



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Lorah Park Elementary School**

5160 NW 31ST AVE

Miami, FL 33142

305-633-1424

<http://lpe.dadeschools.net>

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## School Demographics

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**School Type**  
Elementary School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
98%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
100%

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## School Grades History

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**2013-14**  
C

**2012-13**  
C

**2011-12**  
D

**2010-11**  
C

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## SIP Authority and Template

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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

Lorah Park Elementary School

##### Principal

Heather Tyler D

##### School Advisory Council chair

Johanna Bautista

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

Name	Title
Maria Gancedo-Guzman	Assistant Principal
Alicia Parrish	Reading Coach
Carmen Ramos	Mathematics Coach
Jamal King	Counselor
Ivis de la Fe	Media Specialist
Martina Perez	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 – 5; Parents – 5; Alternate Educational Support – 2; Students – 1; Business/Community Representative - 3

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

The SAC is a crucial part of the development and implementation of the School Improvement Plan (SIP). The process is cyclical in nature and actually begins as the current school year closes. At the closing of the 2012-2013 school year, the final Instructional Review compiled a needs assessments and action plan which was shared with the entire faculty. Following this process, the SAC then met to analyze trends and make recommendations for the 2013-2014 school year. Once the MTSS Leadership Team made recommendations, the SAC reviewed the analysis and made their own recommendations. These recommendations, along with the in-coming FCAT data, provided the team in charge for compiling the

SIP with the information necessary for a preliminary draft. The MTSS (Multi-Tiered Systems of Support) Team will then re-visit the draft once Baseline data is available. At this point, necessary changes will be made to the draft and then the finalized SIP will be submitted to the SAC prior to its submission to the Regional Center for peer review.

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

The Lorah Park School Advisory Council will, first and foremost, monitor the School Improvement Plan. The SAC will periodically review data and school programs to ensure the School Improvement Plan is being implemented and that progress towards goals is being made. In addition, the SAC will be the driving force for student incentive programs, which aim at recognizing students who meet individualized goals throughout the school year.

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

The projected use of school improvement funds is as follows:

- Academic Incentives – SAC funds will be utilized throughout the year to provide incentives to students who meet individual goals on District Assessments and/or students who achieve high levels of performance on the FCAT.

**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:**

**Heather Tyler D**

Principal

Years as Administrator: 8

Years at Current School: 2

**Credentials**

Educational Leadership, Elementary Education, English for Speakers of Other Languages (ESOL) Endorsement

2013 – School Grade - C  
 Rdg. Proficiency, 41%  
 Math Proficiency, 57%  
 Rdg. Lrg. Gains, 56 points  
 Math Lrg. Gains, 67 points  
 Rdg. Imp. of Lowest 25% - 79 points  
 Math Imp. of Lowest 25% - 66 points  
 Rdg. AMO – 48%  
 Math AMO – 50%

2012 – School Grade - D  
 Rdg. Proficiency, 36%  
 Math Proficiency, 43%  
 Rdg. Lrg. Gains, 71 points  
 Math Lrg. Gains, 49 points  
 Rdg. Imp. of Lowest 25% - 80 points  
 Math Imp. of Lowest 25% - 38 points  
 Rdg. AMO – 42%  
 Math AMO – 45%

2011 – School Grade - F  
 Rdg. Proficiency, 43%  
 Math Proficiency, 43%  
 Rdg. Lrg. Gains, 55 points  
 Math Lrg. Gains, 36 points  
 Rdg. Imp. of Lowest 25% - 50 points  
 Math Imp. of Lowest 25% - 37 points

2010 – School Grade - A  
 Rdg. Proficiency, 85%  
 Math Proficiency, 89%  
 Rdg. Lrg. Gains, 77 points  
 Math Lrg. Gains, 71 points  
 Rdg. Imp. of Lowest 25% - 69 points  
 Math Imp. of Lowest 25% - 69 points

2009 – School Grade - A  
 Rdg. Proficiency, 86%  
 Math Proficiency, 89%  
 Rdg. Lrg. Gains, 53 points  
 Math Lrg. Gains, 76 points

**Performance Record**



Rdg. Imp. of Lowest 25% -  
72 points

**Maria Gancedo-Guzman**

Asst Principal

Years as Administrator: 8

Years at Current School: 8

**Credentials**

Educational Leadership, Elementary Education, English for Speakers of Other Languages (ESOL) Endorsement

**Performance Record**

2013 – School Grade - C  
 Rdg. Proficiency, 41%  
 Math Proficiency, 57%  
 Rdg. Lrg. Gains, 56 points  
 Math Lrg. Gains, 67 points  
 Rdg. Imp. of Lowest 25% - 79 points  
 Math Imp. of Lowest 25% - 66 points  
 Rdg. AMO – 48%  
 Math AMO – 50%

2012 – School Grade - D  
 Rdg. Proficiency, 36%  
 Math Proficiency, 43%  
 Rdg. Lrg. Gains, 71 points  
 Math Lrg. Gains, 49 points  
 Rdg. Imp. of Lowest 25% - 80 points  
 Math Imp. of Lowest 25% - 38 points  
 Rdg. AMO – 42%  
 Math AMO – 45%

2011 – School Grade - C  
 Rdg. Proficiency, 57%  
 Math Proficiency, 62%  
 Rdg. Lrg. Gains, 59 points  
 Math Lrg. Gains, 50 points  
 Rdg. Imp. of Lowest 25% - 50 points  
 Math Imp. of Lowest 25% - 54 points

2010 – School Grade - B  
 Rdg. Proficiency, 59%  
 Math Proficiency, 67%  
 Rdg. Lrg. Gains, 63 points  
 Math Lrg. Gains, 63 points  
 Rdg. Imp. of Lowest 25% - 60 points  
 Math Imp. of Lowest 25% - 60 points

2009 – School Grade - C  
 Rdg. Proficiency, 53%  
 Math Proficiency, 64%  
 Rdg. Lrg. Gains, 25 points  
 Math Lrg. Gains, 58 points

Rdg. Imp. of Lowest 25% -  
58 points  
Math Imp. of Lowest 25% -  
53 points

**Instructional Coaches**

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Alicia Parrish**

Full-time / School-based

Years as Coach: 3

Years at Current School: 7

**Areas**

Reading/Literacy, RtI/MTSS

**Credentials**

Elementary Education, M.S. in Reading (All Grades)

**Performance Record**

2013 – School Grade - C  
Rdg. Proficiency, 41%  
Rdg. Lrg. Gains, 56 points  
Rdg. Imp. of Lowest 25% -  
79 points  
Rdg. AMO – 48%  
2012 – School Grade - D  
Rdg. Proficiency, 36%  
Rdg. Lrg. Gains, 71 points  
Rdg. Imp. of Lowest 25% -  
80 points  
Rdg. AMO – 42%  
2011 – School Grade - C  
Rdg. Proficiency, 57%  
Rdg. Lrg. Gains, 59 points  
Rdg. Imp. of Lowest 25% -  
50 points  
2010 – School Grade - B  
Rdg. Proficiency, 59%  
Rdg. Lrg. Gains, 63 points  
Rdg. Imp. of Lowest 25% -  
60 points  
2009 – School Grade - C  
Rdg. Proficiency, 53%  
Rdg. Lrg. Gains, 25 points  
Rdg. Imp. of Lowest 25% -  
58 points

**Carmen Ramos**

Full-time / School-based

Years as Coach: 2

Years at Current School: 20

**Areas**

Mathematics, Science, RtI/MTSS

**Credentials**

Elementary Education, M.S. in Mathematics (All Grades), English for Speakers of Other Languages (ESOL) Endorsement

**Performance Record**

2013 – School Grade - C  
 Math Proficiency, 57%  
 Math Lrg. Gains, 67 points  
 Math Imp. of Lowest 25% - 66 points  
 Math AMO– 50%

2012 – School Grade - D  
 Math Proficiency, 43%  
 Math Lrg. Gains, 49 points  
 Math Imp. of Lowest 25% - 38 points  
 Math AMO – 45%

2011 – School Grade - C  
 Math Proficiency, 62%  
 Math Lrg. Gains, 50 points  
 Math Imp. of Lowest 25% - 54 points

2010 – School Grade - B  
 Math Proficiency, 67%  
 Math Lrg. Gains, 63 points  
 Math Imp. of Lowest 25% - 60 points

2009 – School Grade - C  
 Math Proficiency, 64%  
 Math Lrg. Gains, 58 points  
 Math Imp. of Lowest 25% - 53 points

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

28

**# receiving effective rating or higher**

28, 100%

**# Highly Qualified Teachers**

96%

**# certified in-field**

28, 100%

**# ESOL endorsed**

19, 68%

**# reading endorsed**

6, 21%

**# with advanced degrees**

10, 36%

**# National Board Certified**

0, 0%

**# first-year teachers**

0, 0%

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

7, 25%

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

12, 43%

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

10, 36%

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

4

**# Highly Qualified**

4, 100%

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

5

**# 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**

Soliciting referrals from Bilingual Program (for Dual Language Program) and colleagues (surplus list, beginning teachers).

Partnering new teachers with veteran staff (MINT Initiative)

Partnering teachers in their 2nd or 3rd year with a Buddy Teacher in order to provide support and guidance with curriculum, behavior management, assessment, data analysis, etc.

Weekly grade level planning meetings (including a member of the Leadership Team), which provide professional support as well as grade level alignment.

**Teacher Mentoring Program/Plan**

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

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

The Mathematics/Science Coach has been assigned two buddy teachers this year:

- The first is a teacher who did very well in second grade and has been moved to teach all of fourth grade mathematics. The coach will mostly focus on instructional planning, item specifications, and primary/secondary benchmarks.
- The second is a teacher who was on Support Dialogue last year and teaches first grade mathematics. The coach is needed to assist with instructional planning, behavior management, and providing effective interventions.

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

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

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

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

As far as the core level, the MTSS Leadership Team will meet periodically to review data, assess the effectiveness of interventions, and re-visit the instructional focus calendar. The initial MTSS meeting will set the tone for the year as the team is given their task: to utilize data effectively to guide instruction and increase achievement. At this meeting, the school's testing calendar will be adjusted and a tentative meeting schedule will be compiled. Once the MTSS team is established, it will meet after each progress monitoring test (Interim Assessments, Mid-Year Assessments, and Test Rehearsals) to adjust interventions and instructional calendars. At each meeting, an Instructional Focus Calendar will be developed and testing checkpoints using the District's Mini-BATs will be identified. Professional development and peer mentoring will also be reviewed.

For the supplemental level, the Progress Monitoring Plan (PMP) portion of the MTSS Team (Grade-Level Chairpersons, Reading/Mathematics Coach, Lead Teacher and Assistant Principal) will meet quarterly to review specific strategies that have been developed to assist students who need more specialized interventions. The PMP portion of the MTSS Team begins after the initial FAIR assessment for any student who is classified as High Risk. These students are then placed on Progress Monitoring Plans (PMP), with input from their parents, and in small group interventions. From that point on, students are monitored and achievement levels are analyzed to ensure that small-group interventions are appropriate and effective.

Finally, for the intensive level, the SST portion of the MTSS Team (School Psychologist, SPED Teachers, Reading/Mathematics Coach and Assistant Principal) will meet bi-weekly to review specific strategies that have been developed to assist students who need more individualized small group interventions. The SST portion of the MTSS Team begins after students are placed on a PMP. From that point on, any student who does not begin to show an increase in achievement is placed on an SST plan and more specialized interventions are initiated. Student progress is then tracked via on-going progress monitoring and intervention strategies are adjusted as needed.

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

Members of the school-based MTSS/RtI Leadership Team will be:

- Heather D. Tyler, Principal
- Maria Gancedo-Guzman, Assistant Principal
- Julie Pearl, Primary Grade-Level Chairperson
- Jasma Hamil, Intermediate Grade-Level Chairperson
- Karen Igbinoba, Special Education (SPED) Teacher
- Alicia Parrish, Reading Coach

- Carmen Ramos, Mathematics/Science Coach and Lead Teacher
- Pamela Fernandez, School Psychologist
- Jamal King, Counselor

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

The school's MTSS Leadership Team is a crucial part of the development and implementation of the School Improvement Plan (SIP). The process is cyclical in nature and actually begins as the current school year closes. At the closing of the school year, a needs assessment is conducted with the entire faculty and staff to review current practices and their effectiveness. Following this process, the MTSS Leadership Team then meets to analyze trends and make recommendations for the up-coming school year. Once the MTSS Leadership Team makes recommendations, the EESAC reviews the analysis and makes their own recommendations. These recommendations, along with the in-coming FCAT data, provided the team in charge for compiling the SIP with the information necessary for a preliminary draft. The MTSS Leadership Team will then re-visit the draft once Baseline data is available. At this point, necessary changes will be made to the draft and then the finalized SIP will be submitted.

Each time the school's MTSS Leadership Team meets to analyze data; the SIP academic and behavioral goals will be monitored and analyzed. The guiding questions to all MTSS Leadership Team meetings will be: "Does this align to the School Improvement Plan?" and "Do data trends reflect progress towards meeting SIP goals?" These periodic reviews will ensure continued commitment to SIP goals and a constant revision of school-wide strategies. During these reviews the MTSS Leadership Team will also monitor the fidelity of the RtI Process by focusing on the delivery of instruction and the intervention strategies that are in place to ensure the acquisition of SIP goals.

Finally, as the school year comes to a close, the MTSS Leadership Team will analyze 2014 FCAT data to evaluate whether or not SIP goals have been met. In addition, the needs assessment completed by the staff at the end of the 2012 – 2013 school year will be analyzed to create new goals and recommendations for the subsequent SIP plan. Thus making the SIP an on-going, live instrument and the MTSS Leadership Team a central part of the school improvement process

Within the MTSS Leadership Team the responsibilities of the various members are as follows:

**Principal:** Provides the overall vision and goal of the MTSS Leadership team, ensures objectives and goals are being adhered to, ensures data is being used to drive instruction, oversees various components of RtI and ensures they are all serving a common purpose, conducts informal assessments of RtI skills of school staff, ensures adequate professional development is being offered, and communicates with parents regarding school-based RtI plans and activities.

**Assistant Principal:** Oversees collection of data and data disaggregation, ensures data is being used to drive instruction, assists with the provision of appropriate professional development activities, and communicates with parents regarding school-based RtI plans and individual student progress.

**Primary Grade-Level Chairperson:** Provides information about core instruction, collects student data, and provides intervention to Tier I and Tier II students.

**Intermediate Grade-Level Chairperson:** Provide information about core instruction, collects student data, and provides intervention to Tier I and Tier II students.

**Special Education (SPED) Teachers:** Collect student data, provide information/suggestions that will provide adaptations for Tier II students, and collaborates with general education teachers through common planning and co-teaching.

**Reading Coach:** Provides guidance on Common Core Standards, provides professional development/ modeling on best practices, monitors Teacher Led Centers (TLC), provides on-going progress monitoring for students in Student Support Team (SST), and assists with the school testing calendar and the collection/disaggregation of data.

**Mathematics/Science Coach:** Provides guidance on Mathematics and Science Standards, provides professional development/modeling on best practices, monitors Differentiated Instruction, provides on-going progress monitoring for students in Student Support Team (SST), and assists with the school testing calendar and the collection/disaggregation of data.

School Psychologist: Provides guidance on classroom adaptations for students in the SST process, assists with on-going progress monitoring, and collaborates with teachers through classroom observations and the sharing of best practices.

Counselor: Provides guidance on behavioral adaptations for students who are at-risk, and collaborates with the SST to provide assistance for students who need outside resources.

**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**

In the RtI Process, data is used to guide instructional decisions. The following data sources have been identified for the core content areas as progress monitoring tools. MTSS Team meetings will disaggregate data after each administration and adjust school-wide goals and initiatives accordingly. The data to be used for reading, mathematics and science is as follows:

- Baseline Data (Reading/Science): 2012 FCAT 2.0; Baseline Assessments – Data will be utilized to create initial small-group intervention groups and Instructional Focus Calendar. Tier II Custom Groups will be created in Edusoft to track the progress of students receiving small group interventions.
- Pre-Requisite Mathematics Assessment (Mathematics): End-of –the-Year Math Inventories will be administered to students in the subsequent grade level in order to identify starting points for Differentiated Instruction in Mathematics.
- FAIR: (Reading only) October administration of FAIR Assessment will fine-tune small group interventions, initialize PMP meetings, and drive differentiated instruction during the reading block.
- Progress Monitoring: Interim Assessments will guide whole group and small group instruction and adjust the Instructional Focus Calendar. On-going progress monitoring, FAIR, will be utilized to drive SST calendar and adjust small group intervention groups (especially in primary grades) as needed. Review of Tier II Interventions (utilizing Edusoft Custom Groups) will allow MTSS Team to adjust interventions according. In addition, students on an SST Plan will have individual On-going Progress Monitoring Data (Tier III) to track their progress individually.
- Mid-Year: State Released Exams will be utilized in January to provide data for Crunch Time and identify instructional target areas.
- End of Year: 2012 FCAT 2.0, FAIR will be used to re-assess progress and set instructional goals for the following school year. Baselines will be re-administered to track student attainment of academic goals. Teachers will utilize this data to complete IPEGS Goal Setting and assess their own, individual achievement targets.

In the area of writing, monthly writing samples will be collected by each classroom teacher to compile a writing portfolio.

- Baseline Data will be collected with the District Pre-Test and monthly samples will be utilized to group students by instructional need.
- A winter writing test rehearsal will be utilized in fourth grade to provide data that will assess progress towards FCAT Writing goals and provide adjustments to the Writing Instructional Calendar.
- The District Writing Post-Test will be administered in the Spring and will be used to re-assess progress and set instructional goals for the following school year.

In the area of behavior, SIP goals will be monitored as follows:

- Student Case Management System (SCMS): SCMS will be monitored via school reports and organized according to whether they are: Truancy/Attendance, Behavior or Student Services
- Truancy/Attendance: The Counselor will track Attendance and students with more than 5 unexcused absences will be targeted for intervention strategies.
- Behavior: Students showing a pattern of disruptive behavior will be identified and behavior plans with an emphasis on positive intervention strategies will be compiled. The aim of this will be to reduce the number of outdoor/indoor suspensions as a school-wide effort.
- Student Services: Student Services will be monitored to ensure school resources are being used effectively. The services of our Health Connect office, our counselor and our school social worker will be monitored to ensure that all students have access to all available resources.



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

The leadership team will provide professional development to the staff on the MTSS and the Rtl model, its implementation and instructional implications. The MTSS model will be used consistently and reviewed at each data chat and during each differentiated instruction planning session. This will provide all staff a hands-on, practical application of Rtl, which, in turn, will assist staff with gaining conceptual knowledge of the MTSS process. In addition, the School Psychologists and Assistant Principal will meet with teachers to further review the SST process and the requirements of effective Tier I and Tier II interventions.

### **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:** 7,875

Morning Computer Lab Sessions – The Computer Lab (Primary) and Media Center (Intermediate) at the school site will be open daily for forty-five minutes prior to the first bell. Students will be able to utilize the lab to complete additional SuccessMaker, Reading Plus, Riverdeep and FCAT Explorer sessions.

#### **Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Students participating in extended learning opportunities are monitored in the same fashion as students in other learning programs. Students are tracked individually each time that bi-weekly assessments are given. Individual goals are set and Differentiated Instruction groups are created to ensure that re-teaching is based on actual student weaknesses. In addition to this, students who show a decrease in scores are targeted to participate in extended lab hours.

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

Administrators and Instructional Coaches, along with the MTSS Team are responsible for monitoring student data and thus analyzing the effectiveness of extended learning sessions.

**Strategy:** Before or After School Program

**Minutes added to school year:** 3,600

After-School Tutoring – After-school tutoring in Reading, Mathematics and Science will be provided weekly. Students will be identified based on On-going Progress Monitoring (OPM) data, prior FCAT Scores and Teacher recommendation.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Students participating in extended learning opportunities are monitored in the same fashion as students in other learning programs. Students are tracked individually each time that bi-weekly assessments are given. Individual goals are set and Differentiated Instruction groups are created to ensure that re-teaching is based on actual student weaknesses. In addition to this, students who show a decrease in scores are targeted for extended learning opportunities such as Voyager, extended lab hours, and After-school tutoring. Custom groups are then created in Edusoft to track the effectiveness of After-school tutoring and enrichment clubs.

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

Administrators and Instructional Coaches, along with the MTSS Team are responsible for monitoring student data and thus analyzing the effectiveness of extended learning sessions.

**Strategy:** Before or After School Program

**Minutes added to school year:** 1,200

Reading Club – The Reading Club will meet weekly with the fourth grade reading teacher. The club will focus on enrichment activities for all students who are demonstrating average to above average reading skills.

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

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

Students participating in extended learning opportunities are monitored in the same fashion as students in other learning programs. Students are tracked individually each time that bi-weekly assessments are given. Individual goals are set and Differentiated Instruction groups are created to ensure that re-teaching is based on actual student weaknesses. Students who demonstrate proficiency on District Assessments as well as on-going progress monitoring assessments are invited to participate in the Reading Club. A Custom group is then created in Edusoft to track the effectiveness of the enrichment clubs.

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

Administrators and Instructional Coaches, along with the MTSS Team are responsible for monitoring student data and thus analyzing the effectiveness of extended learning sessions.

## Literacy Leadership Team (LLT)

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

Name	Title
Heather D. Tyler	Principal
Maria Gancedo-Guzman	Assistant Principal
Alicia Parrish	Reading Coach
Carmen Ramos	Lead Teacher/Math & Science Coach
Karen Igbinoba	SPED Teacher
Ivis de la Fe	Media Specialist
Rakisha Smith	Primary Reading Teacher
Madelyn Ferguson	Intermediate Reading Teacher

### How the school-based LLT functions

The purpose of the LLT is to create capacity within the school building in the area of reading. The LLT will meet once a month to analyze progress towards SIP reading goals and plan for activities, which will promote literacy and increase capacity of reading knowledge on a school-wide level. The roles and functions of each member of the Reading Literacy Team (RLT) are as follows:

- **Principal:** Provides the overall vision and goal of the Literacy Leadership Team (LLT), ensures objectives and goals are being adhered to, ensures data is being used to drive instruction, , ensures adequate professional development is being offered, and communicates with faculty regarding school-based LLT plans and activities.
- **Assistant Principal:** Oversees collection of data and data disaggregation, ensures data is being used to drive instruction, assists with the provision of appropriate professional development activities, and communicates with grade level teams about LLT plans and individual student progress.
- **Reading Coach:** Provides guidance on Common Core Standards, provides professional development, modeling on best practices and, more specifically, Florida Assessments for Instructions in Reading (FAIR) testing/small group instruction, monitors Teacher Led Centers (TLC), assists with LLT activities and initiatives, and assists with the school-wide implementation of Accelerated Reader.
- **Science Coach:** Provides professional development and peer mentoring to beginning or struggling teachers, aligns the Science Content to the Reading curriculum in order to support instruction and increase student achievement.
- **Lead Teacher:** Provides professional development and peer mentoring to beginning or struggling teachers, aligns the Spanish portion of the Dual Language Program to the Reading curriculum in order to support instruction and increase student achievement.
- **Special Education (SPED) Teachers:** Collect student data, provide information/suggestions that will provide adaptations for Tier II and Tier III students, and collaborates with general education teachers through common planning and co-teaching.
- **Media Specialist:** Provide resources in the Media Center in order to support school-wide literacy events; promote the use of Accelerated Reader and tracks the amount of books/tests students are completing.
- **Primary Reading Teacher:** Provides information about core instruction, communicates LLT goals and initiatives with primary teachers, and promotes the use of Accelerated Reader to increase independent reading levels.
- **Intermediate Reading Teacher:** Provides information about core instruction, communicates LLT goals and initiatives with intermediate teachers, and promotes the use of Accelerated Reader to increase independent reading levels.

### Major initiatives of the LLT

The major initiative of the LLT is to increase independent student reading and thus increase fluency, vocabulary development and reading comprehension. Most students at the school only read for school assignments and during instructional time, making independent reading an area of weakness. Due to this, the major initiative of the LLT will continue to be promoting independent reading. The LLT will promote literacy activities throughout the year and will track its progress by analyzing the use of Accelerated Reader throughout the school year.

## 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**

In order to assist Lorah Park's preschool children in the transition from the early childhood program to the elementary school program we articulate with neighborhood head start programs. Neighborhood head start programs are invited to visit our school site in the Spring and spend a day with one of our Kindergarten teachers so that students coming to our school on the following school-year can begin to see what we will expect from them. In addition, the school holds a Kindergarten Transition Meeting for parents (Early May) in order to answer technical questions as well as to give an overview of Kindergarten expectations and the registration process. The staff responsible for the articulation is the administration as well as the data input specialist. Students housed within our school-site Pre-Kindergarten are continuously observed by the teacher using the Child Observation Record (COR) provided by the High Scope Educational Research Foundation. These on-going records provide parents with a snapshot of their child's development throughout the school year. Students are also assessed with the Phonological and Early Literacy Inventory (PELI) which is administered by the classroom teacher. The PELI is administered at the beginning of the year as a pre-test and again at the end of the year as a post-test. Both the COR and the PELI assess kindergarten readiness skills and early verbal development. Skills assessed include early literacy; number concepts; knowledge of shapes, colors, and verbal skills. Students who attend the Pre-Kindergarten program at the school site also have one year's advantage over new students in the Dual Language Program. Due to this, they are grouped together in order to provide accelerated Spanish instruction in Kindergarten.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide external support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In addition, the VPK Assessment is administered to all students in the Pre-Kindergarten Program three times a year (September, January, and April). The VPK Assessment tracks early literacy skills and informs parents about their child's reading readiness.

## 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	48%	41%	No	53%
American Indian				
Asian				
Black/African American	47%	38%	No	52%
Hispanic	45%	64%	Yes	51%
White				
English language learners	38%	47%	Yes	44%
Students with disabilities	28%	14%	No	35%
Economically disadvantaged	48%	40%	No	53%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	43	24%	28%
Students scoring at or above Achievement Level 4	26	15%	17%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		56%	60%
Students in lowest 25% making learning gains (FCAT 2.0)		79%	81%

#### 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)	20	49%	54%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	29%	36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		25%

**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	22	42%	48%
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	50%	57%	Yes	55%
American Indian				
Asian				
Black/African American	49%	51%	Yes	54%
Hispanic	53%	86%	Yes	58%
White				
English language learners	52%	88%	Yes	57%
Students with disabilities	28%	21%	No	35%
Economically disadvantaged	49%	55%	Yes	54%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	63	36%	39%
Students scoring at or above Achievement Level 4	31	18%	19%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		66%	69%

**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	18	31%	35%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		14%

**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)	1		2
Participation in STEM-related experiences provided for students	78	40%	50%

**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	42	10%	9%
Students retained, pursuant to s. 1008.25, F.S.	37	9%	8%
Students who are not proficient in reading by third grade	36	57%	51%
Students who receive two or more behavior referrals	17	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	8	2%	1%

## Goals Summary

- G1.** Teachers at the school site will utilize data to drive individualized instruction in order to provide enrichment and remediate areas of weaknesses so that all students can increase achievement levels.
- G2.** Utilize a variety of resources in order to generate authentic writing with an emphasis on text evidence for all content areas.
- G3.** Utilize the Gradual Release of Responsibility Model to provide an instructional framework to teachers across content areas.

## Goals Detail



**G1.** Teachers at the school site will utilize data to drive individualized instruction in order to provide enrichment and remediate areas of weaknesses so that all students can increase achievement levels.

### **Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- EWS
- EWS - Elementary School

### **Resources Available to Support the Goal**

- The school has instructional coaches for Reading, Mathematics, and Science.
- Curriculum Support Specialists in the areas of Reading, Mathematics, and Science provide support at the school site.
- Common planning is available for all classroom teachers.
- The school currently has three, full-time SPED teachers; one, part-time ESOL teacher; and one, full-time Gifted Teacher.
- Reading and Mathematics teacher resources include leveled materials for second language learners as well as students with disabilities.
- Classroom interventionists, hourly teachers, paraprofessionals and computerized programs (Destination Knowledge, SuccessMaker, FCAT Explorer, Riverdeep) are available to provide additional learning opportunities to students who are not mastering grade level skills.

### **Targeted Barriers to Achieving the Goal**

- Small group instruction is occurring regularly, however, differentiated instruction (DI) activities are not always aligned to student needs.
- Students in Special Education (SPED) oftentimes has knowledge gaps and needs not addressed within traditional intervention programs.
- Students who are functioning below grade level are more apt to be absent, be suspended or have behavior referrals. Thus limiting their opportunities to gain conceptual knowledge and increase achievement.

## Plan to Monitor Progress Toward the Goal

Data is used effectively to provide enrichment and interventions to all students. Differentiated Instruction groups are in place and the activities conducted at such groups are aligned to student strengths and weaknesses. Students who consistently underperform compared to peers are receiving interventions in addition to DI and grade-level instruction.

### **Person or Persons Responsible**

Administrators

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

Assessment data for Interventions is monitored by-weekly from September 2013 to May 2014. School-wide assessment data is analyzed and disaggregated after each assessment window.

### **Evidence of Completion:**

The amount of students scoring below proficiency in all tested grade levels and in all subgroups will decrease so that proficiency AMOs and target levels are met. Students in the SWD subgroup will increase proficiency to a level comparable to the other subgroups in the school. Early warning signs such as lack of reading proficiency, retention levels, suspension rates, absentee rates will decrease as student achievement levels increase and disruptive behaviors associated with learning difficulties decrease.

**G2. Utilize a variety of resources in order to generate authentic writing with an emphasis on text evidence for all content areas.**

**Targets Supported**

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

**Resources Available to Support the Goal**

- The school has instructional coaches for Reading, Mathematics, and Science.
- Curriculum Support Specialists in the areas of Reading, Mathematics, and Science provide support at the school site.
- Several teachers have attended the Writing Institute which provides interactive writing activities across subject areas.
- Common planning is available for all classroom teachers.
- All classroom teachers currently have subject area journals.
- The new Reading and Mathematics series include journal topics as well and/or "Writing Connection" activities.
- The school currently has a full-time Teacher of the Gifted to service the Gifted population.

**Targeted Barriers to Achieving the Goal**

- Teachers lack knowledge in how to effectively utilize existing journals as note taking tools and/or study guides. Teachers do not provide corrective feedback or allow students to draw conclusion and support their ideas within the journals on a frequent basis.
- The majority of classroom instruction is skill based. Students achieving at high levels have few opportunities to complete rigorous tasks that encompass higher levels of complexity.
- Inquiry based lessons are not consistent. When they are completed, students generally complete the activity but rarely apply the knowledge to other setting or arrive at student generated conclusions.

## Plan to Monitor Progress Toward the Goal

Teachers will use a variety of resources and instructional strategies in order to generate authentic student writing which cites to text for support and generates student generated inferences and conclusions. Writing strategies such as the CER will be used to generate conclusions across the subject areas and mentor texts will be used to teach creative writing techniques through the writing process. In addition, writing will be utilized to create resource tools through interactive journals and Inquiry based activities/reports.

### **Person or Persons Responsible**

Administrators

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

On-going monitoring of interactive journals and authentic student writing will occur from September 2013 to June 2014.

### **Evidence of Completion:**

Students scoring at high levels of proficiency in all tested grade levels will meet or exceed our 2014 target goals. Students in fourth grade who score at 4 points or higher on the FCAT 2.0 Writing Assessment will meet or exceed our 2014 target goal. Students in fifth grade who score at Level 3 or above on the Science Assessment will meet or exceed our 2014 target goal. Students in all grade levels will show increases on District Interim Assessments as well as on-going progress monitoring assessments so that classroom averages are at or above 70% mastery at the end of the school year.

**G3. Utilize the Gradual Release of Responsibility Model to provide an instructional framework to teachers across content areas.**

**Targets Supported**

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

**Resources Available to Support the Goal**

- The school has instructional coaches for Reading, Mathematics, and Science.
- Curriculum Support Specialists in the areas of Reading, Mathematics, and Science provide support at the school site.
- The Reading and Mathematics textbooks/teacher's editions are aligned to the Gradual Release of Responsibility (GR) Model.
- Lesson plan templates/Instruction framework templates provide by ETO identify all components of the GR Model.
- Common planning is available for all classroom teachers.
- The majority of teachers at the school site have received professional development on the GR model.

**Targeted Barriers to Achieving the Goal**

- Teachers lack knowledge on how to effectively implement the GR model.
- Teachers spend the majority of instructional time on the "I Do" and "We Do" portions of the GR model. Students are not given the opportunity to solve problems and demonstrate learning on their own ("They Do" and "You Do").
- Teachers at the school site are not attempting to utilize the GR model during Differentiated Instruction and/or Bell Ringers.

## Plan to Monitor Progress Toward the Goal

Classroom teachers will effectively utilize the Gradual Release of Responsibility Model as an instructional framework for all lessons; whole group or small group. All components of the GR Model will be clearly identified in teacher lesson plans and evident to the trained classroom observer. Model components that allow for collaboration and independent practice will be provided to students consistently in order to increase student engagement, teacher informal assessment, and student achievement.

### **Person or Persons Responsible**

Administration, ETO CSS

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

Initial professional development and coaching cycles will be complete by January 2013. On-going monitoring of the classroom instructional practices including, but not limited to collaborative strategies, will occur from September 2013 to June 2014.

### **Evidence of Completion:**

Students in all tested grade levels and in all subgroups will increase in Reading, Writing, Mathematics and Science proficiency on standardized tests in order to meet or exceed our Annual Measurable Objectives for those subject areas. In addition, students in all grade levels will show increases on District Interim Assessments as well on-going progress monitoring assessments so that classroom averages are at 70% mastery or above at the end of the school year.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Teachers at the school site will utilize data to drive individualized instruction in order to provide enrichment and remediate areas of weaknesses so that all students can increase achievement levels.

**G1.B1** Small group instruction is occurring regularly, however, differentiated instruction (DI) activities are not always aligned to student needs.

**G1.B1.S1** Utilize progress monitoring data to create Instructional Focus Calendars (IFC) and DI groups by standard.

### Action Step 1

Conduct data chats where teachers disaggregate data in order to create and IFC and DI groups. Plan activities for secondary benchmarks as well as DI groups during grade level planning.

#### Person or Persons Responsible

Teachers, Instructional Coaches, Administrators

#### Target Dates or Schedule

Data chats will occur after every District and School-wide Assessment

#### Evidence of Completion

Agenda, Sign-in Sheets, Instructional Focus Calendars, DI Lesson Plans

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

Teachers will conduct Differentiated Instruction, based on subject area, as scheduled in their lesson plans. DI plans and materials will be evident and student groups will be posted.

#### Person or Persons Responsible

Administrators

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

DI Lesson Plans, Classroom Walk-throughs

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

Bi-weekly progress monitoring assessments will be used to determine the effectiveness of the IFC and make adjustments as necessary. On-going progress monitoring (OPM) will be used to determine the effectiveness of the DI groups.

### Person or Persons Responsible

Instructional Coaches, Administrators

### Target Dates or Schedule

Progress monitoring assessments will be conducted every two weeks.

### Evidence of Completion

OPM Assessments and Data, Bi-weekly Assessment Data

**G1.B1.S2** Implement a push-in model of intervention where interventionists, hourly teachers, ESOL teachers, and SPED teachers provide small group re-teaching of the primary benchmark based on informal assessments made by the teacher during the "They do/You do" portion of the Gradual Release of Responsibility Model.

### Action Step 1

Teachers will utilize the "They Do/You Do" components of the GR Model to conduct informal assessments about student mastery of primary benchmarks. Students having difficulty will receive in-class support from hourly teachers, interventionists, SPED teachers, ESOL teachers or the classroom teacher.

### Person or Persons Responsible

Instructional Coaches, Administrators

### Target Dates or Schedule

Daily

### Evidence of Completion

Corrective feedback on student work, Classroom Walk-throughs



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

Small group instruction will occur daily in Reading and Mathematics classrooms. Groups will be fluid and formed based on daily student performance.

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

Classroom Interventionists and Hourly Teachers

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

Daily, from November 2013 to March 2014

#### **Evidence of Completion**

Interventionists Schedules, Classroom Walk-throughs

### **Plan to Monitor Effectiveness of G1.B1.S2**

Students receiving assistance from the interventionists will have improved performance on primary benchmark activities as well as overall performance.

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

Administrators

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

Progress monitoring data will be collected bi-weekly.

#### **Evidence of Completion**

OPM data, Bi-weekly data

**G1.B2** Students in Special Education (SPED) oftentimes has knowledge gaps and needs not addressed within traditional intervention programs.

**G1.B2.S1** Use student Individualized Education Plans (IEP) to provide instruction tailored to the specific needs of each student. Small group instruction within the classroom setting and the regular education classroom will be focused on IEP goals.

**Action Step 1**

SPED teachers providing resource as well as in-class support will use each students IEP to tailor the DI activities.

**Person or Persons Responsible**

SPED Teachers, Administrators

**Target Dates or Schedule**

Daily

**Evidence of Completion**

IEP Status Reports, Collaboration Logs

**Action Step 2**

Provide each student in SPED with additional Reading Interventions. Access each student to provide foundational skills or comprehension skills as needed.

**Person or Persons Responsible**

SPED Teachers, Administrators

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Attendance Logs for Interventions, Student Work Folders

### **Plan to Monitor Fidelity of Implementation of G1.B2.S1**

Students in the SPED department will receive instruction on their IEP goals within a small group setting on a regular basis.

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

Administrators

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

Weekly

#### **Evidence of Completion**

Teacher lesson plans, Collaboration/Consultation Logs

### **Plan to Monitor Effectiveness of G1.B2.S1**

Student in SPED will master IEP goals within the pre-determined timeframe. Subsequent goals, aimed at closing the achievement gap, will be implemented to ensure increased achievement.

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

Administrators

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

IEP goals will be reviewed quarterly

#### **Evidence of Completion**

IEP Status Reports

**G1.B3** Students who are functioning below grade level are more apt to be absent, be suspended or have behavior referrals. Thus limiting their opportunities to gain conceptual knowledge and increase achievement.

**G1.B3.S1** Analyze student data individually and provide each student with the necessary interventions. Review data with the student and set individual goals for each assessment period.

### **Action Step 1**

Teachers will conduct data chats with each student. Intervention plans, individualized goals and end-of-the year targets will be identified at the meetings. Incentives will provided to all students who meet their goals during each assessment period.

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

Administrators

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

Data chats and incentives will be conducted/provided after each school-wide assessment window.

#### **Evidence of Completion**

Individual Student Goal Sheets

### **Plan to Monitor Fidelity of Implementation of G1.B3.S1**

Teachers will maintain goal setting forms for all students. Assigned interventions will be scheduled and attendance at these interventions will be monitored.

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

Administrators

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

Intervention attendance sheets will be collected on a weekly basis.

#### **Evidence of Completion**

Student Goal Setting Sheets, Intervention Attendance Logs

## Plan to Monitor Effectiveness of G1.B3.S1

Student goal setting sheets will indicate improved achievement levels at each assessment period. Intervention progress monitoring will also indicate that benchmark goals are being met.

### Person or Persons Responsible

Administrators

### Target Dates or Schedule

Progress monitoring data is collected every two weeks.

### Evidence of Completion

Student Goal Setting Sheets, Intervention OPM Data

**G2.** Utilize a variety of resources in order to generate authentic writing with an emphasis on text evidence for all content areas.

**G2.B1** Teachers lack knowledge in how to effectively utilize existing journals as note taking tools and/or study guides. Teachers do not provide corrective feedback or allow students to draw conclusion and support their ideas within the journals on a frequent basis.

**G2.B1.S1** Provide professional development of interactive journals to all classroom and special area teachers.

### Action Step 1

Provide professional development on the components and uses of an interactive journal.

### Person or Persons Responsible

Instructional Coaches, ETO CSS

### Target Dates or Schedule

Professional Development Day - February 2014.

### Evidence of Completion

Agenda, Sign-in Sheets

### Facilitator:

ETO CSS, Instructional Coaches

### Participants:

Classroom and Special Area Teachers

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

Teachers will begin to implement strategies reviewed at professional development day within their existing student journals. Corrective feedback will be evident.

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

Instructional Coaches, Administrators

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

New strategies will be in place by February 28, 2014

#### **Evidence of Completion**

Student journals

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

Student journals will include graphic organizers, student notes, and student writing that draws conclusions and cites text.

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

Administrators, ETO CSS

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

March 2014

#### **Evidence of Completion**

Student journals

**G2.B1.S2** Pre-select journal entries as well as student activities encompassing the journals during grade level planning.

**Action Step 1**

During grade level planning, teachers will pre-design journal entries by selecting topics, journal reference tools, graphic organizers, etc.

**Person or Persons Responsible**

Classroom Teachers, Instructional Coaches

**Target Dates or Schedule**

Weekly Grade Level Planning Sessions

**Evidence of Completion**

Lesson Plans, Student Journals

**Facilitator:**

Instructional Coaches

**Participants:**

Classroom Teachers

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

Student journals will include a variety of journal entries and corrective feedback.

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Journals will be monitored during walk-throughs from September 2013 through June 2014.

**Evidence of Completion**

Student Journals, Classroom Walk-throughs

## Plan to Monitor Effectiveness of G2.B1.S2

Student journals will provide students with a resource tools when completing independent assignments.

### Person or Persons Responsible

Administrators

### Target Dates or Schedule

Journals will be monitored during walk-throughs from September 2013 through June 2014.

### Evidence of Completion

Student Journals

**G2.B2** The majority of classroom instruction is skill based. Students achieving at high levels have few opportunities to complete rigorous tasks that encompass higher levels of complexity.

**G2.B2.S1** Instructional coaches will model the use of the Conclusion, Evidence, Reasoning (CER) strategy across the subject areas to increase the level of complexity of questioning as students are required to cite evidence when inferencing and drawing conclusions.

### Action Step 1

Provide a general overview of the CER strategy to classroom teachers by subject area. Have Instructional Coaches model the strategy and debrief about instructional implications during grade level planning.

### Person or Persons Responsible

Instructional Coaches

### Target Dates or Schedule

Provide professional development at January Faculty Meeting.

### Evidence of Completion

Agenda, Sign-in Sheets, Coaching Schedules and Logs

### Facilitator:

Instructional Coaches

### Participants:

Classroom Teachers



### **Plan to Monitor Fidelity of Implementation of G2.B2.S1**

Students will use the CER strategy when answering open ended questions orally, in their journals, and on inquiry based activities.

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

Administrators

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

CER strategy will be monitored during walk-throughs from January 2014 through June 2014.

#### **Evidence of Completion**

Student Work Folders, Lesson Plans, Classroom Walk-throughs

### **Plan to Monitor Effectiveness of G2.B2.S1**

Students will consistently cite evidence when giving answers to open-ended questions.

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

Administrators

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

CER strategy will be monitored during walk-throughs from January 2014 through June 2014.

#### **Evidence of Completion**

Student Work Folders, Lesson Plans, Classroom Walk-throughs

**G2.B2.S2** In third and fourth grade, creative writing, taken through all steps of the writing process, will be aligned to classroom instruction and mentor texts such as Reading Anthology, Science/Mathematics Textbooks, Classroom Read-Alouds will be used to teach specific writing strategies.

### **Action Step 1**

Provide classroom support to enable the teachers to use their mentor texts as examples when teaching writing strategies. Use grade level planning to select the topic/prompt and to determine when the mentor text will be introduced (pre-writing, revising, or editing).

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

Instructional Coaches, ETO CSS

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

Assign a mentor text to each monthly writing prompt.

#### **Evidence of Completion**

Teacher Lesson Plan, Monthly Writing Samples

#### **Facilitator:**

Instructional Coaches, ETO CSS

#### **Participants:**

Third and fourth grade teachers

### **Plan to Monitor Fidelity of Implementation of G2.B2.S2**

Monthly writing samples will clearly show that all steps of the writing process have been conducted. The use of mentor text will be evident in lesson plans.

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

Administrators

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

Monthly writing prompts will be reviewed periodically.

#### **Evidence of Completion**

Monthly writing prompts, Teaches Lesson Plans

## Plan to Monitor Effectiveness of G2.B2.S2

Students will incorporate strategies/techniques found in mentor text into their creative writing.

### Person or Persons Responsible

Administrators

### Target Dates or Schedule

Monthly

### Evidence of Completion

Monthly writing samples

**G2.B3** Inquiry based lessons are not consistent. When they are completed, students generally complete the activity but rarely apply the knowledge to other setting or arrive at student generated conclusions.

**G2.B3.S1** During grade level planning, classroom teachers will select, by content area, inquiry based activities that require students to collect information, make observations, and write conclusions. Teachers will select organizers such as outlines, lab reports, etc. to guide students through the process.

### Action Step 1

Teachers will select inquiry based/STEM activities during grade level planning. Appropriate graphic organizers will also be selected.

### Person or Persons Responsible

Instructional Coaches, ETO CSS

### Target Dates or Schedule

A minimum of one inquiry based activity will be completed during the school year.

### Evidence of Completion

Lesson Plans, Student Work Folders

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

Teachers will plan for and conduct at least one inquiry based activity and take this activity from inquiry to writing during the 2013-2014 school year.

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

Administrators

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

A minimum of one inquiry based activity will be completed during the school year.

#### **Evidence of Completion**

Lesson Plans, Student Work Folders

### **Plan to Monitor Effectiveness of G2.B3.S1**

Students will be able to conduct group research, collect information, and generate a written report on an inquiry based activity.

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

Administrators

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

A minimum of one inquiry based activity will be completed during the school year.

#### **Evidence of Completion**

Lesson Plans, Student Work Folders

**G3.** Utilize the Gradual Release of Responsibility Model to provide an instructional framework to teachers across content areas.

**G3.B1** Teachers lack knowledge on how to effectively implement the GR model.

**G3.B1.S1** Provide professional development for teachers on the GR Model. Ensure teachers gain an understanding of the reasons behind the use of the Model as well as the differences between each step.

### **Action Step 1**

Design and deliver professional development that describes the various components of the GR model as well as the research that supports the use of the model.

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

School-based leadership in conjunction with ETO curriculum support specialists will design professional development for the GM model by content area.

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

Mathematics/Science - 9/\*\*/13 Reading - 12/4/13

#### **Evidence of Completion**

PD plan, Agenda, PD sign-in sheets

#### **Facilitator:**

Curriculum Support Specialists, Instructional Coaches

#### **Participants:**

Classroom teachers

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

Professional development sessions, by content area, are conducted and teachers attend the sessions.

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

Administration, Instructional Coaches

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

All professional development sessions will be conducted by December 2013.

#### **Evidence of Completion**

PD plan, Agendas, Sign-in sheets

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

Steps of the GR model will be evident to classroom observers.

#### Person or Persons Responsible

Administrators, Curriculum Support Specialists

#### Target Dates or Schedule

January 2014

#### Evidence of Completion

Classroom observations, classroom walk-throughs, Instructional Review

**G3.B1.S2** Implement the coaching cycle for teachers in order to ensure the effective implementation of the GR Model.

#### Action Step 1

Identify teachers who are in need of additional support with the implementation of the GR Model. Utilize the coaching cycle to provide in-class modeling, peer teaching, observation, and debriefing on the GR Model.

#### Person or Persons Responsible

Instructional Coaches, ETO CSS

#### Target Dates or Schedule

All initial coaching cycles will be completed by December 2013.

#### Evidence of Completion

Coaches schedules and logs

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

Instructional coaches will implement all steps of the coaching cycle with pre-identified teachers. Subsequent classroom support will be determined as the initial coaching cycles are concluded.

#### Person or Persons Responsible

Instructional Coaches, Administrators

#### Target Dates or Schedule

Coaches logs will be reviewed at leadership team meetings and sub-subsequent coaching cycles will be planned.

#### Evidence of Completion

Coaching schedules and logs, Classroom walk-throughs

## Plan to Monitor Effectiveness of G3.B1.S2

Classroom teachers who have completed all steps of the coaching cycle will implement effective classroom instruction utilizing the GR Model.

### Person or Persons Responsible

Instructional Coaches, Administrators

### Target Dates or Schedule

Daily classroom walk-throughs

### Evidence of Completion

Coaching schedules and logs, Lesson plans, Classroom walk-throughs

**G3.B2** Teachers spend the majority of instructional time on the "I Do" and "We Do" portions of the GR model. Students are not given the opportunity to solve problems and demonstrate learning on their own ("They Do" and "You Do").

**G3.B2.S1** Utilize an Instructional Framework to clearly establish what activities will occur during each component of the GR model.

### Action Step 1

Establish an instructional framework, per content area, that clearly establishes when and how each component of the GR model will take place.

### Person or Persons Responsible

Instructional Coaches, ETO Curriculum Support Specialists

### Target Dates or Schedule

Begin utilizing frameworks on or before December 6, 2013.

### Evidence of Completion

Teacher lesson plans, classroom walkthroughs

### Facilitator:

Instructional Coaches, ETO CSS

### Participants:

Classroom Teachers

### **Plan to Monitor Fidelity of Implementation of G3.B2.S1**

Coaches will use instructional framework during grade level planning to target all components of GR model.

**Person or Persons Responsible**

Instructional Coaches

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson plans, pre-planning sheets

### **Plan to Monitor Effectiveness of G3.B2.S1**

Teacher lesson plans will reflect the instructional framework used during grade level planning.

**Person or Persons Responsible**

Teachers will utilize instructional framework to incorporate all components of the GR model.

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Lesson plans, classroom walkthroughs

### **Plan to Monitor Fidelity of Implementation of G3.B2.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**



## Plan to Monitor Effectiveness of G3.B2.S2

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

**G3.B3** Teachers at the school site are not attempting to utilize the GR model during Differentiated Instruction and/or Bell Ringers.

**G3.B3.S1** Teachers will utilize the GR model to provide instruction during bell-ringers and Differentiated Instruction (DI) in order to provide explicit instruction as well as allow students to demonstrate mastery of concept.

### Action Step 1

Instructional coaches will use the coaching cycle to model the effective use of the GR model during bell-ringers and DI groups.

#### Person or Persons Responsible

Instructional Coaches

#### Target Dates or Schedule

Initial coaching cycles will be complete by January 2014.

#### Evidence of Completion

Coaches logs, classroom walk-throughs

## Plan to Monitor Fidelity of Implementation of G3.B3.S1

The use of the GR model will be evident when teachers complete bell-ringers and DI groups.

### Person or Persons Responsible

Instructional coaches, Administrators

### Target Dates or Schedule

Daily

### Evidence of Completion

,Coaching logs, Classroom walk-throughs

**Plan to Monitor Effectiveness of G3.B3.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## 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 through extended learning opportunities such as Before-School Open Computer Lab sessions and After-School Tutoring Programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. 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. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the School Year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the School Year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. In addition, our school provides students with specialized programs such as Chorus, Strings, and the Miami Choral Project for student enrichment

#### Title I, Part C- Migrant

Currently, there are no migrant students enrolled at the school-site. If a migrant student were to enroll, the school would provide services and support to migrant students and parents. The school liaison would coordinate with the District Migrant liaison, Title I, and other programs to conduct a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students would also be provided extended learning opportunities such as After-school Tutoring, Extended Computer Lab hours, and Reading Enrichment Clubs. In addition, the school would utilize the services of the Health Connect In Our Schools Program and Heiken's Children's Vision Program in order to meet the health needs of students who are classified as migrant.

#### Title I, Part D

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

#### Title II

The District uses supplemental funds for improving basic education 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

Lorah Park's faculty has utilized the professional development opportunities offered by the District to provide the MINT program to new teachers; allow teachers to become Gifted and ESOL certified, and provide in-house professional development with teacher credit facilitated by the Professional Development Liaison. In addition, the Professional Development Liaison has developed Professional Learning Communities, by subject area, that meet regularly to develop instructional activities and share best practices.

#### Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

Students participating in the ELL program at Lorah Park Elementary receive ESOL services through their Reading/Language Arts teachers. In addition, students receive the CCHL component within the school's bilingual education program, which teaches Mathematics, Science and Social Studies in both English and Spanish. Title III funds have also been utilized at the school-site to provide an afterschool enrichment program to English Language Learners.

#### Title VI, Part B – NA

#### Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

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

#### Supplemental Academic Instruction (SAI)

Lorah Park Elementary 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.

#### District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

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

#### Housing Programs - N/A

Head Start – N/A

Adult Education – N/A

Career and Technical Education – N/A

Job Training – N/A

#### Other– Parental Involvement Activities

Lorah Park Elementary involves parents in the planning and implementation of the Title I Program and extends an open invitation to the school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind, and other referral services.

In addition, the school aims to increase parental engagement/involvement through developing (with on-going parent input) the Title I School-Parent Compact; the school's Title I Parental Involvement Plan; the scheduling of the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

The school also conducts informal parent surveys to determine the specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts the District-wide goal of empowering parents and building capacity for involvement.

In addition, as a Title I school, Lorah Park Elementary completes Title I Administration Parental Involvement Monthly School Reports (FM-6914) and the Title I Parental Involvement Monthly Activities Report (FM 6913); which are submitted 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 completed by parents/families annually in May. The Survey's results are used to assist with revision our Title I parent 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.*

**G2.** Utilize a variety of resources in order to generate authentic writing with an emphasis on text evidence for all content areas.

**G2.B1** Teachers lack knowledge in how to effectively utilize existing journals as note taking tools and/or study guides. Teachers do not provide corrective feedback or allow students to draw conclusion and support their ideas within the journals on a frequent basis.

**G2.B1.S1** Provide professional development of interactive journals to all classroom and special area teachers.

### PD Opportunity 1

Provide professional development on the components and uses of an interactive journal.

#### Facilitator

ETO CSS, Instructional Coaches

#### Participants

Classroom and Special Area Teachers

#### Target Dates or Schedule

Professional Development Day - February 2014.

#### Evidence of Completion

Agenda, Sign-in Sheets

**G2.B1.S2** Pre-select journal entries as well as student activities encompassing the journals during grade level planning.

**PD Opportunity 1**

During grade level planning, teachers will pre-design journal entries by selecting topics, journal reference tools, graphic organizers, etc.

**Facilitator**

Instructional Coaches

**Participants**

Classroom Teachers

**Target Dates or Schedule**

Weekly Grade Level Planning Sessions

**Evidence of Completion**

Lesson Plans, Student Journals

**G2.B2** The majority of classroom instruction is skill based. Students achieving at high levels have few opportunities to complete rigorous tasks that encompass higher levels of complexity.

**G2.B2.S1** Instructional coaches will model the use of the Conclusion, Evidence, Reasoning (CER) strategy across the subject areas to increase the level of complexity of questioning as students are required to cite evidence when inferencing and drawing conclusions.

**PD Opportunity 1**

Provide a general overview of the CER strategy to classroom teachers by subject area. Have Instructional Coaches model the strategy and debrief about instructional implications during grade level planning.

**Facilitator**

Instructional Coaches

**Participants**

Classroom Teachers

**Target Dates or Schedule**

Provide professional development at January Faculty Meeting.

**Evidence of Completion**

Agenda, Sign-in Sheets, Coaching Schedules and Logs

**G2.B2.S2** In third and fourth grade, creative writing, taken through all steps of the writing process, will be aligned to classroom instruction and mentor texts such as Reading Anthology, Science/Mathematics Textbooks, Classroom Read-Alouds will be used to teach specific writing strategies.

### **PD Opportunity 1**

Provide classroom support to enable the teachers to use their mentor texts as examples when teaching writing strategies. Use grade level planning to select the topic/prompt and to determine when the mentor text will be introduced (pre-writing, revising, or editing).

#### **Facilitator**

Instructional Coaches, ETO CSS

#### **Participants**

Third and fourth grade teachers

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

Assign a mentor text to each monthly writing prompt.

#### **Evidence of Completion**

Teacher Lesson Plan, Monthly Writing Samples

**G3.** Utilize the Gradual Release of Responsibility Model to provide an instructional framework to teachers across content areas.

**G3.B1** Teachers lack knowledge on how to effectively implement the GR model.

**G3.B1.S1** Provide professional development for teachers on the GR Model. Ensure teachers gain an understanding of the reasons behind the use of the Model as well as the differences between each step.

### **PD Opportunity 1**

Design and deliver professional development that describes the various components of the GR model as well as the research that supports the use of the model.

#### **Facilitator**

Curriculum Support Specialists, Instructional Coaches

#### **Participants**

Classroom teachers

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

Mathematics/Science - 9/\*\*/13 Reading - 12/4/13

#### **Evidence of Completion**

PD plan, Agenda, PD sign-in sheets



**G3.B2** Teachers spend the majority of instructional time on the "I Do" and "We Do" portions of the GR model. Students are not given the opportunity to solve problems and demonstrate learning on their own ("They Do" and "You Do").

**G3.B2.S1** Utilize an Instructional Framework to clearly establish what activities will occur during each component of the GR model.

### **PD Opportunity 1**

Establish an instructional framework, per content area, that clearly establishes when and how each component of the GR model will take place.

#### **Facilitator**

Instructional Coaches, ETO CSS

#### **Participants**

Classroom Teachers

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

Begin utilizing frameworks on or before December 6, 2013.

#### **Evidence of Completion**

Teacher lesson plans, classroom walkthroughs

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
	Total	\$0

### Budget Summary by Funding Source and Resource Type

Funding Source	Total
	\$0
Total	\$0

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Teachers at the school site will utilize data to drive individualized instruction in order to provide enrichment and remediate areas of weaknesses so that all students can increase achievement levels.

**G1.B3** Students who are functioning below grade level are more apt to be absent, be suspended or have behavior referrals. Thus limiting their opportunities to gain conceptual knowledge and increase achievement.

**G1.B3.S1** Analyze student data individually and provide each student with the necessary interventions. Review data with the student and set individual goals for each assessment period.

#### Action Step 1

Teachers will conduct data chats with each student. Intervention plans, individualized goals and end-of-the year targets will be identified at the meetings. Incentives will provided to all students who meet their goals during each assessment period.

#### Resource Type

#### Resource

#### Funding Source

#### Amount Needed