg. AMO – YES OR NO  
 Math AMO– YES OR NO  
 2012 – School Grade  
 Rdg. Proficiency, 46%  
 Math Proficiency, 45%  
 Rdg. Lrg. Gains, 66 points  
 Math Lrg. Gains, 53 points  
 Rdg. Imp. of Lowest 25% - 61 points  
 Math Imp. of Lowest 25% - 58 points  
 Rdg. AMO – YES OR NO  
 Math AMO– YES OR NO  
 ‘11 ‘10 ‘09  
 Sch. Gr. C C B  
 High Stan. Rdg. 65 67 69  
 High Stan. Math 63 67 70  
 Lrng Gains Rdg. 59 61 52  
 Lrng Gains Math 56 49 59  
 Gains-Rdg-25% 53 49 49  
 Gains-Math-25% 65 59 59



**Beatriz Coto**

Asst Principal

Years as Administrator: 6

Years at Current School: 3

**Credentials**

BS -Florida Memorial University; MS-Spanish Ed. Nova  
Southeastern University; Certification- Ed Leadership -Florida  
Atlantic University;  
Certifications- Elementary Education  
ESOL Endorsement (K-6)  
Spanish (K-12)  
Educational Leadership (K-12)

**Performance Record**

2013 – School Grade  
Rdg. Proficiency, 39%  
Math Proficiency, 42%  
Rdg. Lrg. Gains, 58 points  
Math Lrg. Gains, 62 points  
Rdg. Imp. of Lowest 25%- 53 points  
Math Imp. of Lowest 25% - 55 points  
Rdg. AMO – YES OR NO  
Math AMO– YES OR NO  
2012 – School Grade  
Rdg. Proficiency, 46%  
Math Proficiency, 45%  
Rdg. Lrg. Gains, 66 points  
Math Lrg. Gains, 53 points  
Rdg. Imp. of Lowest 25% - 61 points  
Math Imp. of Lowest 25% - 58 points  
Rdg. AMO – YES OR NO  
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Lrng Gains Math 56 49 59  
Gains-Rdg-25% 53 49 49  
Gains-Math-25% 65 59 59

**Instructional Coaches****# of instructional coaches**

3

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:**

**Maura Michelle Fernandez**

Part-time / District-based

Years as Coach: 2

Years at Current School: 3

**Areas**

Reading/Literacy

**Credentials**

BS- Business Admin, Nova Southeastern Univ.  
 MS- Ed. Leadership, St. Thomas Univ.  
 Certifications-Elem Ed. 1-6  
 Reading Endorsement-in progress  
 ESOL Endorsement

**Performance Record**

2013 – School Grade  
 Rdg. Proficiency, 39%  
 Math Proficiency, 42%  
 Rdg. Lrg. Gains, 58 points  
 Math Lrg. Gains, 62 points  
 Rdg. Imp. of Lowest 25%- 53 points  
 Math Imp. of Lowest 25% - 55 points  
 Rdg. AMO – YES OR NO  
 Math AMO– YES OR NO  
 2012 – School Grade  
 Rdg. Proficiency, 46%  
 Math Proficiency, 45%  
 Rdg. Lrg. Gains, 66 points  
 Math Lrg. Gains, 53 points  
 Rdg. Imp. of Lowest 25% - 61 points  
 Math Imp. of Lowest 25% - 58 points  
 Rdg. AMO – YES OR NO  
 Math AMO– YES OR NO  
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 Lrng Gains Rdg. 59 61 52  
 Lrng Gains Math 56 49 59  
 Gains-Rdg-25% 53 49 49  
 Gains-Math-25% 65 59 59

<b>Mickey Weiner</b>		
Part-time / District-based	Years as Coach: 12	Years at Current School: 3
<b>Areas</b>	Mathematics	
<b>Credentials</b>	NBCT, Middle Childhood Generalist; BS- Elem Ed., Univ. of Wisconsin Madison; MS- Reading, Florida International Univ.; EDD- Curriculum & Instr. Florida International Univ. Certifications: Elem Ed 1-6 Reading K-12 SPED K-12 ESOL Endorsement Gifted Endorsement	
<b>Performance Record</b>	2013 – School Grade Rdg. Proficiency, 39% Math Proficiency, 42% Rdg. Lrg. Gains, 58 points Math Lrg. Gains, 62 points Rdg. Imp. of Lowest 25%- 53 points Math Imp. of Lowest 25% - 55 points Rdg. AMO – YES OR NO Math AMO– YES OR NO 2012 – School Grade Rdg. Proficiency, 46% Math Proficiency, 45% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 53 points Rdg. Imp. of Lowest 25% - 61 points Math Imp. of Lowest 25% - 58 points Rdg. AMO – YES OR NO Math AMO– YES OR NO ‘11 ‘10 ‘09 Sch. Gr. C C B High Stan. Rdg. 65 67 69 High Stan. Math 63 67 70 Lrng Gains Rdg. 59 61 52 Lrng Gains Math 56 49 59 Gains-Rdg-25% 53 49 49 Gains-Math-25% 65 59 59	

**Barbara Sayre**

Part-time / District-based

Years as Coach: 1

Years at Current School: 17

**Areas**

Science

**Credentials**

BS- Elem. Ed., Florida International Univ.  
 Primary K-3, Elem 1-6  
 Physical Education Certification  
 ESOL Endorsement

**Performance Record**

2013 – School Grade  
 Rdg. Proficiency, 39%  
 Math Proficiency, 42%  
 Rdg. Lrg. Gains, 58 points  
 Math Lrg. Gains, 62 points  
 Rdg. Imp. of Lowest 25%- 53 points  
 Math Imp. of Lowest 25% - 55 points  
 Rdg. AMO – YES OR NO  
 Math AMO– YES OR NO  
 2012 – School Grade  
 Rdg. Proficiency, 46%  
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 Lrng Gains Rdg. 59 61 52  
 Lrng Gains Math 56 49 59  
 Gains-Rdg-25% 53 49 49  
 Gains-Math-25% 65 59 59

**Classroom Teachers****# of classroom teachers**

62

**# receiving effective rating or higher**

59, 95%

**# Highly Qualified Teachers**

76%

**# certified in-field**

62, 100%

**# ESOL endorsed**

52, 84%

**# reading endorsed**

5, 8%

**# with advanced degrees**

25, 40%

**# National Board Certified**

4, 6%

**# first-year teachers**

1, 2%

**# with 1-5 years of experience**

3, 5%

**# with 6-14 years of experience**

24, 39%

**# with 15 or more years of experience**

34, 55%

**Education Paraprofessionals****# of paraprofessionals**

7

**# Highly Qualified**

7, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

At Charles D. Wyche Elementary we believe that retaining these teachers in our classrooms requires giving them adequate preparation, support, leadership, and autonomy. The Principal, Assistant Principal, Coaches, LLT and Professional Development Facilitator will provide ample opportunities for teachers to share and participate throughout the school year.

**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**

Accelerating the effectiveness of new teachers is a critical link to student success and one that relies on quality mentors. At Charles D. Wyche Elementary we provide new teachers with a wide range of

available professional development, communities of practice, products and free resources. Leadership team and colleagues provide in classroom support, as well as in-house training for new teachers.

### **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**

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
    - What will all students learn? (curriculum based on standards)
    - What progress is expected in each core area?
    - How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
    - How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
    - How will we respond when students have learned or already know? (Enrichment opportunities).
  2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
  3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
  4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
  5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
  6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
  7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
- Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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

MTSS/Rtl is an extension of the Charles D. Wyche, Jr. Elementary Schools' Leadership Team, strategically integrated in order to support the administration through a process of problem solving. As issues and concerns arise the team will examine systematically available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, and prevention of student failure through early intervention.

It is anticipated that this will be a 3-year process of building the foundation and incorporating Rtl into the culture of our school.

1. Rtl leadership is vital, therefore, in building our team we have considered the following:

Administrator(s) who will ensure commitment and allocate resources

Principal, Dr. Barbara L. Johnson

Assistant Principal, Beatriz Coto

Teacher(s) and Coaches will extend and report on meeting the goals of the Leadership Team at grade level, subject area, and intervention group, problem solving.

Reading Coach, Maura Fernandez  
Mathematics Coach, Mickey Weiner  
Science Coach, Barbara Sayre  
Kindergarten Teacher  
First Grade Teacher  
Second Grade Teacher  
Third Grade Teacher  
Fourth Grade Teacher  
Fifth Grade Teacher

2. Charles D. Wyche, Jr. Elementary Schools' Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

ESE teacher  
School Counselor  
Grade Level Chairpersons  
School Psychologist  
School Social Worker  
PTA President  
EESAC Chair  
University Liaison

3. Rtl is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. Rtl requires intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, and practices, designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The Rtl four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data. The leadership team will consider data the end of year Tier 1 problem solving.

### **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**

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

Baseline data: Progress Monitoring and Reporting Network (PMRN) for Reading, Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT) in Reading, Math, Science, and Writing, Oral Reading Fluency Measures, SuccessMaker utilization and progress reports, School-site specific assessments.

Progress Monitoring: Progress Monitoring Reporting Network (PMRN), Interim Assessments for Reading, Math, and Science, FCAT Simulation; Edu-Soft, Voyager Checkpoints, Voyager Benchmark Assessments

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

End of year: FAIR, FCAT, Voyager, SAT, Re-Administration of Baseline

Frequency Data Days: twice a month for data analysis

Behavior: Student Case Management and district reports, detentions, suspensions/expulsions, referrals by student behavior, staff behavior, and administrative context, team climate surveys, and attendance.

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

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.

### **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:** Weekend Program**Minutes added to school year:** 1

Saturday tutorial program that reinforces tested benchmarks.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Weekly Assessments

**Who is responsible for monitoring implementation of this strategy?**

Administration and Instructional Coaches

**Strategy:** Before or After School Program**Minutes added to school year:**

After school tutorial to strengthen deficiencies as per FCAT 2013

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Weekly Assessments

**Who is responsible for monitoring implementation of this strategy?**

Administration and Instructional Coaches

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

<b>Name</b>	<b>Title</b>
Judith Morffi	Kindergarten teacher
Monica Perez	Grade 1 teacher
Sonia Reyes	Grade 2 teacher
Maria Valarezo	Grade 3 teacher
Maria Silva	Grade 4 teacher
Yadary Paula	Grade 5 teacher
Maura Fernandez	Reading Coach
Maria Torres	Bilingual Curriculum teacher
Beatriz C. Coto	Assistant Principal

Name	Title
Barbara L. Johnson	Principal

### How the school-based LLT functions

The team will come together once a month to include Dr. Johnson, principal, who will address administrative concerns. Reading coach Ms. Maura Fernandez will observe, listen, and collect data as needed.

- Analysis of student data
- Professional study
- Student data and response to teaching
- Teacher response to student needs
- Use of procedures
- Personal action plans

### Major initiatives of the LLT

- Implementation and evaluation of the SIP's reading strategies across the content areas
- Professional Development of the school's instructional staff
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going) in PLCs on a biweekly/monthly basis in order to discuss trends in data, strategies to help each other meet the varying needs of students, and professional support for new teachers.
- FAIR Data conferences with every teacher of reading after each FAIR Window in order to discuss progress, RtI strategies, and data-driven placement of all students (Tier 2-3 Intervention) reading groups.

## Every Teacher Contributes to Reading Instruction

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

### 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

At Charles D. Wyche Jr. Elementary School, all incoming Kindergarten students and their parents are encourage to attend and participate in 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 the kindergarten curriculum and processes, grade level expectations, pertinent school information and procedures, as well as information relative to the matriculation of students at the school.

The office staff distributes the "Bulldog Bulletin" and brochures along with other documents to interested parents throughout the year.

Additionally, 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 to ascertain oral language skills of incoming students. Data will be used to plan daily academic and social/emotional instruction for all students' and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills.

## 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**

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

**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	55%	39%	No	60%
American Indian		0%		
Asian		0%		
Black/African American	59%	43%	No	63%
Hispanic	53%	36%	No	57%
White		0%		
English language learners	38%	20%	No	44%
Students with disabilities	37%	29%	No	43%
Economically disadvantaged	52%	37%	No	57%

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	85	21%	25%
Students scoring at or above Achievement Level 4	60	15%	17%

### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		26%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		67%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		58%	62%
Students in lowest 25% making learning gains (FCAT 2.0)		53%	58%

**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)	128	52%	57%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	51	22%	30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	46	18%	26%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**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	75	60%	64%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		

**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%	42%	No	60%
American Indian		0%		
Asian		0%		
Black/African American	55%	46%	No	60%
Hispanic	54%	40%	No	59%
White		0%		
English language learners	43%	29%	No	48%
Students with disabilities	38%	25%	No	45%
Economically disadvantaged	53%	40%	No	58%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	82	21%	25%
Students scoring at or above Achievement Level 4	76	19%	21%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		43%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		42%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		62%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		55%	60%

**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	36	25%	29%
Students scoring at or above Achievement Level 4	26	18%	20%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

**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		8
Participation in STEM-related experiences provided for students	295	39%	41%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

**Area 7: Social Studies****U.S. History 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			

**Civics 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 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	119	14%	13%
Students retained, pursuant to s. 1008.25, F.S.	34	4%	3%
Students who are not proficient in reading by third grade	91	73%	66%
Students who receive two or more behavior referrals	141	18%	17%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	32	4%	3%

**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**

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the

Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with

dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops.

Parent

Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
To encourage parental involvement in their child's education, school policies and regulations.	630	90%	95%

**Area 10: Additional Targets****Additional targets for the school****Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Our goal is to increase mathematical thinking and reasoning.
- G2.** Our goal is to provide students with opportunities to apply and understand science concepts through the use of hands-on lab activities to reinforce higher order thinking skills.
- G3.** Our goal is to increase writing success throughout all content areas.
- G4.** Our goal is to increase reading success throughout all content areas.
- G5.** Our goal is to decrease the number of students at risk due to attendance patterns.

## Goals Detail

### G1. Our goal is to increase mathematical thinking and reasoning.

#### Targets Supported

- 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)

#### Resources Available to Support the Goal

- Go Math, Manipulatives, 8 Mathematical Practices in the Common Core, Success Maker, Habits of Mind

#### Targeted Barriers to Achieving the Goal

- Struggles in problem solving due to reading comprehension and math fact fluency.

### Plan to Monitor Progress Toward the Goal

Teachers bring journals to share during common planning and share best practices during faculty meeting.

#### Person or Persons Responsible

Administration, Math Coach

#### Target Dates or Schedule:

Weekly Common Planning, Monthly Faculty Meetings

#### Evidence of Completion:

Interactive Journals, Classroom Group discussions, Walkthroughs

**G2.** Our goal is to provide students with opportunities to apply and understand science concepts through the use of hands-on lab activities to reinforce higher order thinking skills.

**Targets Supported**

- Science
- Science - Elementary School
- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- AIMS, District Essential Labs, GIZMOS, Discovery Education, Item Specifications, Scott Foresman

**Targeted Barriers to Achieving the Goal**

- Limited knowledge and ability to apply and understand science concepts

**Plan to Monitor Progress Toward the Goal**

Common Planning, Walkthroughs

**Person or Persons Responsible**

Administration, Science Coach

**Target Dates or Schedule:**

Weekly, Quarterly

**Evidence of Completion:**

District Interim Assessments, Student Journals, Essential Labs

**G3.** Our goal is to increase writing success throughout all content areas.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- District Writing-a-Glance, District anchor papers, District Mini Lesson, and Write Score Lessons

**Targeted Barriers to Achieving the Goal**

- Students need additional support using the writing process.

### Plan to Monitor Progress Toward the Goal

Plan for and implement an instructional framework that will allow students to develop prompts from planning to publishing.

**Person or Persons Responsible**

Administration, Reading Coach, ETO Curriculum Support Specialists

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Weekly Lesson Plans, Monthly Writing Assessments, Student Writing Samples, Walkthroughs

**G4. Our goal is to increase reading success throughout all content areas.**

**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)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- McGraw Hill reading series
- McGraw Hill Wonder Works intervention
- Successmaker
- Accelerated Reader
- Assessments (District, State, Classroom)
- University Partnerships with FIU and UF (Job-Embedded Professional Development)
- Embedded Habits of Mind Program
- In-house District Training
- Region Staff for Rtl Process
- Interventionists
- Common planning time in all grade levels
- Coaches in all content areas

**Targeted Barriers to Achieving the Goal**

- Some teachers are not accurate in pacing lessons
- Some teachers lack knowledge of disaggregating data and of implementing and using differentiated instruction effectively.

### Plan to Monitor Progress Toward the Goal

Walkthroughs to monitor the delivery of instructional routines and the effective use of data driven instruction.  
Data chats

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Lesson Plans, Student Work Samples, Interrim Assessments, Data Binders, Data Chat Documentation, Coaching Log

**G5.** Our goal is to decrease the number of students at risk due to attendance patterns.

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- Habits of Mind (HoM) Program, Conscious Discipline Program (CD), Parent Academy, FIU Partnership (Parents and Teacher Training), Attendance incentives and rewards

**Targeted Barriers to Achieving the Goal**

- Lack of parental knowledge of the relationship between attendance and academic success.

### Plan to Monitor Progress Toward the Goal

Attendance Bulletins, Closed Circuit TV, Bulletin Board

**Person or Persons Responsible**

Counselor, Attendance Committee, Leadership Team

**Target Dates or Schedule:**

Monthly, Weekly, Daily

**Evidence of Completion:**

Improved attendance percentages, Daily Attendance Report

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Our goal is to increase mathematical thinking and reasoning.

**G1.B1** Struggles in problem solving due to reading comprehension and math fact fluency.

**G1.B1.S1** Incorporate a variety of Higher Order Thinking strategies into lesson delivery (i.e., collaborative strategies, questioning strategies, student accountable talk).

### Action Step 1

Develop students' ability to make sense of real world application problems by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

#### Person or Persons Responsible

Teachers, Math Coach, ETO Curriculum Support Specialists

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Lesson Plans, Interactive Journals

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

Teachers bring journals to share during common planning and share best practices during faculty meeting.

#### Person or Persons Responsible

Administration, Math Coach

#### Target Dates or Schedule

Weekly, Monthly

#### Evidence of Completion

Interactive Journals, Common Planning

### Plan to Monitor Effectiveness of G1.B1.S1

Teachers bring journals to share during common planning and share best practices during faculty meeting.

#### Person or Persons Responsible

Administration, Math Coach

#### Target Dates or Schedule

Weekly, Monthly

#### Evidence of Completion

Interactive Journals, Common Planning

**G2.** Our goal is to provide students with opportunities to apply and understand science concepts through the use of hands-on lab activities to reinforce higher order thinking skills.

**G2.B1** Limited knowledge and ability to apply and understand science concepts

**G2.B1.S1** Align instructional strategies to the cognitive complexity of the grade level standards.

#### Action Step 1

Include higher order thinking questions in lesson plans and require students to respond to them during instruction.

#### Person or Persons Responsible

Science Coach, Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Lesson Plans, Coaching Logs

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

Common Planning, Walkthroughs

**Person or Persons Responsible**

Administration, Science Coach, ETO Curriculum Support Specialist

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson Plans, Interactive Journals, Exit Slips, Reflections, Coaching Logs

### Plan to Monitor Effectiveness of G2.B1.S1

Common Planning, Walkthroughs

**Person or Persons Responsible**

Administration, Science Coach, ETO Curriculum Support Specialist

**Target Dates or Schedule**

Weekly, Quarterly

**Evidence of Completion**

Lesson Plans, Interactive Journals, District Interims, Coaching Logs



**G3.** Our goal is to increase writing success throughout all content areas.

**G3.B1** Students need additional support using the writing process.

**G3.B1.S1** Provide instruction of the various modes of writing throughout the entire writing process (i.e., pre-planning, drafting, conferencing, revising, & publishing).

**Action Step 1**

Plan for and implement an instructional framework that will allow students to develop prompts from planning to publishing.

**Person or Persons Responsible**

Reading Coach, ETO Curriculum Support Specialist

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Monthly Writing Assessments, Lesson Plans, Interactive Writing Journals

**Facilitator:**

ETO Curriculum Support Specialist

**Participants:**

Grade 4 teachers and Reading Coach

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

Plan for and implement an instructional framework that will allow students to develop prompts from planning to publishing.

**Person or Persons Responsible**

Administration, Reading Coach, ETO Curriculum Support Specialists

**Target Dates or Schedule**

Weekly, Monthly

**Evidence of Completion**

Weekly Lesson Plans, Student Writing Samples, Walkthroughs

### Plan to Monitor Effectiveness of G3.B1.S1

Plan for and implement an instructional framework that will allow students to develop prompts from planning to publishing.

#### Person or Persons Responsible

Administration, Reading Coach, ETO Curriculum Support Specialists

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Monthly Writing Assessments, Student Writing Samples

**G4.** Our goal is to increase reading success throughout all content areas.

**G4.B1** Some teachers are not accurate in pacing lessons

**G4.B1.S1** Plan for and deliver lessons that follow an instructional routine.

#### Action Step 1

Develop, execute and monitor the use of the instructional framework, focusing on appropriate pacing.

#### Person or Persons Responsible

Administration, Reading Coach

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Instructional framework for each grade level, Lesson Plans

### Plan to Monitor Fidelity of Implementation of G4.B1.S1

Common Planning, Classroom Walkthroughs

#### Person or Persons Responsible

Administrators, Reading Coach, ETO Curriculum Support Specialists

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Lesson Plans, Coaching Logs

## Plan to Monitor Effectiveness of G4.B1.S1

### Lesson Plans

#### Person or Persons Responsible

Administrators, Reading Coach, ETO Curriculum Support Specialist

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Student Authentic Work, Formative Weekly Assessments, District Interim Assessments, FAIR, and STAR Assessments, Walkthroughs, Coaching Logs

**G4.B3** Some teachers lack knowledge of disaggregating data and of implementing and using differentiated instruction effectively.

**G4.B3.S1** Implement and monitor the effective use of data driven instruction.

### Action Step 1

Provide professional development on analyzing multiple data sources used to drive instruction (i.e., FAIR, STAR, Interim Assessments, CELLA).

#### Person or Persons Responsible

ETO Curriculum Support Specialists, Reading Coach

#### Target Dates or Schedule

September 2013

#### Evidence of Completion

PD rosters, PD deliverables (presentation, handouts)

#### Facilitator:

ETO Curriculum Support Specialists

#### Participants:

K-5 Teachers, Reading Coach

## Action Step 2

Utilize relevant and current data to create flexible student groups using a grouping template.

### Person or Persons Responsible

Teachers, Reading Coach

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Data binder, Grouping Templates

## Plan to Monitor Fidelity of Implementation of G4.B3.S1

Data chats, walkthroughs, Monitor DI folders

### Person or Persons Responsible

Administration, Reading Coach, ETO Curriculum Support Specialists

### Target Dates or Schedule

PD: September 2013 Student Grouping: ongoing

### Evidence of Completion

PD: PD rosters, PD deliverables (presentation, handouts) Student Grouping: Grouping Template, DI Lesson Plans Walkthroughs

## Plan to Monitor Effectiveness of G4.B3.S1

Conduct data chats and complete grouping template

### Person or Persons Responsible

Administration, Reading Coach, ETO Curriculum Support Specialists

### Target Dates or Schedule

PD: September 2013 Student Grouping: Ongoing

### Evidence of Completion

PD: PD rosters, PD deliverables (presentation, handouts) Student Grouping: Data binders, Data Chat Documentation, Interim Assessments, Coaching Log

**G5.** Our goal is to decrease the number of students at risk due to attendance patterns.

**G5.B1** Lack of parental knowledge of the relationship between attendance and academic success.

**G5.B1.S1** To introduce and practice Habits of Mind in conjunction with the district's character education initiative to parents and students.

**Action Step 1**

Monthly recognition of Do The Right Thing Award, celebration of students with perfect attendance

**Person or Persons Responsible**

Counselor, Attendance Committee

**Target Dates or Schedule**

Monthly,

**Evidence of Completion**

Awards for perfect attendance, monthly incentives,

**Plan to Monitor Fidelity of Implementation of G5.B1.S1**

Review attendance records, Celebrate the students with perfect attendance on morning announcements,

**Person or Persons Responsible**

Counselor will monitor attendance bulletins, classroom teachers will monitor attendance records, Counselor will meet with Leadership team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

The HoM of Persisting will be highlighted, Bulletin board recognizing all students with perfect attendance for the month

### **Plan to Monitor Effectiveness of G5.B1.S1**

See attendance percentage improved, Use close circuit TV to celebrate 95% attendance or above

#### **Person or Persons Responsible**

Counselor, Attendance Committee

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Improved attendance percentage as reflected on the District Monthly Attendance Reports.

## 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

Charles D. Wyche Jr. Elementary School provides additional instructional sessions to ensure students requiring remediation in reading, mathematics or science are assisted through in-school or after-school tutorial programs and Saturday academy. The Reading Coach identifies systematic patterns of student needs. She assists all teachers in the administration and identification of children considered "at risk" through the FAIR assessment.

Additionally she coordinates the delivery of immediate intensive intervention for those children. She assists in the implementation of progress monitoring, data collection, and data analysis; and participates in the design and delivery of professional development. Another component that is integrated into the school-wide program is an extensive Parental Involvement Program.

#### Title I, Part C- Migrant

The school will provide 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

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

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

#### Title II

The District uses supplemental funds for improving basic educational funds as follows.

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

#### Title III

Services are provided through the district for

- tutorial programs (K-12)
- parent outreach activities (K-12)
- reading and supplementary instructional materials(K-12)

#### 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.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- 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, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2012 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Supplemental Academic Instruction (SAI)

Charles D. Wyche, Jr. Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

#### Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
  - Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

#### Nutrition Programs

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

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

N/A

#### Other

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops. Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Complete 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), and 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 to be 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.*

**G3.** Our goal is to increase writing success throughout all content areas.

**G3.B1** Students need additional support using the writing process.

**G3.B1.S1** Provide instruction of the various modes of writing throughout the entire writing process (i.e., pre-planning, drafting, conferencing, revising, & publishing).

### PD Opportunity 1

Plan for and implement an instructional framework that will allow students to develop prompts from planning to publishing.

#### Facilitator

ETO Curriculum Support Specialist

#### Participants

Grade 4 teachers and Reading Coach

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Monthly Writing Assessments, Lesson Plans, Interactive Writing Journals

**G4.** Our goal is to increase reading success throughout all content areas.

**G4.B3** Some teachers lack knowledge of disaggregating data and of implementing and using differentiated instruction effectively.

**G4.B3.S1** Implement and monitor the effective use of data driven instruction.

### **PD Opportunity 1**

Provide professional development on analyzing multiple data sources used to drive instruction (i.e., FAIR, STAR, Interim Assessments, CELLA).

#### **Facilitator**

ETO Curriculum Support Specialists

#### **Participants**

K-5 Teachers, Reading Coach

#### **Target Dates or Schedule**

September 2013

#### **Evidence of Completion**

PD rosters, PD deliverables (presentation, handouts)

## Appendix 2: Budget to Support School Improvement Goals