



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Eneida M. Hartner Elementary School

401 NW 29TH ST

Miami, FL 33127

305-573-8181

<http://www.dade.k12.fl.us/hartner/>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 99%
Alternative/ESE Center No	Charter School No	Minority Rate 97%

School Grades History

2013-14 C	2012-13 C	2011-12 B	2010-11 A
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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

Eneida M. Hartner Elem. School

Principal

Derick Mckoy R

School Advisory Council chair

Jennifer Reyes

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

Name	Title
Lizette Blanco	Assistant Principal
Robin Ward	Reading Coach
Al Lawrence	Teacher
Cassandra Holmes	Teacher
Shekina Chatman	Teacher
Rima Rodriguez	Teacher
Margarita Fernandez	Counselor
Clidia Gonzalez	Teacher

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
 Assistant Principal-Alternate Principal
 UTD Steward
 EESAC Chair
 Four Teachers
 One Teacher-Alternate
 One Educational Support
 One Educational Support-Alternate
 Three Community Representative

Six parents
Two students

Involvement of the SAC in the development of the SIP

The EESAC committee met at the end of the school year and discussed each School Improvement academic area. The committee reviewed the suggestions provided by the staff and discussed the strategies that should continue to be implemented and those that need to be modified or deleted.

Activities of the SAC for the upcoming school year

The EESAC committee will meet on the first Wednesday of every month at 2:15 pm. The School Improvement Team will review the plan each month and adjust strategies as needed.

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

Funds will be allocated to assist with the implementation of the School Improvement Plan including, student incentives, instructional materials and instructional support for tutoring.

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:

Derick Mckoy R

Principal

Years as Administrator: 15

Years at Current School: 4

Credentials

CHEMISTRY, BIOLOGY, MIDDLE GRADES, ED LEADERSHIP

Performance Record

2013 – School Grade C
 Rdg. Proficiency, 53%
 Math Proficiency, 49%
 Rdg. Lrg. Gains, 68 points
 Math Lrg. Gains, 59 points
 Rdg. Imp. of Lowest 25% - 79 points
 Math Imp. of Lowest 25% - 57 points
 Rdg. AMO –Yes
 Math AMO–No

2012 – School Grade B
 Rdg. Proficiency, 42%
 Math Proficiency, 48%
 Rdg. Lrg. Gains, 72 points
 Math Lrg. Gains, 68points
 Rdg. Imp. of Lowest 25% - 94 points
 Math Imp. of Lowest 25% - 75 points

2011 – School Grade A
 Rdg. Proficiency, 64%
 Math Proficiency, 71%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains, 68points
 Rdg. Imp. of Lowest 25% - 61 points
 Math Imp. of Lowest 25% - 77 points

2010 – School Grade A
 Rdg. Proficiency, 17%
 Math Proficiency, 47%
 Rdg. Lrg. Gains, 38 points
 Math Lrg. Gains, 72 points
 Rdg. Imp. of Lowest 25% - 72 points
 Math Imp. of Lowest 25% - 75 points

2009 – School Grade C
 Rdg. Proficiency, 20%
 Math Proficiency, 50%
 Rdg. Lrg. Gains, 19 points
 Math Lrg. Gains, 73 points
 Rdg. Imp. of Lowest 25% - 57 points
 Math Imp. of Lowest 25% - 75 points

Lizette Blanco

Asst Principal

Years as Administrator: 6

Years at Current School: 5

Credentials

ESOL, MNTL HNDTCP, SCHOOL PRINCIPAL

Performance Record

2013 – School Grade C
 Rdg. Proficiency, 53%
 Math Proficiency, 49%
 Rdg. Lrg. Gains, 68 points
 Math Lrg. Gains, 59 points
 Rdg. Imp. of Lowest 25% - 79 points
 Math Imp. of Lowest 25% - 57 points
 Rdg. AMO –Yes
 Math AMO–No
 2012 – School Grade B
 Rdg. Proficiency, 42%
 Math Proficiency, 48%
 Rdg. Lrg. Gains, 72 points
 Math Lrg. Gains, 68points
 Rdg. Imp. of Lowest 25% - 94 points
 Math Imp. of Lowest 25% - 75 points
 2011 – School Grade A
 Rdg. Proficiency, 64%
 Math Proficiency, 71%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains, 68points
 Rdg. Imp. of Lowest 25% - 61 points
 Math Imp. of Lowest 25% - 77 points
 2010 – School Grade A
 Rdg. Proficiency, 65%
 Math Proficiency, 68%
 Rdg. Lrg. Gains, 72 points
 Math Lrg. Gains, 71 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% - 75 points
 2009 – School Grade C
 Rdg. Proficiency, 63%
 Math Proficiency, 79%
 Rdg. Lrg. Gains, 68 points
 Math Lrg. Gains, 72 points
 Rdg. Imp. of Lowest 25% - 63 points
 Math Imp. of Lowest 25% - 77 points

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Robin Ward

Part-time / District-based Years as Coach: 15 Years at Current School: 1

Areas Reading/Literacy

Credentials E CHILD ED, ELEMENTARY ED. READING

Performance Record

2013 – School Grade A
 Rdg. Proficiency, 69%
 Math Proficiency, 68%
 Rdg. Lrg. Gains, 77 points
 Math Lrg. Gains, 77 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% - 77 points
 Rdg. AMO –Yes
 Math AMO–Yes

2012 – School Grade A
 Rdg. Proficiency, 69%
 Math Proficiency, 68%
 Rdg. Lrg. Gains, 77 points
 Math Lrg. Gains, 77 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% - 77 points

2011 – School Grade A
 Rdg. Proficiency, 79%
 Math Proficiency, 79%
 Rdg. Lrg. Gains, 72 points
 Math Lrg. Gains, 66points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% - 65 points

2010 – School Grade A
 Rdg. Proficiency, 84%
 Math Proficiency, 83%
 Rdg. Lrg. Gains, 76 points
 Math Lrg. Gains, 73 points
 Rdg. Imp. of Lowest 25% - 65 points
 Math Imp. of Lowest 25% - 68 points

2009 – School Grade AC
 Rdg. Proficiency, 85%
 Math Proficiency, 83%
 Rdg. Lrg. Gains, 79 points
 Math Lrg. Gains, 71 points
 Rdg. Imp. of Lowest 25% - 76 points
 Math Imp. of Lowest 25% - 65 points

Classroom Teachers

of classroom teachers
 40

receiving effective rating or higher
 40, 100%

Highly Qualified Teachers

68%

certified in-field

27, 68%

ESOL endorsed

35, 88%

reading endorsed

6, 15%

with advanced degrees

18, 45%

National Board Certified

3, 8%

first-year teachers

2, 5%

with 1-5 years of experience

2, 5%

with 6-14 years of experience

21, 53%

with 15 or more years of experience

15, 38%

Education Paraprofessionals

of paraprofessionals

1

Highly Qualified

1, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

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

Eneida M. Hartner Elementary School will provide professional development to retain highly qualified and effective teachers. Teachers will be given opportunities within the school to take-on leadership roles as well as participate in professional learning communities. Teachers who are teaching out-of field are considered non-highly qualified. These teachers will receive written notification from Human

Resources which provide a timeline to comply with certification. Assistance will be provided to ensure professional development is done in the area needed.

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

Beginning teachers will be paired with a mentor teacher that has undergone the District-wide MINT training. The mentee will be paired with a mentor within the same grade level and teaching the same academic content. The beginning teacher will participate in district-wide and school developed professional development as needed.

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.

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

- Derick McKoy, Principal
- Lizette Blanco, Assistant Principal
- Robin Ward, Reading Coach
- Margarita Fernandez, School Counselor
- Clidia Gonzalez, Special Education Chairperson
- Al Lawrence, ELL Chairperson
- Shekina Chatman, Math Leader
- Irene Barry, Science Leader
- Cassandra Holmes, Primary Teacher
- Rima Rodriguez, Intermediate Teacher
- Israel Sarasti, School Psychologist
- Kimberlee Williams-Giddens School social worker

In addition to Tier 1 problem solving, the Leadership Team members will meet once a month to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

1. Data will be used to guide instructional decisions and system procedures for all students:
 - Adjust the delivery of curriculum and instruction to meet the specific needs of students
 - Adjust the delivery of behavior management system
 - Adjust the allocation of school-based resources

- Drive decisions regarding targeted professional development
- Create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment (PMRN)
- Interim assessments (Edusoft)
- FCAT
- Student grades (electronic grade book)
- School site specific assessments

Behavior

- Student Case Management System (ISIS)
- Detentions
- Suspensions (ISIS)
- Referrals by student behavior, staff behavior, and administrative context (ISIS)
- Attendance (electronic grade book)

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

The school will participate in the MTSS district professional development which consists of;

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS implementation in the school.

The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at <http://rti.dadeschools>).

A description of MTSS and MTSS parent resources will be available on the school's web site.

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:** 3,780

Students are provided the opportunity to attend the computer lab every morning from 7:30 am – 8:15 am to work on technology programs to improve in the areas of reading and math. In addition, ELL students are afforded the opportunity to participate in an afterschool tutorial twice a week for an hour each day in the area of reading and math. Teachers are provided weekly common planning time in order for them to collaborate and plan cooperatively to improve the instructional program. Additionally, teachers participate in district wide and school developed professional development as well as Professional Learning Communities.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Data collected to ensure the effectiveness of the strategies discussed above include the administration of a pre and post test to determine student academic growth, web-based research program reports are generated by the instructional coach and assistant principal monthly and data chats take place to discuss student progress. Instructional strategies are then aligned to drive instruction.

Who is responsible for monitoring implementation of this strategy?

The principal and assistant principal will be responsible for monitoring of the programs' implementation.

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

Name	Title
Derick McKoy	Principal
Lizette Blanco	Assistant Principal
Robin Ward	Reading Coach
Linda Smith	Media Specialist
Clidia Gonzalez	SPED Chairperson
Al Lawrence	ELL Chairperson
Shekina Chatman	Math Leader
Irene Barry	Science Leader
Cassandra Holmes	Primary Chairperson
Rima RODriguez	Intermediate Chairperson

How the school-based LLT functions

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Major initiatives of the LLT

The LLT will ensure that time is provided for professional development and grade group meetings. The following opportunities are present contractually for principals to meet with teachers and provide professional development: (1) bi-monthly faculty meetings, (2) two designated professional development days annually, (3) weekly early release days for elementary teachers, and (4) daily planning time for all teachers that may be used for grade group/department meetings. Additionally, the LLT may provide release time for teachers to visit and observe other master teachers as a source of professional development. Options for professional development may include, but not be limited to, study groups, collaborative teams, peer observations, demonstrations, coaching, mentoring and visiting model classrooms. Professional development opportunities will be individualized based on student performance data, in addition to the teacher's IPDP.

Every Teacher Contributes to Reading Instruction

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

Students will practice reading across the curriculum to support Common Core Standards. A school wide plan has been developed incorporating the use of Accelerated Reader in every subject including special areas. All teachers will develop activities that include reading and writing regardless of the curriculum content.

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

Eneida M. Hartner Elementary has a plan in place where preschool children from area preschools visit the school on various occasions throughout the school year. Students are introduced and exposed to the elementary school program. Kindergarten students are given the School Readiness Uniform Screening System (SRUSS) which is administered during the first 30 days of the school year. The Assistant Principal and kindergarten teachers will be responsible for disaggregating the data to determine students' acquisition of specific skill and knowledge. Students identified with low readiness rates will be provided with additional individualized instruction by the homeroom teacher. Parents will be advised if their child is in need of this type of instruction and will be provided with recommended strategies for them to implement at home in order to assist their child. The program's effectiveness will be monitored by teacher observation of the student as well as by in-school or in-classroom assessments. Funding for this program comes from the district's Title I Office and the Division of Early Childhood Education.

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%	53%	Yes	58%
American Indian				
Asian				
Black/African American	56%	53%	Yes	60%
Hispanic	53%	52%	Yes	57%
White				
English language learners	43%	50%	Yes	49%
Students with disabilities	38%	22%	No	45%
Economically disadvantaged	53%	53%	Yes	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	72	28%	34%
Students scoring at or above Achievement Level 4	56	22%	24%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		68%	71%
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)	91	44%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	52	25%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	29	14%	23%

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	41	50%	55%
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%	49%	No	61%
American Indian				
Asian				
Black/African American	54%	49%	No	59%
Hispanic	56%	49%	No	60%
White				
English language learners	49%	48%	No	54%
Students with disabilities	34%	25%	No	41%
Economically disadvantaged	56%	49%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	31%	42%
Students scoring at or above Achievement Level 4	38	15%	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		59%	63%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		57%	61%

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	20	23%	27%
Students scoring at or above Achievement Level 4	14	16%	18%

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		1
Participation in STEM-related experiences provided for students	1	100%	1%

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	66	11%	10%
Students retained, pursuant to s. 1008.25, F.S.	38	7%	6%
Students who are not proficient in reading by third grade	48	55%	50%
Students who receive two or more behavior referrals	79	14%	13%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	25	4%	3%

Goals Summary

- G1.** The results of the 2013 FCAT 2.0 Reading Test indicated 53% of students met high standards in the area of Reading. The expected level of performance for the 2013-2014 school year is 58% of students meeting high standards.
- G2.** The 2013 FCAT 2.0 Writing indicates 50% of students scored at 3.5 or higher. Our goal for the 2014 FCAT 2.0 Writing assessment is to increase five percentage points to 55% of students scoring at 3.5 or higher.
- G3.** The 2013 FCAT 2.0 assessment indicates 49% of students are meeting high standards in the area of Mathematics. Our goal is to increase this by 12 percentage points to 61% of students meeting high standards in the area of Mathematics.
- G4.** The 2013 FCAT 2.0 Assessment indicates 23% of students in grade 5 are meeting high standards in the area of Science. Our goal is to increase four percentage point to 27% of students scoring a 3 or higher in the 2014 FACT 2.0 in Science.
- G5.** During the 2012-2013 school year, our students participated in one STEM activity. During the 2013-2014 school year, our students will increase their STEM participation to three events throughout the school year.
- G6.** Our school will reduce the number of students who exhibit Early Warning Systems.
- G7.** SEE PIP

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading Test indicated 53% of students met high standards in the area of Reading. The expected level of performance for the 2013-2014 school year is 58% of students meeting high standards.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- McGraw Hill Wonders, Wonder Works, SuccessMaker, Reading Plus, Accelerated Reader

Targeted Barriers to Achieving the Goal

- The 2013 FCAT reading performance data for students in the SWD subgroup indicate there is a deficiency in Reporting Category 4 Informational Text/Research Process. Students experience difficulties in reading and organizing informational text and text features.
- Students scoring at Achievement 3 Level on the 2013 FCAT Reading assessment indicate there is a deficiency in Reporting Category 3 Literacy Analysis Fiction/Nonfiction. Students demonstrated difficulties identifying and explaining the use of descriptive, idiomatic and figurative language.
- Students scoring at Achievement Level 4 or higher on the 2013 FCAT Reading Assessment indicates there is a deficiency in Reporting Category 4 Informational Text/Research Process. Students experience difficulties in reading and organizing informational text and text features.
- On the 2013 FCAT 2.0, 68% of students made learning gains. Our goal for the 2014 FCAT 2.0 administration is to increase three percentage points to 71% of students making learning gains.
- On the 2013 FCAT 2.0, 79% of students of the lowest 25% made learning gains. Our goal for the 2014 FCAT 2.0 administration is to increase by two percentage points to the total of students in the lowest 25% making learning gains to 81%.
- On the 2013 CELLA-Listening/Speaking, only 44% of students scored in the proficient range. Students had difficulties with understanding implicit language as it relates to vocabulary. Also, students require additional opportunities to speak English in and out of the classroom.
- On the 2013 CELLA-Reading, only 25% of students scored in the proficient range. Students require additional opportunities to read aloud in and out of the classroom.
- On the 2013 CELLA-Writing, only 14% students scored in the proficient range. Students require additional opportunities to practice academic writing.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from the Interim Assessments and FCAT 2.0

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

quarterly

Evidence of Completion:

Formative: Informal observation logs, rubrics, District Interim Assessments Summative: Results from the 2014 CELLA

G2. The 2013 FCAT 2.0 Writing indicates 50% of students scored at 3.5 or higher. Our goal for the 2014 FCAT 2.0 Writing assessment is to increase five percentage points to 55% of students scoring at 3.5 or higher.

Targets Supported

- Writing

Resources Available to Support the Goal

- McGraw Hill Wonders

Targeted Barriers to Achieving the Goal

- Students entering 4th grade lack adequate skills to organize information into a logical sequence and use supporting details to enhance their writing.

Plan to Monitor Progress Toward the Goal

The LLT along with the MTSS/Rtl team will monitor implementation of identified strategies through the FCIM process and make adjustments to instruction as needed.

Person or Persons Responsible

MTSS/Rtl and LLT

Target Dates or Schedule:

quarterly

Evidence of Completion:

Formative Assessments: District Writing Assessments, Monthly prompts and FCAT 2.0

G3. The 2013 FCAT 2.0 assessment indicates 49% of students are meeting high standards in the area of Mathematics. Our goal is to increase this by 12 percentage points to 61% of students meeting high standards in the area of Mathematics.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Houghton Mifflin Go Math, Think Central, SuccessMaker

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 on 48% of ELL students met the 2013 AMO. These students demonstrated difficulties in Reporting Category Numbers: Operations, Problems and Statistics.
- On the 2013 FCAT 2.0 only 49% of students in the Black subgroup met the 2013 AMO. These students demonstrated difficulties in Reporting Category Numbers: Operations, Problems and Statistics.
- On the 2013 FCAT 2.0 only 31% of students scoring at FCAT Level 3 met the 2013 AMO. These students demonstrated difficulties in Number: Fractions.; Grade 4 Number: Base Ten & Fractions and Grade 5 Geometry and Measurement.
- On the 2013 FCAT 2.0 only 15% of students scoring at FCAT Level 4 or higher met the 2013 AMO. Students scoring Achievement Level 4 or higher lack understanding of mathematical terminology for measurement concepts.
- On the 2013 FCAT 2.0 only 59% of students made learning gains in the area of Mathematics. Students in grades 3-5 who did not make learning gains experienced difficulty applying appropriate strategies with the Common Core Standards and methodology to answer questions related to in-depth problem solving, reasoning, applications and investigations.
- On the 2013 FCAT 2.0 only 57% of students in the lowest 25% made learning gains. These students enter the grade level without knowing basic multiplication facts.
- On the 2013 FCAT 2.0 only 49% of Hispanic students met the 2012-2013 AMO. These students demonstrated difficulties in Reporting Category 1 Numbers: Operations, Problems and Statistics.
- On the 2013 FCAT 2.0 only 25% of students in the SWD subgroup met the 2013 AMO. These students demonstrated difficulties in Reporting Category Numbers: Operations, Problems and Statistics.
- On the 2013 FCAT 2.0 only 49% of students in the ED subgroup met the 2013 AMO. These students demonstrated difficulties in Reporting Category Number: Fractions.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the Leadership team will review data from monthly benchmark assessments at each grade level to adjust instructional needs.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

District Interim Assessments and 2014 FCAT 2.0

G4. The 2013 FCAT 2.0 Assessment indicates 23% of students in grade 5 are meeting high standards in the area of Science. Our goal is to increase four percentage point to 27% of students scoring a 3 or higher in the 2014 FACT 2.0 in Science.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Scott Foresman Science Edition, GIZMOS, Discovery Ed., Essential Labs

Targeted Barriers to Achieving the Goal

- Performance data indicates students in grade 5 had difficulty in the Reporting Category of Physical Science, with the average percent correct being 56%.
- Performance data indicates only 16% of students scoring at levels 4 or higher were proficient on the FCAT 2.0 Science. These students demonstrated difficulty in the Reporting Category of Life Science.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the Leadership team will review data from interim assessments to adjust instructional needs.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

2014 FCAT 2.0

G5. During the 2012-2013 school year, our students participated in one STEM activity. During the 2013-2014 school year, our students will increase their STEM participation to three events throughout the school year.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Scott Foresman Science Edition

Targeted Barriers to Achieving the Goal

- Students were limited to one STEM related event during the 2012-2013 school year.

Plan to Monitor Progress Toward the Goal

Following the Florida Continuous Improvement model the school will monitor lesson plans and science lab schedules.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

2014 FCAT 2.0

G6. Our school will reduce the number of students who exhibit Early Warning Systems.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- School-wide discipline plan, Code of Student Conduct, Lynx Store/student incentives

Targeted Barriers to Achieving the Goal

- Performance data indicates 11% of students miss 10% or more of available instructional time.
- Performance data indicates 14% of students receive two or more behavior referrals and 4% receive one or more referral that leads to suspension.
- Performance data indicates 7% of students were retained in Grades K-5.
- Performance data indicates 55% of students are not proficient in reading when they enter 3rd grade.

Plan to Monitor Progress Toward the Goal

Monitor the truancy referral report and the daily attendance bulletin.

Person or Persons Responsible

Administration and Counselor

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Attendance bulletins, truancy reports, retention lists and FCAT 2.0

G7. SEE PIP

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 FCAT 2.0 Reading Test indicated 53% of students met high standards in the area of Reading. The expected level of performance for the 2013-2014 school year is 58% of students meeting high standards.

G1.B1 The 2013 FCAT reading performance data for students in the SWD subgroup indicate there is a deficiency in Reporting Category 4 Informational Text/Research Process. Students experience difficulties in reading and organizing informational text and text features.

G1.B1.S1 Provide students with opportunities to read and organize informational text and text features.

Action Step 1

Students will use real-world documents such as, how-to-articles, brochures, fliers, and websites will be used to teach text features and organize information, text feature charts will be used and text feature analysis will be done.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work and teacher made tests

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

Utilizing the FCIM, students' monthly assessment reports will be used to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Wonders unit tests Teacher made tests

Plan to Monitor Effectiveness of G1.B1.S1

Utilizing the FCIM, students' monthly assessment reports will be used to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments: Wonders Series skills assessments, District Interim Assessments, FAIR, FCAT 2.0

G1.B2 Students scoring at Achievement 3 Level on the 2013 FCAT Reading assessment indicate there is a deficiency in Reporting Category 3 Literacy Analysis Fiction/Nonfiction. Students demonstrated difficulties identifying and explaining the use of descriptive, idiomatic and figurative language.

G1.B2.S1 Provide students with opportunities to identify and explain the use descriptive, idiomatic and figurative language.

Action Step 1

Students will be provided with opportunities to distinguish their own point of view from that of the narrator, characters or the author of the text. Students will use poetry to practice identifying descriptive language that defines moods and provide imagery. Instruction will focus on similes, metaphors, and personification.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work and benchmark assessments

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

Utilizing the FCIM, students' monthly assessment reports will be used to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Quizzes/tests and District Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Utilizing the FCIM, students' monthly assessment reports will be used to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments: Wonders series Unit Assessments, District Interim Assessments, FAIR, FCAT 2.0

G1.B3 Students scoring at Achievement Level 4 or higher on the 2013 FCAT Reading Assessment indicates there is a deficiency in Reporting Category 4 Informational Text/Research Process. Students experience difficulties in reading and organizing informational text and text features.

G1.B3.S1 Provide students with opportunities to organize informational text and text features.

Action Step 1

During differentiated instruction, students will receive instruction in the teacher led center to address the identified deficiency. Also, students will be assigned specific tasks on McGraw Hill Wonders Program that are focused on interpreting graphical information (text features) e.g., graphics, legends, illustrations, diagrams, charts, and organizing information.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work and benchmark assessments

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

Utilizing the FCIM, students' monthly assessment reports will be used to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Quizzes/test and District Interim Assessments

Plan to Monitor Effectiveness of G1.B3.S1

Utilizing the FCIM, students' monthly assessment reports will be used to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments: Wonders series Unit Assessments, District Interim Assessments, FAIR, FCAT 2.0

G1.B4 On the 2013 FCAT 2.0, 68% of students made learning gains. Our goal for the 2014 FCAT 2.0 administration is to increase three percentage points to 71% of students making learning gains.

G1.B4.S1 Provide students with intensive reading interventions daily.

Action Step 1

Students will receive 30 minutes of reading intervention utilizing the McGraw Hill Wonder Works Intervention Reading Program.

Person or Persons Responsible

Teachers

Target Dates or Schedule

daily

Evidence of Completion

Monthly Oral Reading Fluency probes

Facilitator:

Reading Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Utilizing the FCIM, students' monthly assessment reports will be used to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Oral Reading Fluency probes

Plan to Monitor Effectiveness of G1.B4.S1

Utilizing the FCIM, students' monthly assessment reports will be used to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments: District Interim Assessments and FAIR, FCAT 2.0

G1.B5 On the 2013 FCAT 2.0, 79% of students of the lowest 25% made learning gains. Our goal for the 2014 FCAT 2.0 administration is to increase by two percentage points to the total of students in the lowest 25% making learning gains to 81%.

G1.B5.S1 Provide students with intensive reading interventions.

Action Step 1

Provide students with before-school access to the computer lab to use SuccessMaker and Reading Plus daily.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

SuccessMaker reports and Reading plus reports

Facilitator:

SuccessMaker and Reading Plus representatives

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Utilizing the FCIM, students' monthly assessment reports will be used to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Quizzes/Tests Interim Assessments SuccessMaker and Reading Plus reports

Plan to Monitor Effectiveness of G1.B5.S1

Utilizing the FCIM, students' monthly assessment reports will be used to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments: Monthly Oral Reading Fluency prompts, Benchmark tests, District Interim Assessments, FAIR, FCAT 2.0

G1.B6 On the 2013 CELLA-Listening/Speaking, only 44% of students scored in the proficient range. Students had difficulties with understanding implicit language as it relates to vocabulary. Also, students require additional opportunities to speak English in and out of the classroom.

G1.B6.S1 Provide ELL students with additional opportunities to listen to and speak English.

Action Step 1

During instruction students will be provided with opportunities to engage in active listening during read-a-louds. Students will participate in cooperative learning groups and be provided opportunities for role playing and speaking in English.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work and benchmark assessments

Plan to Monitor Fidelity of Implementation of G1.B6.S1

The team will monitor implementation of identified strategies through the FCIM process and make adjustments to instruction as needed.

Person or Persons Responsible

MTSS/RtI and LLT

Target Dates or Schedule

monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G1.B6.S1

The team will monitor implementation of identified strategies through the FCIM process and make adjustments to instruction as needed.

Person or Persons Responsible

MTSS/RtI and LLT

Target Dates or Schedule

monthly

Evidence of Completion

Teacher informal observation logs, rubrics, CELLA

G1.B7 On the 2013 CELLA-Reading, only 25% of students scored in the proficient range. Student s require additional opportunities to read aloud in and out of the classroom.

G1.B7.S1 Provide after school tutoring twice a week in the area of reading.

Action Step 1

Utilizing the FCIM, students' monthly assessment reports will be used to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI and LLT

Target Dates or Schedule

monthly

Evidence of Completion

Success Maker reports and District Interim Assessments

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Utilizing the FCIM, students' monthly assessment reports will be used to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

CELLA and FCAT 2.0

Plan to Monitor Effectiveness of G1.B7.S1

Utilizing the FCIM, the Leadership team will review data from monthly benchmark assessments at each grade level to adjust instructional needs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

CELLA and FCAT 2.0

G1.B8 On the 2013 CELLA-Writing, only 14% students scored in the proficient range. Students require additional opportunities to practice academic writing.

G1.B8.S1 Provide additional opportunities to practice academic writing.

Action Step 1

Students will maintain a reading response journal. They will illustrate and label key concepts when involved in writing activities. Additionally, they will use graphic organizers to plan out their writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work and writing samples

Plan to Monitor Fidelity of Implementation of G1.B8.S1

The team will monitor implementation of identified strategies through the FCIM process and make adjustments to instruction as needed.

Person or Persons Responsible

MTSS/Rtl and LLT

Target Dates or Schedule

monthly

Evidence of Completion

Teacher informal observation logs, writing samples and rubrics

Plan to Monitor Effectiveness of G1.B8.S1

The team will monitor implementation of identified strategies through the FCIM process and make adjustments to instruction as needed.

Person or Persons Responsible

MTSS/Rtl and LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments: Teacher informal observation logs, writing samples, rubrics, CELLA

G2. The 2013 FCAT 2.0 Writing indicates 50% of students scored at 3.5 or higher. Our goal for the 2014 FCAT 2.0 Writing assessment is to increase five percentage points to 55% of students scoring at 3.5 or higher.

G2.B1 Students entering 4th grade lack adequate skills to organize information into a logical sequence and use supporting details to enhance their writing.

G2.B1.S1 Provide students with additional opportunities to practice responding to narrative and expository prompts.

Action Step 1

Students will use graphic organizers such as outlines, narrative webs and story maps to organize their writing. Students will have monthly writing prompts to practice narrative and expository writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work and writing samples

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

Utilizing The FCIM, the LLT will review monthly assessments to monitor student progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/Rtl and LLT

Target Dates or Schedule

monthly

Evidence of Completion

Monthly Writing prompts

Plan to Monitor Effectiveness of G2.B1.S1

Utilizing The FCIM, the LLT will review Interim Assessment Data along with monthly assessment data in order to monitor students' progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI and LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative: Monthly writing prompts and District Writing Assessments, FCAT 2.0

G3. The 2013 FCAT 2.0 assessment indicates 49% of students are meeting high standards in the area of Mathematics. Our goal is to increase this by 12 percentage points to 61% of students meeting high standards in the area of Mathematics.

G3.B1 On the 2013 FCAT 2.0 on 48% of ELL students met the 2013 AMO. These students demonstrated difficulties in Reporting Category Numbers: Operations, Problems and Statistics.

G3.B1.S1 Provide students additional opportunities to practice using mathematic vocabulary and solving word problems.

Action Step 1

Students will have access to word walls that incorporate math terminology and vocabulary. Students will maintain math response journals to solve word problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work and benchmark assessments

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

Utilizing the FCIM, the Leadership team will review data from monthly benchmark assessments at each grade level to adjust instructional needs.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G3.B1.S1

Utilizing the FCIM, the Leadership team will review data from monthly benchmark assessments at each grade level to adjust instructional needs.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments: Monthly Benchmark tests, District Interim Assessments and FCAT 2.0

G3.B2 On the 2013 FCAT 2.0 only 49% of students in the Black subgroup met the 2013 AMO. These students demonstrated difficulties in Reporting Category Numbers: Operations, Problems and Statistics.

G3.B2.S1 Provide students additional opportunities to practice number and operation problem solving.

Action Step 1

Grade 3: Provide opportunities apply the inverse property to solve real-world problems involving multiplication and division. Grade 4: Provide opportunities to practice multiplying multi-digit whole numbers through four digits using real world problems. Grade 5: Provide opportunities to add and subtract fractions with like and unlike denominators.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans, grade level sign-in sheets and student work

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

Utilizing the FCIM, the Leadership team will review data from monthly benchmark assessments at each grade level to adjust instructional needs.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Quizzes, Tests, Benchmark Assessments and District Interim Assessments

Plan to Monitor Effectiveness of G3.B2.S1

Utilizing the FCIM, the Leadership team will review data from monthly benchmark assessments at each grade level to adjust instructional needs.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Benchmark Assessments, District Interim Assessments and FCAT 2.0

G3.B3 On the 2013 FCAT 2.0 only 31% of students scoring at FCAT Level 3 met the 2013 AMO. These students demonstrated difficulties in Number: Fractions.; Grade 4 Number: Base Ten & Fractions and Grade 5 Geometry and Measurement.

G3.B3.S1 Grade 3: Provide students with opportunities to identify fractions, including fractions greater than one, using area, set and linear models, or vice versa. Grade 4: Provide students with opportunities to compare and order fractions, mixed numbers, and decimals in the same and different forms. Grade 5: Provide students with opportunities to solve problems based on geometric properties and figures.

Action Step 1

Students will use technology programs such as Success Maker, Think Central and GIZMOS, to provide students with daily customized practice drills/assignments that practice fractions, decimals and using geometric properties and figures.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work and technology reports

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

Utilizing the FCIM, the Leadership team will review data from monthly benchmark assessments at each grade level to adjust instructional needs.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Quizzes/Tests, District Interim Assessments and FCAT 2.0

Plan to Monitor Effectiveness of G3.B3.S1

Utilizing the FCIM, the Leadership team will review data from monthly benchmark assessments at each grade level to adjust instructional needs.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments: Monthly Benchmark tests, District Interim Assessments and FCAT 2.0

G3.B4 On the 2013 FCAT 2.0 only 15% of students scoring at FCAT Level 4 or higher met the 2013 AMO. Students scoring Achievement Level 4 or higher lack understanding of mathematical terminology for measurement concepts.

G3.B4.S1 Provide students with additional opportunities to apply mathematical terminology using measurement concepts.

Action Step 1

Use literature in mathematics to provide the necessary meaning for children to successfully grasp measurement concepts and allows students to make connections with real-world situations. Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

student work and benchmark assessments

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Utilizing the FCIM, the Leadership team will review data from monthly benchmark assessments at each grade level to adjust instructional needs.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Quizzes/Tests, District Interim Assessments, FCAT 2.0

Plan to Monitor Effectiveness of G3.B4.S1

Utilizing the FCIM, the Leadership team will review data from monthly benchmark assessments at each grade level to adjust instructional needs.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments: Monthly Benchmark tests, District Interim Assessments and FCAT 2.0

G3.B5 On the 2013 FCAT 2.0 only 59% of students made learning gains in the area of Mathematics. Students in grades 3-5 who did not make learning gains experienced difficulty applying appropriate strategies with the Common Core Standards and methodology to answer questions related to in-depth problem solving, reasoning, applications and investigations.

G3.B5.S1 Provide students opportunities to practice in-depth problem solving and investigations.

Action Step 1

Students will maintain math journals to address the essential question of day. Lessons will include word problems to facilitate the conceptual learning of math operational skills including problem solving, reasoning applications and investigation.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans, math journals, student work

Facilitator:

District

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Utilizing the FCIM, the Leadership team will review data from monthly benchmark assessments at each grade level to adjust instructional needs.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Quizzes/Tests and Benchmark assessments

Plan to Monitor Effectiveness of G3.B5.S1

Utilizing the FCIM, the Leadership team will review data from monthly benchmark assessments at each grade level to adjust instructional needs.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments: Monthly Benchmark tests, District Interim Assessments and FCAT 2.0

G3.B6 On the 2013 FCAT 2.0 only 57% of students in the lowest 25% made learning gains. These students enter the grade level without knowing basic multiplication facts.

G3.B6.S1 Provide students with additional opportunities to practice multiplication problems.

Action Step 1

Provide differentiated instruction daily to address the needs of individual students with a focus on multiplication facts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work and lesson plans

Plan to Monitor Fidelity of Implementation of G3.B6.S1

Utilizing the FCIM, the Leadership team will review data from monthly benchmark assessments at each grade level to adjust instructional needs.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Quizzes/Tests and Benchmark Assessments

Plan to Monitor Effectiveness of G3.B6.S1

Utilizing the FCIM, the Leadership team will review data from monthly benchmark assessments at each grade level to adjust instructional needs.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments: Monthly Benchmark tests, District Interim Assessments, FCAT 2.0

G3.B7 On the 2013 FCAT 2.0 only 49% of Hispanic students met the 2012-2013 AMO. These students demonstrated difficulties in Reporting Category 1 Numbers: Operations, Problems and Statistics.

G3.B7.S1 Provide students with grade level opportunities to use patterns, models, and relationships as contexts for writing and solving simple equations.

Action Step 1

Students will be provided opportunities to build fluency in multiplication, patterns, and graphs by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work, Quizzes and Tests

Plan to Monitor Fidelity of Implementation of G3.B7.S1

Utilizing the FCIM, the Leadership team will review data from monthly benchmark assessments at each grade level to adjust instructional needs.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Quizzes, Tests, District Interim Assessments

Plan to Monitor Effectiveness of G3.B7.S1

Utilizing the FCIM, students' monthly assessment reports will be used to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Benchmark Assessments, District Interim Assessments and FCAT 2.0

G3.B8 On the 2013 FCAT 2.0 only 25% of students in the SWD subgroup met the 2013 AMO. These students demonstrated difficulties in Reporting Category Numbers: Operations, Problems and Statistics.

G3.B8.S1 Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

Action Step 1

Students will use manipulatives too explore and develop understanding of basic mathematical operations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Quizzes, Tests, District Interim Assessments

Plan to Monitor Fidelity of Implementation of G3.B8.S1

Utilizing the FCIM, students' monthly assessment reports will be used to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments: Monthly Benchmark tests, District Interim Assessments and FCAT 2.0

Plan to Monitor Effectiveness of G3.B8.S1

Utilizing the FCIM, students' monthly assessment reports will be used to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

District Interim Assessments and FCAT 2.0

G3.B9 On the 2013 FCAT 2.0 only 49% of students in the ED subgroup met the 2013 AMO. These students demonstrated difficulties in Reporting Category Number: Fractions.

G3.B9.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.

Action Step 1

Students will be provided opportunities to identify equivalent fractions and simplify fractions to the lowest term.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Quizzes, Tests, District Interim Assessments

Plan to Monitor Fidelity of Implementation of G3.B9.S1

Utilizing the FCIM, students' monthly assessment reports will be used to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Benchmark Assessments, District Interim Assessments and FCAT 2.0

Plan to Monitor Effectiveness of G3.B9.S1

Utilizing the FCIM, students' monthly assessment reports will be used to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

District Interim Assessments and FCAT 2.0

G4. The 2013 FCAT 2.0 Assessment indicates 23% of students in grade 5 are meeting high standards in the area of Science. Our goal is to increase four percentage point to 27% of students scoring a 3 or higher in the 2014 FACT 2.0 in Science.

G4.B1 Performance data indicates students in grade 5 had difficulty in the Reporting Category of Physical Science, with the average percent correct being 56%.

G4.B1.S1 Provide students additional opportunities for participate in inquiry based science activities.

Action Step 1

Students will maintain Science journals to record essential labs and key vocabulary. Teachers will plan collaboratively weekly using the District Pacing guide and incorporate GIZMO and Essential labs throughout lessons.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work and lab logs

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

Utilizing the FCIM, the Leadership team will review data from interim assessments to adjust instructional needs.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Utilizing the FCIM, the Leadership team will review data from interim assessments to adjust instructional needs.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

District Interim Assessments and FCAT 2.0

G4.B2 Performance data indicates only 16% of students scoring at levels 4 or higher were proficient on the FCAT 2.0 Science. These students demonstrated difficulty in the Reporting Category of Life Science.

G4.B2.S1 Promote the use of instructional technology (Gizmos and Discovery Ed.) to enhance and remediate student conceptual understanding of topics being addressed.

Action Step 1

Students will perform GIZMO labs consistently to acquire a better understanding of human body organs, life cycles of plants and animals and trace food chains.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

GIZMO Labs, science journal recordings, student work, Quizzes/Tests

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

Utilizing the FCIM, students' monthly assessment reports will be used to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Benchmark tests and District Interim Assessments

Plan to Monitor Effectiveness of G4.B2.S1

Utilizing the FCIM, students' monthly assessment reports will be used to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

District Interim Assessments and FCAT 2.0

G5. During the 2012-2013 school year, our students participated in one STEM activity. During the 2013-2014 school year, our students will increase their STEM participation to three events throughout the school year.

G5.B1 Students were limited to one STEM related event during the 2012-2013 school year.

G5.B1.S1 Provide students in grade K-5 an opportunity to participate in a School-Based Science Fair and participate in a SECME event. Additionally, begin a school garden with participation from Pre-K through grade 5.

Action Step 1

All grade levels will participate in a school based Science Fair. In grades K - 3, projects will be submitted as a class and in grades 4-5, individual projects will be submitted by students. Additionally, a garden will be developed where each grade level will be responsible for planting and caring for their own plants.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work, science projects and quizzes/tests

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

Utilizing the FCIM, students' monthly assessment reports will be used to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Science Fair projects and school garden

Plan to Monitor Effectiveness of G5.B1.S1

Utilizing the FCIM, students' monthly assessment reports will be used to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quartely

Evidence of Completion

District Interim Assessments and FCAT 2.0

G6. Our school will reduce the number of students who exhibit Early Warning Systems.

G6.B1 Performance data indicates 11% of students miss 10% or more of available instructional time.

G6.B1.S1 Provide parents trainings on how student achievement and attendance have a direct correlation.

Action Step 1

Identify and refer students with 5 or more unexcused absences or tardies to the Attendance Review Committee and conduct parent meetings to address student absences and tardies.

Person or Persons Responsible

Teachers and counselor

Target Dates or Schedule

ongoing

Evidence of Completion

attendance bulletin

Facilitator:

Parent Academy

Participants:

Teachers

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

Monitor the truancy referral report and the daily attendance bulletin.

Person or Persons Responsible

Administration and counselor

Target Dates or Schedule

monthly

Evidence of Completion

Daily Attendance bulletin and COGNOS reports

Plan to Monitor Effectiveness of G6.B1.S1

Monitor the truancy referral report and the daily attendance bulletin

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Daily Attendance bulletin and COGNOS reports

G6.B2 Performance data indicates 14% of students receive two or more behavior referrals and 4% receive one or more referral that leads to suspension.

G6.B2.S1 Provide staff training on the school wide discipline plan and the new Code of Student Conduct.

Action Step 1

Students will be recognized for positive behaviors by receiving Lynx dollars that may be redeemed at the school store for an item.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

COGNOS reports

Facilitator:

Administration

Participants:

Teachers

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

Monitor COGNOS report on student referrals and suspensions

Person or Persons Responsible

Administration and Counselor

Target Dates or Schedule

monthly

Evidence of Completion

COGNOS reports

Plan to Monitor Effectiveness of G6.B2.S1

Monitor COGNOS report on student referrals and suspensions

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

COGNOS reports

G6.B3 Performance data indicates 7% of students were retained in Grades K-5.

G6.B3.S1 Provide Tier 2 interventions to students retained during the 2012-2013 school year.

Action Step 1

Retained students will be provided Tier 2 intervention using the Wonders Works Intervention program for an additional 30 minutes during a special area block.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Utilizing the FCIM, students' monthly assessment reports will be used to monitor progress and adjust instruction as needed.

Facilitator:

District

Participants:

Teachers

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

Utilizing the FCIM, students' monthly assessment reports will be used to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Oral Reading Fluency Prompts, Monthly Benchmark tests and District Interim Assessments

Plan to Monitor Effectiveness of G6.B3.S1

Utilizing the FCIM, students' monthly assessment reports will be used to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Monthly Benchmark tests, District Interim Assessments and FCAT 2.0

G6.B4 Performance data indicates 55% of students are not proficient in reading when they enter 3rd grade.

G6.B4.S1 Provide 3rd grade retained students reading interventions.

Action Step 1

Third grade retained students will be provided Tier 2 intervention using the Wonders Works Intervention program for an additional 30 minutes during a special area block.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Oral Reading Fluency prompts, quizzes/test and benchmark assessments

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

Utilizing the FCIM, students' monthly assessment reports will be used to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Oral Reading Fluency prompts, benchmark assessments and District Interim Assessments

Plan to Monitor Effectiveness of G6.B4.S1

Utilizing the FCIM, students' monthly assessment reports will be used to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

District Interim Assessments and FACT 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

Eneida Hartner Elementary School will ensure services are provided to students requiring additional remediation and are assisted through extended learning opportunities (before-school and/or after-school programs). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program including a Community Involvement Specialist; 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

Eneida M. Hartner Elementary 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. Eneida M. Hartner Elementary School ensures that services are coordinated with district Drop-out Prevention program.

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 at Eneida M. Hartner Elementary to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities through school CIS and the Bilingual Department(K-12)
- professional development on best practices for ESOL and content area teachers (K-12)
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL and immigrant students (K-12, RFP Process)

The above mentioned services will be provided should funds become available for the 2013-2014 school year.

Title VI, Part B - NA

Eneida M. Hartner Elementary School ensures that:

- 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 Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

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

Title X- Homeless

Eneida M. Hartner Elementary School ensures that:

- 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)

Eneida M. Hartner Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Eneida M. Hartner Elementary School ensures that:

- 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.

Nutrition Programs

- 1) Eneida M. Hartner Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.

- 2) Eneida M. Hartner Elementary provides nutrition education, as per state statute, and is taught through physical education.

- 3) Eneida M. Hartner Elementary participates in 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.

Housing Programs - N/A

Head Start-N/A

Adult Education-N/A

Career and Technical Education-N/A

Job Training-N/A

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.

- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.

- HCiOS enhances the health education activities provided by the schools and by the health department.

- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.

- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.

- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.

- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

- Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via

vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

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. The results of the 2013 FCAT 2.0 Reading Test indicated 53% of students met high standards in the area of Reading. The expected level of performance for the 2013-2014 school year is 58% of students meeting high standards.

G1.B4 On the 2013 FCAT 2.0, 68% of students made learning gains. Our goal for the 2014 FCAT 2.0 administration is to increase three percentage points to 71% of students making learning gains.

G1.B4.S1 Provide students with intensive reading interventions daily.

PD Opportunity 1

Students will receive 30 minutes of reading intervention utilizing the McGraw Hill Wonder Works Intervention Reading Program.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

daily

Evidence of Completion

Monthly Oral Reading Fluency probes

G1.B5 On the 2013 FCAT 2.0, 79% of students of the lowest 25% made learning gains. Our goal for the 2014 FCAT 2.0 administration is to increase by two percentage points to the total of students in the lowest 25% making learning gains to 81%.

G1.B5.S1 Provide students with intensive reading interventions.

PD Opportunity 1

Provide students with before-school access to the computer lab to use SuccessMaker and Reading Plus daily.

Facilitator

SuccessMaker and Reading Plus representatives

Participants

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

SuccessMaker reports and Reading plus reports

G3. The 2013 FCAT 2.0 assessment indicates 49% of students are meeting high standards in the area of Mathematics. Our goal is to increase this by 12 percentage points to 61% of students meeting high standards in the area of Mathematics.

G3.B5 On the 2013 FCAT 2.0 only 59% of students made learning gains in the area of Mathematics. Students in grades 3-5 who did not make learning gains experienced difficulty applying appropriate strategies with the Common Core Standards and methodology to answer questions related to in-depth problem solving, reasoning, applications and investigations.

G3.B5.S1 Provide students opportunities to practice in-depth problem solving and investigations.

PD Opportunity 1

Students will maintain math journals to address the essential question of day. Lessons will include word problems to facilitate the conceptual learning of math operational skills including problem solving, reasoning applications and investigation.

Facilitator

District

Participants

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans, math journals, student work

G6. Our school will reduce the number of students who exhibit Early Warning Systems.

G6.B1 Performance data indicates 11% of students miss 10% or more of available instructional time.

G6.B1.S1 Provide parents trainings on how student achievement and attendance have a direct correlation.

PD Opportunity 1

Identify and refer students with 5 or more unexcused absences or tardies to the Attendance Review Committee and conduct parent meetings to address student absences and tardies.

Facilitator

Parent Academy

Participants

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

attendance bulletin

G6.B2 Performance data indicates 14% of students receive two or more behavior referrals and 4% receive one or more referral that leads to suspension.

G6.B2.S1 Provide staff training on the school wide discipline plan and the new Code of Student Conduct.

PD Opportunity 1

Students will be recognized for positive behaviors by receiving Lynx dollars that may be redeemed at the school store for an item.

Facilitator

Administration

Participants

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

COGNOS reports

G6.B3 Performance data indicates 7% of students were retained in Grades K-5.

G6.B3.S1 Provide Tier 2 interventions to students retained during the 2012-2013 school year.

PD Opportunity 1

Retained students will be provided Tier 2 intervention using the Wonders Works Intervention program for an additional 30 minutes during a special area block.

Facilitator

District

Participants

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Utilizing the FCIM, students' monthly assessment reports will be used to monitor progress and adjust instruction as needed.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT 2.0 Reading Test indicated 53% of students met high standards in the area of Reading. The expected level of performance for the 2013-2014 school year is 58% of students meeting high standards.	\$5,600
G6.	Our school will reduce the number of students who exhibit Early Warning Systems.	\$500
Total		\$6,100

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Other	Total
School Based Budget	\$600	\$0	\$600
Title III	\$5,000	\$0	\$5,000
EESAC	\$0	\$500	\$500
Total	\$5,600	\$500	\$6,100

Budget Details

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicated 53% of students met high standards in the area of Reading. The expected level of performance for the 2013-2014 school year is 58% of students meeting high standards.

G1.B5 On the 2013 FCAT 2.0, 79% of students of the lowest 25% made learning gains. Our goal for the 2014 FCAT 2.0 administration is to increase by two percentage points to the total of students in the lowest 25% making learning gains to 81%.

G1.B5.S1 Provide students with intensive reading interventions.

Action Step 1

Provide students with before-school access to the computer lab to use SuccessMaker and Reading Plus daily.

Resource Type

Evidence-Based Program

Resource

Wonder Works Intervention Program, Success Maker, Reading Plus

Funding Source

School Based Budget

Amount Needed

\$600

G1.B7 On the 2013 CELLA-Reading, only 25% of students scored in the proficient range. Student s require additional opportunities to read aloud in and out of the classroom.

G1.B7.S1 Provide after school tutoring twice a week in the area of reading.

Action Step 1

Utilizing the FCIM, students' monthly assessment reports will be used to monitor progress and adjust instruction as needed.

Resource Type

Evidence-Based Program

Resource

Success Maker and ELL Reading Intervention Program

Funding Source

Title III

Amount Needed

\$5,000

G6. Our school will reduce the number of students who exhibit Early Warning Systems.

G6.B2 Performance data indicates 14% of students receive two or more behavior referrals and 4% receive one or more referral that leads to suspension.

G6.B2.S1 Provide staff training on the school wide discipline plan and the new Code of Student Conduct.

Action Step 1

Students will be recognized for positive behaviors by receiving Lynx dollars that may be redeemed at the school store for an item.

Resource Type

Other

Resource

student incentives

Funding Source

EESAC

Amount Needed

\$500