



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Lake Stevens Elementary School

5101 NW 183RD ST

Miami Gardens, FL 33055

305-625-6536

<http://lstevens.dadeschools.net>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 95%
Alternative/ESE Center No	Charter School No	Minority Rate 98%

School Grades History

2013-14 C	2012-13 D	2011-12 C	2010-11 C
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
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

Lake Stevens Elementary School

Principal

Vanady Daniels A

School Advisory Council chair

Leslie Herrera

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

Name	Title
Vanady A. Daniels	Principal
Marc W. Schwam	Assistant Principal
Tekara Scott-Jenkins	Reading Coach
Girlande Ciceron	Reading Coach
Yolanda Shinoster	Mathematics Coach
Blanca Mejia	Counselor
Matilde Silva	Teacher
Anna Correa	Teacher
Reina Guzman	Teacher
Ana Maria Correa	Teacher
Olga Moorman	Teacher
Olga Pozo	Teacher
Laleta McCrea	Teacher
Lolita Smith	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, Alternate Principal - 1, Teachers – 5, Alternate Teacher - 1, Parents – 5, Alternate Parent - 1, Educational Support - 1, Alternate Educational Support - 1, Student – 1, Alternate Student -1, Business Community Representative - 3

Involvement of the SAC in the development of the SIP

SAC members will review the School Improvement Plan and provide feedback during regularly scheduled meetings to make adjustments as needed throughout the school year. SAC members also provide final approval of the School Improvement Plan.

Activities of the SAC for the upcoming school year

The purpose of the SAC is to address expected outcomes, curriculum and assessment standards, best practices and cost estimates. Our goal for the 2013-2014 school year is to increase the number of parents participating in school functions by affording parents the opportunity to attend meetings at varied times in an effort to accommodate parent needs. Additionally, the SAC will assist in monitoring, review, and implementation of the School Improvement Plan.

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

School improvement funds will be utilized to purchase supplemental curricular materials necessary to advance the curriculum needs of our students; school services, safety items, and alternative meal plan expenses. Funds will also be utilized to purchase motivational awards / recognition for students.

Red Ribbon Week Materials - \$142.00

Student Incentives - \$392.00

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

N/A

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:

Vanady Daniels A

Principal

Years as Administrator: 16

Years at Current School: 2

Credentials

Bachelor of Science - Business Administration; Masters of Science – Educational Computing and Technology; Graduate Certificates in Educational Leadership and Urban Education.

Performance Record

2013 – School Grade – D
 Rdg. Proficiency, 42%
 Math Proficiency, 54%
 Rdg. Lrg. Gains, 46 points
 Math Lrg. Gains, 61 points
 Rdg. Imp. of Lowest 25% - 41 points
 Math Imp. of Lowest 25% - 51 points
 Rdg. AMO –NO
 Math AMO–NO
 2012 – School Grade – C
 Rdg. Proficiency, 41%
 Math Proficiency, 44%
 Rdg. Lrg. Gains, 70 points
 Math Lrg. Gains, 63 points
 Rdg. Imp. of Lowest 25% - 69 points
 Math Imp. of Lowest 25% - 65 points
 Rdg. AMO – YES
 Math AMO - YES
 '11 '10 '09 '08
 School Grade B D C D
 AYP N N N N
 High Standards Reading 56 48 55 54
 High Standards Math 64 55 57 45
 Learning Gains-Reading 67 53 61 60
 Learning Gains-Math 73 56 68 49
 Gains Reading-25% 55 55 47 59
 Gains-Math-25% 79 52 74 50

Marc W. Schwam

Asst Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

Masters of Science – Elementary Education; Educational Leadership Certificate from Nova Southeastern University

Performance Record

2013 – School Grade – D
 Rdg. Proficiency, 42%
 Math Proficiency, 54%
 Rdg. Lrg. Gains, 46 points
 Math Lrg. Gains, 61 points
 Rdg. Imp. of Lowest 25% - 41 points
 Math Imp. of Lowest 25% - 51 points
 Rdg. AMO –NO
 Math AMO–NO
 2012 – School Grade – B
 Rdg. Proficiency, 47%
 Math Proficiency, 53%
 Rdg. Lrg. Gains, 77 points
 Math Lrg. Gains, 80 points
 Rdg. Imp. of Lowest 25% - 74 points
 Math Imp. of Lowest 25% - 78 points
 Rdg. AMO – YES
 Math AMO – YES
 '11 '10 '09 '08
 School Grade B D C D
 AYP N N N N
 High Standards Reading 62 57 57 57
 High Standards Math 69 58 58 62
 Learning Gains-Reading 61 65 65 61
 Learning Gains-Math 65 62 62 67
 Gains Reading-25% 66 68 68 53
 Gains-Math-25% 74 60 60 65

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Tekara Scott-Jenkins

Full-time / School-based Years as Coach: 4 Years at Current School: 2

Areas Reading/Literacy, Data, RtI/MTSS

Credentials Secondary English Education
K-12 Reading

Performance Record

2013 – School Grade – D
 Rdg. Proficiency, 42%
 Rdg. Lrg. Gains, 46 points
 Rdg. Imp. of Lowest 25% - 41 points
 Rdg. AMO –NO

2012 – School Grade –C
 Rdg. Proficiency, 23%
 Rdg. Lrg. Gains, 52 points
 Rdg. Imp. of Lowest 25% - 62 points
 Rdg. AMO – No

'11 '10 '09 '08
 School Grade C D F F
 AYP N N N N
 High Standards Reading 19 18 16 37
 Learning Gains-Reading 41 37 12 58
 Gains Reading-25% 55 45 52 69

Guirlande Ciceron		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	Reading/Literacy Educational Education K-12 (Miami Dade College) Elementary Education K-6 (Miami Dade College) ESOL Endorsed (Miami Dade College) Masters in Reading K-12 (Nova Southeastern University)	
Performance Record	2013 – School Grade – F Rdg. Proficiency, 31% Rdg. Lrg. Gains, 52 points Rdg. Imp. of Lowest 27% - Rdg. AMO –NO 2012 – School Grade –F Rdg. Proficiency, 31% Rdg. Lrg. Gains, 60 points Rdg. Imp. of Lowest 64% Rdg. AMO – No '11 '10 '09 '08 School Grade F F C C AYP N N N N High Standards Reading 21 45 60 37 Learning Gains-Reading 51 48 70 62 Gains Reading-25% 27 34 45 77	

Yolanda Shinhoster		
Full-time / School-based	Years as Coach: 2	Years at Current School: 1
Areas	Mathematics, Data, RtI/MTSS	
Credentials	B.S. Business M.S. Mathematics Middle Grades Math 5-9	
Performance Record	2013 – School Grade – C Math. Proficiency, 39% Math. Lrg. Gains, 63 points Math. Imp. of Lowest 25% - 77 points Math. AMO –NO 2012 – School Grade –D Math. Proficiency, 35% Math. Lrg. Gains, 63 points Math. Imp. of Lowest 25% - 67 points Math. AMO – No '11 '10 '09 '08 School Grade A D F D AYP N N N N High Standards Math 60 55 54 53 Learning Gains-Math 68 75 66 74 Gains Math-25% 57 72 65 76	

Lolita Smith		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Science, Data, RtI/MTSS	
Credentials	B.S. in Family and Child Consumer Science (Child Development) M.S. in Curriculum and Instructions / Computer Instruction Certification: Elementary Education 1-6	
Performance Record	2013 – School Grade – C Science Proficiency, 53% 2012 – School Grade –C Science Proficiency, 45% '11 '10 '09 '08 School Grade B C B A AYP N N Y Y High Standards Science 39 27 35 43	

Classroom Teachers

of classroom teachers

25

receiving effective rating or higher

23, 92%

Highly Qualified Teachers

64%

certified in-field

25, 100%

ESOL endorsed

15, 60%

reading endorsed

5, 20%

with advanced degrees

15, 60%

National Board Certified

0, 0%

first-year teachers

3, 12%

with 1-5 years of experience

4, 16%

with 6-14 years of experience

13, 52%

with 15 or more years of experience

5, 20%

Education Paraprofessionals

of paraprofessionals

2

Highly Qualified

2, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Professional Development through Common Core Standards for reading and Math – District personnel
2. Utilize collaborative planning and lesson studies among teachers to implement best practices – Grade level Chairpersons and Leadership Team
3. Instructional Coaches will implement classroom support to assist with rigor in the classroom –

Instructional Coaches and Administration

4. Modeling of Researched Based Practices – Instructional Coaches

Teacher Mentoring Program/Plan

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

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

- Overview of Common Core State Standards, Next Generation State Standards
- School & District Initiatives
- Professional Development Opportunities
- Classroom & Data Management Conferencing (Reflections)
- Peer Observations

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 MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first

carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

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Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

MTSS/Rtl is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. It is anticipated that this will be a 3-year process of building the foundation and incorporating MTSS/Rtl into the culture of each school.

Principal, Vanady A. Daniels

Assistant Principal, Marc W. Schwam

Ensures data- based decision making, implementation of MTSS/ Rtl implementation of intervention support and documentation, appropriate professional development, and communication with parents and community.

Primary Teacher, Anna Maria Correa

Intermediate Teacher, Matilde Silva Provide information about core instruction, collaborate with other staff members, integrates materials/instruction with activities.

Exceptional Student Education Teacher, Lourdes Vega Integrates core instructional materials/activities into instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coaches, Tekara-Scott Jenkins, Tashina Nelloms, Yolanda Shinoster, and Lolita Smith Lead and evaluate school core content standards/programs: identify scientifically based curriculum and intervention approaches. Identify patterns of student needs to identify appropriate evidence-based intervention strategies; assists with programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; and implement the continuous coaching model.

School Psychologist, Victor Astacio

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

PD Liaison Tekara Scott-Jenkins

Provides curriculum support and professional development for targeted teachers and activities for Tier 1, 2, 3 students; assists with the disaggregation of data; assists with curriculum planning.

Guidance Counselor, Blanca Mejia

Organizes MTSS/Rtl meetings; provides counseling for students with academic/behavioral needs; coordinates with outside agencies to provide extended resources to students.

Social Worker, Adeline Smith

Provides social history and family background information on students with academic/behavioral needs.

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

The Tier 1 and Tier 2 worksheets document aimlines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

- Baseline Data: Florida Comprehensive Assessment Test (FCAT 2.0), Progress Monitoring and Reporting network (PMRN), Curriculum Based Assessment, Edusoft Progress Monitoring, Progress Monitoring and Reporting Network (PMRN) FCAT 2.0 Simulation, District Interim Assessments, SuccessMaker Cumulative Reports, Voyager Teacher Management (VPORT) data.
- Mid-Year: Florida Assessment for Instruction in Reading (FAIR), District Mid-Year Assessment
- End of Year: FAIR, FCAT 2.0
- Frequency of Data Chats: Monthly for data analysis and Quarterly District Interim Assessments

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

Professional development will be provided during teachers' common planning time, small sessions, and whole faculty throughout the year.

The MTSS/RtI team will also decide on supplementary professional development during the monthly MTSS/ RtI Leadership Team meetings.

Finally, the MTSS/RtI Leadership Team will provide support to teachers through professional development of skilled based activities, data analysis, and instructional tools/resources. Additional support will be provided for each step of the process such as: problem identification, problem analysis, intervention implementation, and response evaluation.

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: Extended Day for All Students**Minutes added to school year:** 10,800

Our students have several options for extended learning opportunities. Lake Stevens Elementary will institute an extended day program that will allow our students to have an extra hour of reading instruction to strengthen the core subject. We also have targeted small group assistance during the school day to help struggling students. The computer lab is available for students to access educational websites and tutorial software in core subject areas.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Students involved in the extended learning day will be monitored by classroom teachers and the leadership team through school developed monthly assessments to determine mastery of targeted benchmarks. Data will be reviewed periodically and adjustments will be made to meet the most deficient needs.

FAIR data will also be utilized to progress monitor students attending Voyager tutorial sessions. Data will be gathered from Probability of Reading Success reports by the Reading Coach and classroom teachers to indicate growth in Reading by all grade levels from Assessment Period 1 through Assessment Period 3.

Who is responsible for monitoring implementation of this strategy?

District / School

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

Name	Title
Vanady A. Daniels	Principal
Marc W. Schwam	Assistant Principal
Tekara Scott-Jenkins	Reading Coach
Gilande Ciceron	Reading Coach
Yolanda Shinhoster	Mathematics Coach
Blanca Mejia	Counselor
Matilde Silva	Teacher
Mary Kirkland	Teacher
Anna Correa	Teacher
Reina Guzman	Teacher
Lolita Smith	Science Coach

How the school-based LLT functions

The Literacy Leadership Team will meet monthly to discuss school initiatives, data, and school trends. Each team member's role is vital to the implementation and effectiveness of our school initiatives. The principal will organize the meetings and monitor committee's roles and responsibilities. The assistant principal will supervise curriculum via literature. The coaches will facilitate professional development to teachers and model best practices lessons that will impact student learning. The teachers will be active supporters in infusing school wide literacy activities to their grade levels. Through our meetings, the school will have a voice and understanding of the purpose and LLT vision.

Major initiatives of the LLT

The major initiatives of the Literacy Leadership Team will consist of school-wide literacy activities, data analysis, monitoring of the School Improvement Plan's objectives and Rtl process. In preparing teachers to better understand the Common Core Standards and Item Specifications, the Leadership team will ensure teachers are exposed to professional development during weekly grade level meetings and staff development meetings. Professional development will be a pivotal component in teachers developing an in-depth understanding of what is taught at their grade level and its respective prerequisite skills.

Preschool Transition

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

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten (VPK). Funds are used to provide extended support through a full-time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become involved in the educational process of their three-and four-year old children.

Lake Stevens Elementary offers a Voluntary Pre-Kindergarten (VPK) program. The Phonological and Early Literacy Inventory (PELI) is administered to all preschoolers as pre and post-test. The results of this assessment are utilized to identify and target low performing students. In addition, certified teachers use frequent and systematic observation of children's readiness abilities to help modify instruction and meet individual needs. The Waterford Early Learning Program is utilized by all learners to expose them to technology. In order to bridge the gap between school and community, our school provides a continuum of support to parents. Therefore, our staff conducts workshops to enable parents with strategies to increase student academic achievement, monthly calendars delineating school events, access to instructional materials, such as, LEAP Frog and resource packets with fundamental skill practice.

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	53%	42%	No	58%
American Indian				
Asian				
Black/African American	54%	35%	No	59%
Hispanic	52%	46%	No	57%
White				
English language learners	51%	46%	No	56%
Students with disabilities	27%	13%	No	34%
Economically disadvantaged	53%	40%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	33	24%	36%
Students scoring at or above Achievement Level 4	23	17%	22%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		46%	51%
Students in lowest 25% making learning gains (FCAT 2.0)		41%	47%

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)	32	68%	71%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	15	32%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	14	28%	35%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	23	43%	49%
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	57%	54%	No	61%
American Indian		0%		
Asian		0%		
Black/African American	57%	52%	No	61%
Hispanic	55%	56%	Yes	60%
White		0%		
English language learners	60%	46%	No	64%
Students with disabilities	43%	21%	No	48%
Economically disadvantaged	57%	53%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	30%	36%
Students scoring at or above Achievement Level 4	31	23%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		61%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		51%	56%

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	[data excluded for privacy reasons]		20%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		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)	5		6
Participation in STEM-related experiences provided for students	265	100%	100%

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	20	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	11	4%	3%
Students who are not proficient in reading by third grade	24	62%	56%
Students who receive two or more behavior referrals	60	21%	20%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	1%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

PIP

Specific Parental Involvement Targets

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

- G1.** Increase the use of manipulatives to provide hands-on experiences across the curriculum
- G2.** Increase rigorous instruction aligned to the standards utilizing the Gradual Release Model.
- G3.** Infuse reading and writing strategies across the curriculum.
- G4.** Increase the scoring proficiency in LISTENING/SPEAKING, READING, AND WRITING on the 2014 CELLA Assessment
- G5.** Increase the number of STEM related experiences and the percentage of students participating in activities.
- G6.** Increase the effectiveness of identifying students who are falling behind early enough to provide appropriate intervention and support.

Goals Detail

G1. Increase the use of manipulatives to provide hands-on experiences across the curriculum

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- 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
- STEM

Resources Available to Support the Goal

- Graphic Organizers, Go Math Resource Kit, Scott Foreman

Targeted Barriers to Achieving the Goal

- Limited support of appropriate use of manipulatives during instruction
- Limited resources to conduct explicit instructions

Plan to Monitor Progress Toward the Goal

Compare data from the Year at a Glance and the previous years to see if student achievement has increased

Person or Persons Responsible

Administration

Target Dates or Schedule:

November 2013, February 2014, June 2014

Evidence of Completion:

Interim Assessments, FCAT 2.0, FAIR, SAT-10

G2. Increase rigorous instruction aligned to the standards utilizing the Gradual Release Model.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- 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
- STEM

Resources Available to Support the Goal

- McGraw Hill Reading Series Go Math Series Subject Item Specifications Pacing Guides

Targeted Barriers to Achieving the Goal

- Teachers lack training on direct explicit instruction.
- Teachers lack an understanding on how to effectively implement Differentiated Instruction.

Plan to Monitor Progress Toward the Goal

Compare data from the Year at a Glance and the previous years to see if student achievement has increased

Person or Persons Responsible

Administration

Target Dates or Schedule:

November 2013, February 2014, June 2014

Evidence of Completion:

Interim Assessments, FCAT 2.0, FAIR, SAT-10

G3. Infuse reading and writing strategies across the curriculum.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- 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
- STEM

Resources Available to Support the Goal

- Write Score, Interactive Journals, Time for Kids, J and J Bootcamp, Scholastic Magazine

Targeted Barriers to Achieving the Goal

- Limited professional development offered using reading and writing strategies across the curriculum.
- Teachers need additional support utilizing graphic organizers to respond to text and journal writing techniques.

Plan to Monitor Progress Toward the Goal

Compare data from the Year at a Glance and the previous years to see if student achievement has increased

Person or Persons Responsible

Administration

Target Dates or Schedule:

November 2013, February 2014, June 2014

Evidence of Completion:

Interim Assessments, FCAT 2.0, FAIR, SAT-10

G4. Increase the scoring proficiency in LISTENING/SPEAKING, READING, AND WRITING on the 2014 CELLA Assessment

Targets Supported

Resources Available to Support the Goal

- Listening Stations McGraw Hill Wonders Reading Series

Targeted Barriers to Achieving the Goal

- Based on the assessments, students would benefit from intense instruction in developing their fluency skills to better comprehend the reading by incorporating hands-on activities.
- Students would gain understanding of vocabulary by using context clues to determine the meaning of unfamiliar words. The students would use grade level material to determine the main idea of text by using vocabulary strategies.
- ELL students would use sentence-level context to guide their writing. Modeling, brainstorming and incorporating writing journals as part of the Reading Writing Workshop from Reading Wonders will increase the writing ability of the learner.

Plan to Monitor Progress Toward the Goal

CELLA 2014 Assessment

Person or Persons Responsible

State Assessment

Target Dates or Schedule:

April 2014

Evidence of Completion:

2014 CELLA Assessment

G5. Increase the number of STEM related experiences and the percentage of students participating in activities.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Scott Foresman Science Series GIZMOS Discovery Education

Targeted Barriers to Achieving the Goal

- Students need more opportunities to conduct hands on activities and produce project-based learning based on timeline given.

Plan to Monitor Progress Toward the Goal

- Data from monthly benchmark assessments and number of students participating in the science fair will also be analyzed by the Leadership Team to monitor effectiveness and student progress. District interim data will also be analyzed.

Person or Persons Responsible

School Administrators Science Coach

Target Dates or Schedule:

Monthly

Evidence of Completion:

Science FCAT 2.0 District Interim Assessments GIZMOS Reports Student authentic work

G6. Increase the effectiveness of identifying students who are falling behind early enough to provide appropriate intervention and support.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Spot Success Reports COGNOS Reports Community Involvement Specialist Code of Student Conduct

Targeted Barriers to Achieving the Goal

- There is a need to provide informational sessions on attendance targeting students who miss ten percent or more of school in order to assist parents with the understanding of guidelines for Miami-Dade County Public Schools.
- There is a need to reduce the number of students retained.
- Students who are non-proficient in reading by third grade need additional support with decoding and comprehension skills.
- Students with two or more behavior referrals/one or more that lead to suspension need additional support with self-control and respect for each other as well as understanding proper behavior.

Plan to Monitor Progress Toward the Goal

- The administration ,counselor, social worker, and community involvement specialist will review attendance data on a daily basis, look for progress in the area of attendance and tardies, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardies utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports.

Person or Persons Responsible

Community Involvement Specialist School Counselor School Administrators

Target Dates or Schedule:

Monthly

Evidence of Completion:

Daily attendance Reports District Reports COGNOS Report

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the use of manipulatives to provide hands-on experiences across the curriculum

G1.B1 Limited support of appropriate use of manipulatives during instruction

G1.B1.S1 Provide direct training during planning meetings on the effective use of manipulatives

Action Step 1

Provide students with opportunities to use collaborative strategies during the “They Do” portion of the lesson.

Person or Persons Responsible

Instructional Coaches, Curriculum Support Specialists

Target Dates or Schedule

On-going training

Evidence of Completion

Lesson plans, Classroom walk-through, student interactive journals

Facilitator:

ETO

Participants:

Teachers and Coaches

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

Observations will be conducted to ensure the effective use of manipulatives.

Person or Persons Responsible

Administration, Instructional Coaches, Curriculum Support Specialist

Target Dates or Schedule

On-going progress monitoring

Evidence of Completion

Classroom walk-throughs, Essential Labs, Interactive Journals, Lesson plans, In-house Assessments, Interim Assessments, 2014 FCAT 2.0 Assessment

Plan to Monitor Effectiveness of G1.B1.S1

See evidence of manipulatives being implemented consistently in the classrooms

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

On-going progress monitoring

Evidence of Completion

Lesson plans, Classroom walk-through, In-house Assessments, Interim Assessments 2014 FCAT 2.0 Assessment

G1.B1.S2 Provide teachers with necessary resources to conduct hands on experiences

Action Step 1

Provide teachers professional development on how to effectively utilize appropriate resources for implementation.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

On going

Evidence of Completion

Sign In Sheets, Agendas

Facilitator:

Instructional Coaches

Participants:

Classroom teachers

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

Conduct classroom walkthroughs to ensure proper use of manipulatives

Person or Persons Responsible

Instructional Coaches and Administrators

Target Dates or Schedule

On Going

Evidence of Completion

Observations, lesson plans, classroom walkthroughs

Plan to Monitor Effectiveness of G1.B1.S2

Coaches and classroom teachers will monitor the effective use of manipulatives during instruction time

Person or Persons Responsible

Instructional Coaches and Administration

Target Dates or Schedule

On going

Evidence of Completion

Classroom walkthroughs, observations, lesson planning

G1.B2 Limited resources to conduct explicit instructions

G1.B2.S1 Provide teachers with necessary resources to conduct hands-on experiences.

Action Step 1

Utilize manipulatives in collaborative activities.

Person or Persons Responsible

Teachers, Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Interactive Journals, Essential Labs, Go Math Kits

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

Conduct classroom walk-through's to ensure effective use of manipulatives to drive instruction.

Person or Persons Responsible

Instructional Coaches, Administration

Target Dates or Schedule

On-going progress monitoring

Evidence of Completion

Lesson plans, Classroom walk-through, In-house Assessments, Interim Assessments, 2014 FCAT 2.0 Assessment

Plan to Monitor Effectiveness of G1.B2.S1

Conduct investigations in accordance to the pacing guide, scope and sequences and item specifications.

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

On-going progress monitoring

Evidence of Completion

Formative: Lesson plans, Classroom walk-through, In-house Assessments, Interim Assessments
Summative: 2014 FCAT 2.0 Assessment

G2. Increase rigorous instruction aligned to the standards utilizing the Gradual Release Model.

G2.B1 Teachers lack training on direct explicit instruction.

G2.B1.S1 Provide professional development on direct explicit instruction.

Action Step 1

Professional development will be provided to all staff.

Person or Persons Responsible

ETO staff and instructional coaches

Target Dates or Schedule

September 2013

Evidence of Completion

PD sign in sheets

Facilitator:

ETO staff and instructional coaches

Participants:

Entire Staff

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

Review PD sign in sheets to ensure all staff attended

Person or Persons Responsible

School Administrators and Instructional Coaches

Target Dates or Schedule

First week of October 2013

Evidence of Completion

Compare staff roster with PD sign in sheet

Plan to Monitor Effectiveness of G2.B1.S1

Observe explicit instruction taking places in the classrooms.

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

On Going

Evidence of Completion

Walkthrough checklist and lesson plans

G2.B1.S2 Utilize the coaching cycle for identified teachers who need additional support.

Action Step 1

Identify teachers who require additional support on direct explicit instruction.

Person or Persons Responsible

Instructional Coaches and ETO staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching logs

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

Utilize the coaching cycle for the identified teachers

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

on going

Evidence of Completion

Coaching Logs, classroom walkkthroughs

Plan to Monitor Effectiveness of G2.B1.S2

Direct explicit instruction will be implemented in targeted classrooms.

Person or Persons Responsible

Administration

Target Dates or Schedule

On going

Evidence of Completion

lesson plans, classroom walkthroughs, coaching logs

G2.B2 Teachers lack an understanding on how to effectively implement Differentiated Instruction.

G2.B2.S1 Provide professional development on how to effectively implement differentiated instruction.

Action Step 1

Group students based on data that has been analyzed

Person or Persons Responsible

ETO staff and instructional coaches

Target Dates or Schedule

October 2013

Evidence of Completion

Lists of student groupings

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

Teachers will be meeting with students in differentiated groups based on student data.

Person or Persons Responsible

Instructional Coaches and Administration

Target Dates or Schedule

On going

Evidence of Completion

classroom walkthroughs and differentiated group listings

Plan to Monitor Effectiveness of G2.B2.S1

See evidence of differentiated instruction being implemented consistently in the classrooms.

Person or Persons Responsible

Coaches and administration

Target Dates or Schedule

on going

Evidence of Completion

classroom walkthroughs, lesson plans

G2.B2.S2 Provide data chat sessions with all stakeholders.

Action Step 1

Meet with teachers and students to analyze data to identify student needs.

Person or Persons Responsible

Instructional Coaches and administration

Target Dates or Schedule

On going

Evidence of Completion

sign in sheets, planned meetings

Facilitator:

Administrators and Instructional Coaches

Participants:

Classroom teachers and students

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

Instructional coaches and administration will meet with teachers during planning time to ensure data is being analyzed to drive instruction.

Person or Persons Responsible

Instructional coaches and administration

Target Dates or Schedule

on going

Evidence of Completion

sign in sheets, schedules, agendas, coaches log

Plan to Monitor Effectiveness of G2.B2.S2

Student assessments aligned to the differentiated instruction to monitor progress

Person or Persons Responsible

Instructional Coaches and administration

Target Dates or Schedule

On going

Evidence of Completion

Student assessments

G3. Infuse reading and writing strategies across the curriculum.

G3.B1 Limited professional development offered using reading and writing strategies across the curriculum.

G3.B1.S1 Provide on site professional development to increase reading and writing strategies across the curriculum.

Action Step 1

Professional development will be provided to all instructional staff.

Person or Persons Responsible

ETO and Instructional Coaches

Target Dates or Schedule

on-going

Evidence of Completion

PD sign-in sheets

Facilitator:

ETO staff

Participants:

Entire instructional staff

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

Review PD sign-in sheets to ensure all instructional participation

Person or Persons Responsible

Administration

Target Dates or Schedule

December 2013

Evidence of Completion

Compare staff roster with PD sign-in sheets

Plan to Monitor Effectiveness of G3.B1.S1

Observe explicit instruction taking place in the classroom.

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

On-going progress monitoring

Evidence of Completion

Lesson plans, Classroom walk-through, In-house Assessments, Interim Assessments, 2014 FCAT 2.0 Assessment

G3.B1.S2 Ensure targeted planning occurs each week

Action Step 1

Instructional Coaches will meet with classrooms teachers on a weekly basis to ensure rigorous planning is taking place

Person or Persons Responsible

Instructional Coaches and Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Agenda and Sign In Sheets

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

Administrators will ensure schedules are updated weekly to make sure rigorous planning is taking place

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Schedules, classroom walkthroughs, planning time

Plan to Monitor Effectiveness of G3.B1.S2

Administrators will meet with instructional coaches on a weekly basis to review planning sessions between coaches and teachers

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Meeting Agendas, schedules

G3.B2 Teachers need additional support utilizing graphic organizers to respond to text and journal writing techniques.

G3.B2.S1 Provide students with multiple opportunities to write responses to reading in their interactive journals and authentic student work products.

Action Step 1

Provide professional development on how to properly implement the writing process across the curriculum

Person or Persons Responsible

Instructional Coaches and ETO CSS

Target Dates or Schedule

January 2014

Evidence of Completion

Lesson plans and Student Journals

Facilitator:

ETO Staff

Participants:

Entire Instructional Staff

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

Meet with teacher during planning to ensure the writing process is implemented.

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

ongoing

Evidence of Completion

Interactive journals, Lesson plans, Classroom walk-through, In-house Assessments, Interim Assessments, 2014 FCAT 2.0 Assessment

Plan to Monitor Effectiveness of G3.B2.S1

Observe explicit instruction of the writing process taken place in the classroom

Person or Persons Responsible

Administrators and Coaches

Target Dates or Schedule

ongoing

Evidence of Completion

Interactive journals, Lesson plans, Classroom walk-through, In-house Assessments, Interim Assessments, 2014 FCAT 2.0 Assessment

G4. Increase the scoring proficiency in LISTENING/SPEAKING, READING, AND WRITING on the 2014 CELLA Assessment

G4.B1 Based on the assessments, students would benefit from intense instruction in developing their fluency skills to better comprehend the reading by incorporating hands-on activities.

G4.B1.S1 ? The teachers will use listening stations. Audio books, phonetic audio pronunciation, interactive word walls and listening to words with manipulative, will enhance their auditory and verbal understanding of the language.

Action Step 1

Utilize student centers to support fluency, listening, speaking, and writing activities

Person or Persons Responsible

ELL Teacher School Administration

Target Dates or Schedule

Weekly

Evidence of Completion

District Interim Assessments SuccessMaker Reports Student authentic work

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

? Administration and LLT will monitor classroom assessments and observations on a monthly basis focusing on students' understanding of skills taught. ? Samples of students work will be reviewed by LLT members to monitor students' progress monthly. ? Administration will analyze weekly lessons to ensure the implementation ESOL strategies based on grade level expectations.

Person or Persons Responsible

Leadership Team Rtl Team

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walkthroughs Data Chats Student Work Samples

Plan to Monitor Effectiveness of G4.B1.S1

Administration will review lesson plans on a weekly basis during focused classroom walkthroughs and meet with teachers to discuss data and student progress

Person or Persons Responsible

School Administrators

Target Dates or Schedule

weekly

Evidence of Completion

Student Work Samples

G4.B2 Students would gain understanding of vocabulary by using context clues to determine the meaning of unfamiliar words. The students would use grade level material to determine the main idea of text by using vocabulary strategies.

G4.B2.S1 The use of pictures, tangible items, word walls ,task cards and graphic organizer to aid the students gain comprehension of the reading and Anthologies from Reading Wonders. By incorporating all these skills, ELL students will demonstrate learning gains.

Action Step 1

Utilize student centers to support fluency, listening, speaking, and writing activities.

Person or Persons Responsible

ELL Teacher Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments SuccessMaker Reports Student Authentic Work

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Administration and LLT will monitor classroom assessments and observations on a monthly basis focusing on students' understanding of skills taught. Samples of students work will be reviewed by the LLT to monitor students' progress. Administration will analyze lesson plans to ensure the implementation of ESOL strategies based on grade level expectations.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthroughs Data Chats Student Work Samples

Plan to Monitor Effectiveness of G4.B2.S1

Administration will review lesson plans on a weekly basis during focused classroom walkthroughs and meet with teachers to discuss data and student progress.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples

G4.B3 ELL students would use sentence-level context to guide their writing. Modeling, brainstorming and incorporating writing journals as part of the Reading Writing Workshop from Reading Wonders will increase the writing ability of the learner.

G4.B3.S1 Utilize student centers to support fluency, listening, speaking, and writing activities

Action Step 1

ELL students will be exposed to analytical writing and ways to respond to literature

Person or Persons Responsible

ELL teacher Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments SuccessMaker Reports Student Authentic Work

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

Administration will analyze weekly lesson plans during walkthroughs to ensure implementation of ESOL strategies on grade level expectations.

Person or Persons Responsible

Leadership Team RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthroughs Data Chats Student Work Samples

Plan to Monitor Effectiveness of G4.B3.S1

Administration will review lesson plans during focused classroom walkthroughs and meet with teachers to discuss data and student progress

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples

G5. Increase the number of STEM related experiences and the percentage of students participating in activities.

G5.B1 • Students need more opportunities to conduct hands on activities and produce project-based learning based on timeline given.

G5.B1.S1 • Students will conduct more hands on activities through Gizmos, Discovery Education, science fair, and journal response writing.

Action Step 1

Classroom Teachers will expose students to more hands on activities and lab experiments using a variety of resources that will engage, promote, and foster the scientific process.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Classroom Walkthroughs District Interim Reports Number of STEM - related experiences

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

The Leadership team will meet with teachers to confer with teachers about lesson plans and activities that are in place for the students

Person or Persons Responsible

Science Coach Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Sign In Sheets Data Meetings

Plan to Monitor Effectiveness of G5.B1.S1

Teachers and administrators will look over data reports from GIZMOS, conduct classroom walkthroughs, and review lesson plans for the scientific process.

Person or Persons Responsible

Science Coach Administration

Target Dates or Schedule

Weekly

Evidence of Completion

City Science Fair County Science Fair school science fair

G6. Increase the effectiveness of identifying students who are falling behind early enough to provide appropriate intervention and support.

G6.B1 There is a need to provide informational sessions on attendance targeting students who miss ten percent or more of school in order to assist parents with the understanding of guidelines for Miami-Dade County Public Schools.

G6.B1.S1 The administration ,counselor, social worker, and Community Involvement Specialist (CIS) will review attendance data on a daily basis, look for progress in the area of attendance and tardies, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardies utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports.

Action Step 1

The administration ,counselor, social worker, and Community Involvement Specialist (CIS) will review attendance data on a daily basis, look for progress in the area of attendance and tardies, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardies utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports.

Person or Persons Responsible

Administration and Guidance Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

COGNOS report

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Follow FCIM using data from COGNOS report

Person or Persons Responsible

MTSS / RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

COGNOS Report

Plan to Monitor Effectiveness of G6.B1.S1

Follow FCIM using data from COGNOS and daily attendance bulletin

Person or Persons Responsible

MTSS / RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

COGNOS Report

G6.B2 There is a need to reduce the number of students retained.

G6.B2.S1 Intervention groups will be established to include all retained students utilizing the McGraw-Hill Wonder Works and Saxon Reading program.

Action Step 1

Establish intervention groups that include all retained students.

Person or Persons Responsible

Reading Coach and Interventionists.

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessment

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Following the FCIM model, quarterly assessment data and reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessment

Plan to Monitor Effectiveness of G6.B2.S1

Follow the FCIM model, quarterly assessment data and reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Reports, 2014 FCAT 2.0

G6.B3 Students who are non-proficient in reading by third grade need additional support with decoding and comprehension skills.

G6.B3.S1 Reading Intervention time will be scheduled during the extended day program to address the students who are in need of assistance. Focus will be on reading strategies, test taking skills, and reading fluency.

Action Step 1

Reading intervention time is scheduled throughout the school day to assist students who are in need of assistance

Person or Persons Responsible

Teachers and Interventionists

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Following the FCIM model, quarterly assessment data and reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessment

Plan to Monitor Effectiveness of G6.B3.S1

Following the FCIM Model, quarterly assessment data and reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Reports, 2014 FCAT 2.0

G6.B4 Students with two or more behavior referrals/one or more that lead to suspension need additional support with self-control and respect for each other as well as understanding proper behavior.

G6.B4.S1 The administration and counselor will monitor the Spot Success Report by grade level and the COGNOS report on student outdoor suspension and provide incentives for compliance. In addition, parent contact logs will be reviewed for evidence of communication with parents of students who display inappropriate behavior.

Action Step 1

The administration and counselor will monitor the Spot Success Report by grade level and the COGNOS report on student outdoor suspension and provide incentives for compliance. In addition, parent contact logs will be reviewed for evidence of communication with parents of students who display inappropriate behavior.

Person or Persons Responsible

Counselor and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

SPOT Success Report and COGNOS report

Plan to Monitor Fidelity of Implementation of G6.B4.S1

Follow FCIM using data from COGNOS and SPOT Success Report

Person or Persons Responsible

MTSS / RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

COGNOS report and SPOT success Report

Plan to Monitor Effectiveness of G6.B4.S1

Follow FCIM using data from COGNOS and SPOT Success Report

Person or Persons Responsible

MTSS / RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

COGNOS Report and SPOT Success Report, 2014 FCAT 2.0

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 (before-school and/or after-school programs, Saturday Academy or summer school). 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; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

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

Title III

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

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

Title VI, Part B - NA

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.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

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

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 designee 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.

Nutrition Programs

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

Head Start

N/A

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Increase the use of manipulatives to provide hands-on experiences across the curriculum

G1.B1 Limited support of appropriate use of manipulatives during instruction

G1.B1.S1 Provide direct training during planning meetings on the effective use of manipulatives

PD Opportunity 1

Provide students with opportunities to use collaborative strategies during the “They Do” portion of the lesson.

Facilitator

ETO

Participants

Teachers and Coaches

Target Dates or Schedule

On-going training

Evidence of Completion

Lesson plans, Classroom walk-through, student interactive journals

G1.B1.S2 Provide teachers with necessary resources to conduct hands on experiences

PD Opportunity 1

Provide teachers professional development on how to effectively utilize appropriate resources for implementation.

Facilitator

Instructional Coaches

Participants

Classroom teachers

Target Dates or Schedule

On going

Evidence of Completion

Sign In Sheets, Agendas

G2. Increase rigorous instruction aligned to the standards utilizing the Gradual Release Model.

G2.B1 Teachers lack training on direct explicit instruction.

G2.B1.S1 Provide professional development on direct explicit instruction.

PD Opportunity 1

Professional development will be provided to all staff.

Facilitator

ETO staff and instructional coaches

Participants

Entire Staff

Target Dates or Schedule

September 2013

Evidence of Completion

PD sign In sheets

G2.B2 Teachers lack an understanding on how to effectively implement Differentiated Instruction.

G2.B2.S2 Provide data chat sessions with all stakeholders.

PD Opportunity 1

Meet with teachers and students to analyze data to identify student needs.

Facilitator

Administrators and Instructional Coaches

Participants

Classroom teachers and students

Target Dates or Schedule

On going

Evidence of Completion

sign in sheets, planned meetings

G3. Infuse reading and writing strategies across the curriculum.

G3.B1 Limited professional development offered using reading and writing strategies across the curriculum.

G3.B1.S1 Provide on site professional development to increase reading and writing strategies across the curriculum.

PD Opportunity 1

Professional development will be provided to all instructional staff.

Facilitator

ETO staff

Participants

Entire instructional staff

Target Dates or Schedule

on-going

Evidence of Completion

PD sign-in sheets

G3.B2 Teachers need additional support utilizing graphic organizers to respond to text and journal writing techniques.

G3.B2.S1 Provide students with multiple opportunities to write responses to reading in their interactive journals and authentic student work products.

PD Opportunity 1

Provide professional development on how to properly implement the writing process across the curriculum

Facilitator

ETO Staff

Participants

Entire Instructional Staff

Target Dates or Schedule

January 2014

Evidence of Completion

Lesson plans and Student Journals

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase the use of manipulatives to provide hands-on experiences across the curriculum	\$7,729
G2.	Increase rigorous instruction aligned to the standards utilizing the Gradual Release Model.	\$1,731
G3.	Infuse reading and writing strategies across the curriculum.	\$5,283
G4.	Increase the scoring proficiency in LISTENING/SPEAKING, READING, AND WRITING on the 2014 CELLA Assessment	\$1,828
G5.	Increase the number of STEM related experiences and the percentage of students participating in activities.	\$992
Total		\$17,563

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Evidence-Based Program	Evidence-Based Materials	Total
Title 1 Funds	\$5,970	\$7,577	\$4,016	\$17,563
	\$0	\$0	\$0	\$0
Total	\$5,970	\$7,577	\$4,016	\$17,563

Budget Details

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

G1. Increase the use of manipulatives to provide hands-on experiences across the curriculum

G1.B1 Limited support of appropriate use of manipulatives during instruction

G1.B1.S1 Provide direct training during planning meetings on the effective use of manipulatives

Action Step 1

Provide students with opportunities to use collaborative strategies during the “They Do” portion of the lesson.

Resource Type

Technology

Resource

Technology Upgrades to desktop computer stations

Funding Source

Title 1 Funds

Amount Needed

\$5,970

G1.B1.S2 Provide teachers with necessary resources to conduct hands on experiences

Action Step 1

Provide teachers professional development on how to effectively utilize appropriate resources for implementation.

Resource Type

Evidence-Based Program

Resource

J and J Bootcamp Materials and GET Smart Interactive Materials

Funding Source

Title 1 Funds

Amount Needed

\$1,759

G2. Increase rigorous instruction aligned to the standards utilizing the Gradual Release Model.

G2.B2 Teachers lack an understanding on how to effectively implement Differentiated Instruction.

G2.B2.S1 Provide professional development on how to effectively implement differentiated instruction.

Action Step 1

Group students based on data that has been analyzed

Resource Type

Evidence-Based Program

Resource

Triumph Learning and Write Score Assessments

Funding Source

Title 1 Funds

Amount Needed

\$1,731

G3. Infuse reading and writing strategies across the curriculum.

G3.B1 Limited professional development offered using reading and writing strategies across the curriculum.

G3.B1.S1 Provide on site professional development to increase reading and writing strategies across the curriculum.

Action Step 1

Professional development will be provided to all instructional staff.

Resource Type

Evidence-Based Program

Resource

Write Score Writing Program and Foresight Assessments

Funding Source

Title 1 Funds

Amount Needed

\$4,087

G3.B1.S2 Ensure targeted planning occurs each week

Action Step 1

Instructional Coaches will meet with classrooms teachers on a weekly basis to ensure rigorous planning is taking place

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3.B2 Teachers need additional support utilizing graphic organizers to respond to text and journal writing techniques.

G3.B2.S1 Provide students with multiple opportunities to write responses to reading in their interactive journals and authentic student work products.

Action Step 1

Provide professional development on how to properly implement the writing process across the curriculum

Resource Type

Evidence-Based Materials

Resource

Time for Kids magazines

Funding Source

Title 1 Funds

Amount Needed

\$1,196

G4. Increase the scoring proficiency in LISTENING/SPEAKING, READING, AND WRITING on the 2014 CELLA Assessment

G4.B1 Based on the assessments, students would benefit from intense instruction in developing their fluency skills to better comprehend the reading by incorporating hands-on activities.

G4.B1.S1 ? The teachers will use listening stations. Audio books, phonetic audio pronunciation, interactive word walls and listening to words with manipulative, will enhance their auditory and verbal understanding of the language.

Action Step 1

Utilize student centers to support fluency, listening, speaking, and writing activities

Resource Type

Evidence-Based Materials

Resource

Scholastic Magazines and Novels

Funding Source

Title 1 Funds

Amount Needed

\$1,828

G5. Increase the number of STEM related experiences and the percentage of students participating in activities.

G5.B1 • Students need more opportunities to conduct hands on activities and produce project-based learning based on timeline given.

G5.B1.S1 • Students will conduct more hands on activities through Gizmos, Discovery Education, science fair, and journal response writing.

Action Step 1

Classroom Teachers will expose students to more hands on activities and lab experiments using a variety of resources that will engage, promote, and foster the scientific process.

Resource Type

Evidence-Based Materials

Resource

Amazon Market Place - Science materials - Sciencosaurus

Funding Source

Title 1 Funds

Amount Needed

\$992