2013-2014 SCHOOL IMPROVEMENT PLAN

Oak Grove Elementary School

15640 NE 8TH AVE

Miami, FL 33162

305-945-1511

http://oakgrove.dadeschools.net/flash.html

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	98%

Alternative/ESE Center	Charter School	Minority Rate
No	No	99%

School Grades History

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

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
Oak Grove Elementary School

Principal
Joyce R. Jones

School Advisory Council chair
Rosalind Jackson

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

Name	Title
Joyce R. Jones	Principal
Sarah Collie	Assistant Principal
Valerie McGraw	Reading Coach
Rosalind Jackson	EESAC Chair
Rhonda Owens	RtI Chair
Barbara Brown	Counselor
Alice Boyd	Media Specialist

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

Our Educational Excellence School Advisory Council is comprised of :
Principal –1, Teachers -5, Parents - 7, UTD Steward -1, Educational Support Staff -1, Student – 1, Community Representative -1, Alternate Teacher -1, Alternate Parent – 1, Alternate Student-1, Alternate Support Employee - 1.

Involvement of the SAC in the development of the SIP

EESAC was very instrumental in the development of the 2013-2014 School Improvement Plan by reviewing all of the EOY worksheets, providing strategies, suggestions, and recommendations. EESAC

collaborated and commonly agreed upon strategies that would be included for implementation in the SIP. EESAC also ensure the involvement of all stakeholders and approved the SIP.

Activities of the SAC for the upcoming school year

EESAC will meet monthly and work together using commonly agreed upon norms and protocols for decision-making. EESAC will monitor the SIP on a regular basis to ensure that all strategies are being implemented, approve annual changes to the plan as needed, and review the school's budget for the fiscal year.

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

Principal's Discretionary account to be used for FCAT student incentives- $2000.00
Attendances incentives - $250.00
Periodicals for the Media Center – $500.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

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:

Joyce R. Jones		
Principal	Years as Administrator: 13	Years at Current School: 1
Credentials	Educational Specialist in Leadership; Master's Degree in Elementary Education; Bachelor's Degree in Health Care Management; Certificate in Educational Leadership (K-12); Certification in Elementary Ed. (1-6); Certification in Mathematics (5-9); Gifted Endorsement	
Performance Record	2013 – School Grade F Rdg. Proficiency, 23% Math Proficiency, 22 % Rdg. Lrg. Gains, 50 points Math Lrg. Gains, 46 points Rdg. Imp. of Lowest 25% - 56 points Math Imp. of Lowest 25% - 61 points Rdg. AMO – NO Math AMO– NO 2012 – School Grade D Rdg. Proficiency, 23% Math Proficiency, 23% Rdg. Lrg. Gains, 55 points Math Lrg. Gains, _51 points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 70 points Rdg. AMO - NO Math AMO - NO 2011 – School Grade Rdg. Proficiency, 66% Math Proficiency, 72% Rdg. Lrg. Gains, 58points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 72 points Math Imp. of Lowest 25% - 7 points Rdg. AMO - NO Math AMO– NO 2010 – School Grade Rdg. Proficiency, 70% Math Proficiency, 71% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 64 points Rdg. Imp. of Lowest 25% - 51 points Math Imp. of Lowest 25% - 68 points	

Rdg. AMO – NO
Math AMO– NO
2009 – School Grade
Rdg. Proficiency, 67%
Math Proficiency, 78%
Rdg. Lrg. Gains, 63 points
Math Lrg. Gains, 72 points
Rdg. Imp. of Lowest 25% -
63 points
Math Imp. of Lowest 25% -
82 points
Rdg. AMO –NO
Math AMO– NO

Sarah Collie		
Asst Principal	Years as Administrator: 7	Years at Current School: 4

Credentials	Bachelor of Science in Elementary Education; Master's in Elementary Education; Specialist Degree in Educational Leadership ESOL Endorse
Performance Record	2013 – School Grade D Rdg. Proficiency, 45 % Math Proficiency, 54% Rdg. Lrg. Gains, 56 points Math Lrg. Gains, 53 points Rdg. Imp. of Lowest 25% - 56 points Math Imp. of Lowest 25% - 61 points Rdg. AMO –NO Math AMO– NO 2012 – School Grade C Rdg. Proficiency, 45% Math Proficiency, 57% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, _67 points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 61 points Rdg. AMO - NO Math AMO- NO 2011 School Grade B Rdg. Proficiency, 66% Math Proficiency, 71% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, _69 points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25% - 57 points Rdg. AMO - NO Math AMO – NO 2010 School Grade B Rdg. Proficiency, 66% Math Proficiency, 71%

Rdg. Lrg. Gains, 65 points
Math Lrg. Gains, _69 points
Rdg. Imp. of Lowest 25% -
75 points
Math Imp. of Lowest 25% -
57 points
Rdg. AMO - NO
Math AMO – NO
2009 School Grade C
Rdg. Proficiency, 67%
Math Proficiency, 69%
Rdg. Lrg. Gains, 67 points
Math Lrg. Gains, _63 points
Rdg. Imp. of Lowest 25% -
59 points
Math Imp. of Lowest 25% -
60 points
Rdg. AMO - NO
Math AMO – NO

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Valerie McGraw		
Full-time / School-based	Years as Coach: 6	Years at Current School: 3

Areas	Reading/Literacy
Credentials	Bachelor of Science Degree in Business Data Processing; Certification in Elementary Education; Master of Science Degree in Educational Leadership; K-12 Reading Endorsement
Performance Record	2013 School Grade D Rdg. Proficiency, 45% Math Proficiency, 54% Rdg. Lrg. Gains, 56 points Math Lrg. Gains, _53 points Rdg. Imp. of Lowest 25% - 56 points Math Imp. of Lowest 25% - 61 points Rdg. AMO - NO Math AMO – NO 2012 School Grade C Rdg. Proficiency, 45% Math Proficiency, 57% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 61 points Rdg. AMO - NO Math AMO – NO 2011 School Grade D Rdg. Proficiency, 49% Math Proficiency, 58% Rdg. Lrg. Gains, 59 points Math Lrg. Gains, _62 points Rdg. Imp. of Lowest 25% - 49 points Math Imp. of Lowest 25% - 67 points Rdg. AMO - NO Math AMO – NO 2010 School Grade D

Rdg. Proficiency, 46%
Math Proficiency, 52%
Rdg. Lrg. Gains, 50 points
Math Lrg. Gains, 52 points
Rdg. Imp. of Lowest 25% -
42 points
Math Imp. of Lowest 25% -
65 points
Rdg. AMO - NO
Math AMO – NO
2009 School Grade b
Rdg. Proficiency, 53%
Math Proficiency, 60%
Rdg. Lrg. Gains, 63 points
Math Lrg. Gains, 69 points
Rdg. Imp. of Lowest 25% -
70 points
Math Imp. of Lowest 25% -
87 points
Rdg. AMO - NO
Math AMO – NO

Patrice Jervis		
Full-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics	
Credentials	Bachelor of Science in Elementary Ed. 1-6; Master of Science Degree in Elementary Reading and Math; Certification in Elementary Education; ESOL Endorsement	
Performance Record	N/A	

Classroom Teachers

# of classroom teachers
45

 # receiving effective rating or higher
44, 98%

 # Highly Qualified Teachers
71%

 # certified in-field
29, 64%

 # ESOL endorsed
35, 78%

 # reading endorsed
11, 24%

 # with advanced degrees
22, 49%

 # National Board Certified
0, 0%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
2, 4%

 # with 6-14 years of experience
28, 62%

 # with 15 or more years of experience
15, 33%

Education Paraprofessionals

# of paraprofessionals
4

 # Highly Qualified
4, 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

At Oak Grove Elementary School we provide all beginning teachers with a mentor that observes, and consults with the new teacher weekly. We also provide adequate planning time for preparation of lessons. Provide opportunities to receive intense, sustained, and research-based Professional Development and in-house Professional Development. We also maintain and develop a schedule to include joint planning time. Grades 3-6 are departmentalized in an effort to allow teachers to focus on their area of expertise. The school district
host local job fairs to recruit new teachers. Oak Grove Elementary School receives and reviews resumes from qualified potential candidates, to employ when an instructional position becomes available.

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/novice teachers are enrolled in a teacher induction program and assigned a mentor by grade level or subject area. On-going demonstrations/modeling of lessons, and provide resources to enhance instructional delivery of the Comprehensive Research-Based Reading Plan components. Provide informal observations for peer feedback and guidance utilizing the Instructional Performance Evaluation and Growth System (IPEGS) as a framework. Whenever possible, novice teachers are assigned a mentor which is usually a fellow teacher in the same department with a classroom nearby. The mentor helps new teachers get acquainted to the school, its culture, student body, rules, opportunities and challenges. It is important that mentors share resources with the novice teachers and listen carefully to the teacher's needs.

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

Our leadership team has the important task of monitoring the SIP and progress of reading and writing proficiency, ensuring that reading and writing is addressed in all classes and content areas, and providing teachers with the support and tools needed to successfully teach reading and writing skills in the classroom. The RtI Chair is responsible for coordinating the problem solving team. First, the classroom teachers will identify a problem then implement intervention strategies. Any members of the MTSS/RtI Team will be able to provide assistance if needed. Next the teacher will complete a referral packet which will include pre and post data results, descriptions of the intervention strategies used, parent and student conference log. The RtI will then schedule a meeting with the classroom teachers, school psychologist, ESE teacher provider, and parents. This meeting will be held to determine whether or not the student will go forward for evaluation or decide if further interventions are necessary. The Team will meet bi-weekly to analyze data, share best practices and to discuss progress of the individual students. The administration will meet with the Team Leaders at least once a month. Team Leaders have been trained to do classroom walkthroughs. In addition, data is analyzed through data chats, and best practices are shared. Members of the school-based MTSS/RtI Leadership Team will meet with the Educational Excellence School Advisory Council (EESAC) to assist with the development of the 2013-2014 School Improvement Plan.
Utilizing the previous year's FCAT data, information on Tier 1, Tier, 2, and Tier 3 targets and focus attention on deficient areas, in an effort to develop a plan of action and strategies to meet the needs of all learners. Attention will also be focused on Annual Measurable Objective (AMO) and subgroups, strengths and weaknesses. Each member of the leadership team will be responsible for monitoring the implementation of specific strategies in each SIP objectives. Professional Development will be provided to EESAC members on the MTSS/RtI process.

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

Joyce R. Jones, Principal:
• Ensure commitment and allocate resources
• Ensure adequate professional development to support MTSS
• Ensure that the School Based Team is implementing RtI processes
• Ensure assessment of RtI skills of school staff is conducted
• Schedule driven by student needs
• Instructional/Intervention Support

• Celebrating and Communicating Success

Sarah Collie, Assistant Principal:

• Ensure effective communication with parents regarding school-based MTSS/RtI plans and activities occurs

• Ensure fidelity of implementation of intervention support is documented

Valerie McGraw, Reading Coach:

• Provide reading strategies

• Model lessons

• Analyze data

• Extend and report on meeting the goals of the leadership team at grade level,

subject area, and intervention group, problem solving

Rosalind Jackson, ESOL Chair/EESAC Chair

• Make decisions about modifications or improvements regarding operation and systems of the SIP.

• Disseminates outcomes of data to key stakeholders and community

• Hold monthly EESAC meetings to discuss issues and concerns that are being seen in the school.

• Assist in the preparation, implementation, and evaluation of the School Improvement Plan (SIP).

• Assist in the preparation and evaluation of the school's annual budget.

Rhonda Owens, RtI Chair

• Collect data

• Collect and review referral package

• Schedule parent conference to inform them of their child's progress

• Monitor classroom teacher for fidelity of intervention plan

Barbara Brown, Counselor

• Establish a behavior plan to be implemented by the classroom teacher

• Conduct one on one counseling session with students

• Monitor the behavior for fidelity of the behavior plan

Dr. Jacquelin Alexis, School Psychologist

• Conduct Observations

• Assists with the problem solving plan and interventions

• Evaluates students

Alice Boyd, Media Specialist

• Assisting in management of data sources

• Support implementation fidelity

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

• Academic

• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory.

• Oral Reading Fluency Measures

• Voyager Checkpoints

- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments
- Behavior
- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

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

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: 1,440

Integrated enrichment activities and applied learning opportunities are implemented into our regular scheduled school day in reading, writing, mathematics and science that complement and align with State Standards and 21st century skills. In house professional development and strategies are provided for all teachers to help students accelerate. Use of the Common Core initiative which is a state led effort that seeks for accelerate progress by setting rigorous expectations, it also aims to provide more clarity and focus for teachers, parents, and students regarding what students should know and be able to do in each grade level. Use of technology and digital media strategically and capably in our computer learning lab has afforded us the opportunity to have a strong connection with school, family, community and an array of content enrich programs that engages students and build their academic and non-academic skills. Saturday Academy will be provided for level 3, 4, and 5 in the areas of reading, mathematics, and science in an effort to challenge our bubble students.

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?

Each classroom teacher takes ownership of their student's data and each student is held accountable for their data. Weekly mini assessments are given to monitor student progress, acceleration, and to determine effectiveness of strategies. Classroom teachers collect and analyzed data from weekly assessments, interim, and quarterly assessments to determine mastery and the next level for the students. Teacher and student data chats are held to discuss students' progress and gather input from the student about the curriculum. Teachers and principals conduct data chats after each interim assessment which is dedicated to reviewing the individual assessments and together creating data-driven instructional plans that target whole class, small group and one-on-one instruction to address any gaps in student learning.

Who is responsible for monitoring implementation of this strategy?

Principal, Assistant Principal, Reading Coach, Math Coach, and the Classroom teachers.

Literacy Leadership Team (LLT)

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

Name	Title
Joyce R. Jones	Principal
Sarah Collie	Assistant Principal
Valerie McGraw	Reading Coach
Rosalind Jackson	ESOL/EESAC Chair
Rhonda Owens	ESE Chairperson
Alice Boyd	Media Specialist

Name	Title
Barbara Brown	Counselor

How the school-based LLT functions

On-going demonstrations/modeling of lessons, and provide resources to enhance instructional delivery of the Comprehensive Research-Based Reading Plan components. Provide informal observations for peer feedback and guidance utilizing the Instructional Performance Evaluation and Growth System (IPEGS) as a framework. The school-based LLT roles and functions are to:
• Facilitates the involvement of the school community in the development of the School Improvement Plan
• Encourages supports and creates opportunities for involvement from parents in the community
• Contributes to the design of the School Improvement Plan
• Monitors the effectiveness of the School Improvement Plan strategies
• Facilitates communication within the professional learning community
• Interventions based on Tiers I, II, and III
• Builds the capacity of the school to address parent and staff concerns
• Builds the capacity of the school to improve in areas such as high academic achievement,
• effective educators, safe and orderly schools, and strong parent relationship
• The School Leadership Team meet at least once a month. However, during the development of the School Improvement Plan teams and or sub-committees may meet as deemed necessary.
• Additionally, the reading coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP and the LLT will work collaboratively with teachers to identify and provide targeted, customized professional development in alignment with progress monitoring data.

Major initiatives of the LLT

At Oak Grove Elementary School our major initiatives for the 2013-2014 school year is to ensure that a comprehensive reading framework is intact and effectively implemented to ensure that all students are successful readers, writers, thinkers and problem solvers, thus, helping students to succeed in all academic areas and thus, in life. Design a comprehensive literacy assessment and system of interventions that address literacy deficits and provide adequate supports to ensure that each student is prepared to make learning gain. Develop user friendly ways to measure students' progress in literacy throughout the school year and using assessment data to improve instructions. Create and implement effective prevention and early intervention strategies that will overcome student's reading difficulty. Provide FCAT, behavior, honor roll, and attendance incentives to deserving students.

Every Teacher Contributes to Reading Instruction

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

Teachers at all grades must be prepared to provide strong initial instruction in critical skills and knowledge to their classroom as a whole. At every grade, specific skills must be taught and specific knowledge acquired to meet grade-level standards in reading. Teachers must be able to support student growth in critical areas through skillful, systematic, and explicit instruction at the whole classroom level; they must also be able to work effectively with small groups of students who have different instructional needs. Small-group intervention is necessary because students in most classes vary widely in their instructional needs, and their diverse needs are best met when instruction is at the right level and focused on areas of most critical need. Appropriately differentiated instruction involves even deeper teaching skills than whole-classroom instruction, because it requires teachers to diagnose individual needs and make appropriate adjustments to their instructional focus and instructional routines. Administration will conduct weekly walk throughs, review weekly lesson plans, make observations, and

conduct quarterly data chats. Reading Coach will provide professional development and model and coach lessons on building literacy skills.

Preschool Transition

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

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

In order to effectively determine incoming Kindergarten students' school readiness, a developmental screening instrument called the Florida Kindergarten Readiness Screener (FLKRS) is administered during the first 45 calendar days of school that includes E-DECA, Articulation and Acuscreen. Students obtain a score in one of three categories: "Demonstrating," "Emerging/Progressing," "Not Yet Demonstrating" and "No Opportunity to Observe." Using the results of the screening, this includes a portion of both the Early Childhood Observations System (EChOS) and the Florida Assessments for Instruction in Reading (FAIR), certified teachers work with students on individual needs through small group instruction. The High Scope Preschool Curriculum focuses on developing those skills necessary for future success in school.

To assist Head Start students in transition from early childhood programs to local elementary school programs, the following learning experiences will take place:
• Engage students in language learning activities that expose them to listening, reading and writing activities.
• Engage students in shared stories using rhymes, rhythms, symbols, pictures and drama.
• Engage students in language learning activities involving reading, predicting and questioning.
• Engage students in exploring numbers, patterns, shapes, space and data analysis by working with age appropriate materials and tools.
• Increase development in communication, fine and gross motor skills, socialization, self-help, and cognitive skills.
• The Division of Early Childhood Programs of Miami-Dade County Public Schools provides assistance with staff development and technical assistance as it relates to the assessment of children.
• Florida's Voluntary Pre-Kindergarten Assessment is also used to measure
phonological awareness, print knowledge, oral language, vocabulary, comprehension and alphabetic principle.
• The Early Growth Indicators Benchmark Assessment Development will be administered three times during the school year.
• Evaluate student's growth on five key literacy and mathematics skills
• Five Key Skills: Oral Language, Phonological Awareness, Comprehension, Letter Recognition, and Number Sense.
• Anecdotal Notes will also be recorded three times a year.

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	54%	59%	No	59%
American Indian				
Asian				
Black/African American	53%	58%	No	58%
Hispanic	58%	62%	No	62%
White				
English language learners	51%	56%	No	56%
Students with disabilities	43%	48%	No	48%
Economically disadvantaged	53%	57%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	85	24%	35%
Students scoring at or above Achievement Level 4	71	20%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

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

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)	87	46%	51%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	59	31%	38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	34	18%	26%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		0%

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	46	45%	51%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

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	63%	66%	Yes	66%
American Indian				
Asian				
Black/African American	63%	66%	Yes	66%
Hispanic	62%	66%	Yes	66%
White				
English language learners	63%	66%	Yes	66%
Students with disabilities	68%	72%	Yes	72%
Economically disadvantaged	61%	65%	Yes	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	109	31%	40%
Students scoring at or above Achievement Level 4	77	22%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		53%	58%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		61%	65%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	*[data excluded for privacy reasons]*		0%
Middle school performance on high school EOC and industry certifications	*[data excluded for privacy reasons]*		0%

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	26	25%	29%
Students scoring at or above Achievement Level 4	21	20%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

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)	2		4
Participation in STEM-related experiences provided for students	195	70%	80%

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	29	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	12	2%	1%
Students who are not proficient in reading by third grade	54	59%	53%
Students who receive two or more behavior referrals	80	12%	11%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	1%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Goals Summary

G1. All teachers will implement effective instruction aligned to standards through the Gradual Release Model including strategies and accommodations for all students.

G2. Teachers in grades K-6 will plan for and deliver writing lessons that follow the writing process in all content areas.

G3. Increase student achievement in grades 3 - 6 by ensuring access to rigorous science programs, addressing diverse educational needs, and providing access to technology.

G4. Increase student attendance by addressing family involvement.

Goals Detail

G1. All teachers will implement effective instruction aligned to standards through the Gradual Release Model including strategies and accommodations for all students.

Targets Supported

- All Areas

- Reading (FCAT2.0, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Science

- Science - Elementary School

- STEM

- Parental Involvement

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- FCAT Explorer, RiverDeep, Reading Plus and Edusoft Reports

Targeted Barriers to Achieving the Goal

- Lack of quality instruction aligned to standards and delivered through the Gradual Release and using critical thinking strategies.

- Students scoring proficient in Writing require additional opportunities that will motivate them into the process of writing to allow them to see writing as an ongoing process involving the five steps of the writing process.

- Difficulty in implementing real life connection and real world problem solving strategies to content.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' weekly assessment reports to monitor student progress and to adjust instruction as needed.

Person or Persons Responsible
Leadership Team and MTSS/RtI team

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Classroom walk through logs and ETO support documentation, District Interim Assessment and weekly benchmark assessment Results of the 2014 Reading FCAT

G2. Teachers in grades K-6 will plan for and deliver writing lessons that follow the writing process in all content areas.

Targets Supported
- Writing

Resources Available to Support the Goal
- Monthly writing prompts will be used to enhance students creativity and expressiveness.

Targeted Barriers to Achieving the Goal
- Lack of opportunity for students to receive adequate instruction and support with the writing process.

Plan to Monitor Progress Toward the Goal

Use observations and walk-throughs to determine students proficiency with the writing process

Person or Persons Responsible
All Teachers, Leadership Team, and CSS

Target Dates or Schedule:
Monthly

Evidence of Completion:

G3. Increase student achievement in grades 3 - 6 by ensuring access to rigorous science programs, addressing diverse educational needs, and providing access to technology.

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Gizmo, SuccessMaker, RiverDeep, Discovery, to ensure that all students participate in scientific enrichment activities and science competitions.

Targeted Barriers to Achieving the Goal
- More hands-on experiments need to be implemented weekly to enhance science lessons.
- Science teachers need to implement more rigorous classroom assignments utilizing differentiated instructions.
- Provide science teachers with professional development in incorporating science into other content areas to increase student background knowledge.

Plan to Monitor Progress Toward the Goal

Data from bi-weekly benchmark assessments, district interim data, and lab journals will be analyzed to monitor effectiveness and student progress

Person or Persons Responsible
The Science Coach, Science Teachers, and Leadership Team

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
District Interim Assessment and weekly benchmark assessment

G4. Increase student attendance by addressing family involvement.

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

Resources Available to Support the Goal
- Comprehensive early learning standards, e.g. vision, hearing, and health screening.

Targeted Barriers to Achieving the Goal
- Lack of parental and or family knowledge of relationship between attendance and academic success.

Plan to Monitor Progress Toward the Goal

Monitor student attendance and absence through a computerized attendance record-keeping system that keeps track of any unexcused absences that are more than 30 minutes.

Person or Persons Responsible
Leadership Team, Attendance Clerk

Target Dates or Schedule:
Weekly

Evidence of Completion:
Quarterly attendance data reports

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. All teachers will implement effective instruction aligned to standards through the Gradual Release Model including strategies and accommodations for all students.

G1.B1 Lack of quality instruction aligned to standards and delivered through the Gradual Release and using critical thinking strategies.

G1.B1.S1 Develop and implement lessons that include all components of the gradual release model.

Action Step 1

Provide Professional Development and ongoing support for all teachers in implementing the Gradual Release Model.

Person or Persons Responsible

Instructional Coach, Leadership Team, and Curriculum Support Specialist

Target Dates or Schedule

On-going

Evidence of Completion

District Interim Assessment and weekly benchmark assessment 2014 Reading FCAT 2.0

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

Evidence of Professional Development Schedule, minutes, agenda, and sign-in log. Evidence of effective implementation of the Gradual Release Model in the classroom through teacher instructions and student collaboration.

Person or Persons Responsible

Coaches, Curriculum Support Specialist, Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Students engaged in collaborative discussions and informal assessment data. Weekly Benchmark Assessment, District Interim Assessment and Results of the 2014 Reading FCAT

Plan to Monitor Effectiveness of G1.B1.S1

Professional Development follow-up activity. Teachers reflecting instruction during data chats with students. Students taking ownership of objective and the learning process. Constructive Feedback from CSS. Lesson Plans that reflect the Gradual Release Model.

Person or Persons Responsible

Coaches, Leadership Team, CSS

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom walk through logs and ETO support documentation, District Interim Assessment and weekly benchmark assessment Results of the 2014 Reading FCAT

G1.B2 Students scoring proficient in Writing require additional opportunities that will motivate them into the process of writing to allow them to see writing as an ongoing process involving the five steps of the writing process.

G1.B2.S1 During instruction, students will be guided in developing and using graphic organizers and Reading Response Logs. Students will also illustrate and label key concepts when involved in writing activities.

Action Step 1

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction as needed. LLT and the classroom teacher will meet monthly to collectively desegregate data.

Person or Persons Responsible

LLT and the classroom teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Results of the 2014 CELLA

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

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction as needed. LLT and the classroom teacher will meet monthly to collectively desegregate data.

Person or Persons Responsible

LLT and the classroom teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Results of the 2014 CELLA

Plan to Monitor Effectiveness of G1.B2.S1

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction as needed. LLT and the classroom teacher will meet monthly to collectively desegregate data.

Person or Persons Responsible

LLT and the classroom teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Results of the 2014 CELLA

G1.B2.S2 Provide ELL tutoring after school and adjust intervention as needed

Action Step 1

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction as needed. LLT and the classroom teacher will meet monthly to collectively desegregate data.

Person or Persons Responsible

MTSS/RtI team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

2014 CELLA Results

Plan to Monitor Fidelity of Implementation of G1.B2.S2

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction as needed. LLT and the classroom teacher will meet monthly to collectively desegregate data.

Person or Persons Responsible

MTSS/RtI team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

2014 CELLA Results

Plan to Monitor Effectiveness of G1.B2.S2

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction as needed. LLT and the classroom teacher will meet monthly to collectively desegregate data.

Person or Persons Responsible

MTSS/RtI team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

2014 CELLA Results

G1.B2.S3 Students will participate in the school-wide monthly writing activities.

Action Step 1

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction as needed. LLT and the classroom teacher will meet monthly to collectively desegregate data.

Person or Persons Responsible

MTSS/RtI team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

2014 CELLA Results

Plan to Monitor Fidelity of Implementation of G1.B2.S3

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction as needed. LLT and the classroom teacher will meet monthly to collectively desegregate data.

Person or Persons Responsible

MTSS/RtI team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

2014 CELLA Results

Plan to Monitor Effectiveness of G1.B2.S3

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction as needed. LLT and the classroom teacher will meet monthly to collectively desegregate data.

Person or Persons Responsible

MTSS/RtI team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

2014 CELLA Results

G1.B3 Difficulty in implementing real life connection and real world problem solving strategies to content.

G1.B3.S1 Attend Professional Development to develop and incorporate skills and strategies across the curriculum.

Action Step 1

Attend in-house PD that emphasize instructional strategies and the district instructional plan.

Person or Persons Responsible

Coaches, Leadership Team, Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Professional Development sign-in sheets, follow-up activity, and data chats

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

Deliver PD to staff in Pre-planning

Person or Persons Responsible

Coaches, Leadership Team,

Target Dates or Schedule

Monthly

Evidence of Completion

Agenda, Sign-in sheets, follow-up activity, and data chats

Plan to Monitor Effectiveness of G1.B3.S1

Design and delivery PD in quality instruction, Data-based problem solving, Gradual Release, and Data-driven differentiated instruction and tasks.

Person or Persons Responsible

Coaches, Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Follow-up activity,

G2. Teachers in grades K-6 will plan for and deliver writing lessons that follow the writing process in all content areas.

G2.B1 Lack of opportunity for students to receive adequate instruction and support with the writing process.

G2.B1.S1 Provide Professional Development for grades K-6 teachers in writing process that is appropriate for the content.

Action Step 1

Provide on-going writing support during professional learning communities to ensure that all teachers are proficient in the writing process.

Person or Persons Responsible

All Teachers, Coaches, CSS, and Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Monthly writing prompts, student journals, teachers lesson plans, and 2014 FCAT Writing 2.0

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

Observe teachers lesson plans, Professional Development Schedule, and student writing samples,

Person or Persons Responsible

All Teachers, Coaches, CSS, and Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans, Professional Development follow up activity, student writing samples, and District Interim Assessment Data, 2014 FCAT Writing 2.0

Plan to Monitor Effectiveness of G2.B1.S1

Observe implementation of writing in all content areas. Review student journals and essays, explicit and corrective feedback

Person or Persons Responsible

All Teachers, Leadership Team, and CSS

Target Dates or Schedule

Monthly

Evidence of Completion

Writing samples, Quarterly writing data, and 2014 FCAT Writing 2.0

G2.B1.S2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; and demonstrates a commitment to and an involvement with the subject.

Action Step 1

Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and MTSS/RtI teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

Writing Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

2014 FCAT Writing 2.0 and Monthly Writing Prompts

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

Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and MTSS/RtI teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

Writing Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

2014 FCAT Writing 2.0 and Monthly Writing Prompts

Plan to Monitor Effectiveness of G2.B1.S2

Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and MTSS/RtI teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

Writing Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

2014 FCAT Writing 2.0 and Monthly Writing Prompts

G2.B1.S3 Students will be required to use graphic organizers to plan, write a draft, and organize a logical sequence of events, using details, comparisons, and real life examples to develop their writing skills.

Action Step 1

Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and MTSS/RtI teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

Instructional Reading Coach and Writing Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

2014 FCAT Writing 2.0 and Monthly Writing Prompts

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and MTSS/RtI teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

Instructional Reading Coach and Writing Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

2014 FCAT Writing 2.0 and Monthly Writing Prompts

Plan to Monitor Effectiveness of G2.B1.S3

Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and MTSS/RtI teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

Instructional Reading Coach and Writing Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

2014 FCAT Writing 2.0 and Monthly Writing Prompts

G2.B1.S4 Provide instruction of the various modes of writing throughout the entire writing process.

Action Step 1

Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and MTSS/RtI teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

Instructional Reading Coach and Writing Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

2014 FCAT Writing 2.0 and Monthly Writing Prompts

Plan to Monitor Fidelity of Implementation of G2.B1.S4

Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and MTSS/RtI teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

Instructional Reading Coach and Writing Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

2014 FCAT Writing 2.0 and Monthly Writing Prompts

Plan to Monitor Effectiveness of G2.B1.S4

Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and MTSS/RtI teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

Instructional Reading Coach and Writing Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

2014 FCAT Writing 2.0 and Monthly Writing Prompts

G3. Increase student achievement in grades 3 - 6 by ensuring access to rigorous science programs, addressing diverse educational needs, and providing access to technology.

G3.B1 More hands-on experiments need to be implemented weekly to enhance science lessons.

G3.B1.S1 Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts through participation in a variety of lab activities and experiments, which will be recorded in a Lab journal.

Action Step 1

Model the delivery of instruction designed as a result of unwrapping the benchmark while incorporating the Gradual Release of Responsibility Model (I Do , We Do, They Do, You Do).

Person or Persons Responsible

Science Teachers, Leadership Team, Science Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly Lab Reports, Science Journals, Walk Throughs, and 2014 FCAT Science 2.0

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

Lab reports and data from bi-weekly benchmark assessments will also be analyzed to monitor effectiveness and student progress

Person or Persons Responsible

Science Coach, Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly Lab Reports, Science Journals, Walk Throughs, and 2014 FCAT Science 2.0

Plan to Monitor Effectiveness of G3.B1.S1

Lab Reports and data from bi-weekly benchmark assessments will also be analyzed to monitor effectiveness and student progress

Person or Persons Responsible

Leadership Team, Science Coach, and CSS.

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Weekly Lab Reports, Science Journals, Walk Throughs, and 2014 FCAT Science 2.0

G3.B1.S2 Integrate literacy in science in order for students to enhance scientific meaning through writing, talking and reading about science.

Action Step 1

Increase rigor in science writing and provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards

Person or Persons Responsible

The Science Coach, Science Teachers, and Leadership Team will review lab reports and conclusions at bi-weekly grade-level meetings.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

2014 FCAT Science 2.0

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

Increase rigor in science writing and provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards

Person or Persons Responsible

The Science Coach, Science Teachers, and Leadership Team will review lab reports and conclusions at bi-weekly grade-level meetings.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

2014 FCAT Science 2.0

Plan to Monitor Effectiveness of G3.B1.S2

Increase rigor in science writing and provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards

Person or Persons Responsible

The Science Coach, Science Teachers, and Leadership Team will review lab reports and conclusions at bi-weekly grade-level meetings.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

2014 FCAT Science 2.0

G3.B1.S3 Promote the use instructional technology (e.g., Gizmos, Discovery, SuccessMaker etc.) to enhance and remediate student conceptual understanding of topics being addressed.

Action Step 1

Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

Person or Persons Responsible

Science Coach and Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Journal entries, District Interim Assessment and 2014 FCAT Science 2.0

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

Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

Person or Persons Responsible

Science Coach and Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Journal entries, District Interim Assessment and 2014 FCAT Science 2.0

Plan to Monitor Effectiveness of G3.B1.S3

Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

Person or Persons Responsible

Science Coach and Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Journal entries, District Interim Assessment and 2014 FCAT Science 2.0

G3.B2 Science teachers need to implement more rigorous classroom assignments utilizing differentiated instructions.

G3.B2.S1 implement more rigorous classroom assignments utilizing differentiated instruction, Response to Intervention (RtI), and the Florida Continuous Improvement Model (FCIM)

Action Step 1

Utilizing the RtI and the FCIM the Leadership Team will review students' weekly benchmark assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Leadership Team, Coaches

Target Dates or Schedule

On-going

Evidence of Completion

District Interim Assessment and weekly benchmark assessment

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

The Leadership Team along with the Science Coach and CSS will collaborate with science teachers and review student data to determine effectiveness and adjust instruction as needed.

Person or Persons Responsible

Coaches, Leadership Team, CSS

Target Dates or Schedule

On-going

Evidence of Completion

District Interim Assessment and weekly benchmark assessment

Plan to Monitor Effectiveness of G3.B2.S1

Science Coach, Leadership Team and CSS will review interim assessment data and data from bi-weekly benchmark assessment to determine the effectiveness and student progress.

Person or Persons Responsible

Science Coach, Leadership Team and CSS

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessment and weekly benchmark assessment

G3.B3 Provide science teachers with professional development in incorporating science into other content areas to increase student background knowledge.

G3.B3.S1 Design and deliver Professional Development in quality instruction, data based problem solving, Gradual Release, and Data-driven differentiated instruction and tasks.

Action Step 1

Design and implement ongoing support for teachers through in-house professional development

Person or Persons Responsible

Coaches, Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

PD logs, follow-up activity, sign in sheets

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

Design and deliver PD in quality instruction, Data-based problem solving.

Person or Persons Responsible

Coaches, Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

PD logs, follow-up activity, sign in sheets

Plan to Monitor Effectiveness of G3.B3.S1

Aggregated data by teacher, grade level and subject area

Person or Persons Responsible

Coaches, Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Weekly benchmark assessment data, District Interim Assessment Data

G4. Increase student attendance by addressing family involvement.

G4.B1 Lack of parental and or family knowledge of relationship between attendance and academic success.

G4.B1.S1 Educate parents about the importance of attendance through Parent Academy Workshops.

Action Step 1

Provide monthly Parent Workshops to educate and inform parents about the importance of attendance and their rights and responsibilities.

Person or Persons Responsible

Community Involvement Specialist/Parent Academy, and Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in sheets, agenda, flyers,

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

Parent Participation and feed back in parent workshops

Person or Persons Responsible

Community Involvement Specialist/Parent Academy, and Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Parent Sign-In Log, Agenda, Flyers

Plan to Monitor Effectiveness of G4.B1.S1

Parent surveys, Sign-In Sheets, feedback, and questions and answers sessions with parents.

Person or Persons Responsible

Community Involvement Specialist, Leadership Team, Attendance Committee

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-In Log, Parent Surveys

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

Oak Grove Elementary School will provide services to ensure students requiring additional remediation 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 the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents to complete. Other components that are integrated into the school-wide program include an extensive Parental Program and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

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

• training to certify qualified mentors for the New Teacher (MINT) Program

• training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

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

• tutorial programs (K-6)

• parent outreach activities (K-6) through the Bilingual Parent Outreach Program (The Parent Academy)

• professional development on best practices for ESOL and content area teachers

• coaching and mentoring for ESOL and content area teachers(K-6)

• reading and supplementary instructional materials(K-6)

• cultural supplementary instructional materials (K-6)

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

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

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.

• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.

• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

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

Supplemental Academic Instruction (SAI)

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

Oak Grove Elementary School is committed to providing a safe learning environment for all students and staff with our no tolerance of bullying policy. The School District along with our school counselor provides awareness, prevention and education in promoting an atmosphere in which bullying, harassment, and intimidation will not be tolerated by anyone. A student may feel free to report an act of bullying or harassment, of any kind and remain anonymous when reporting such an act. The principal or the school's

counselor is responsible for receiving complaints alleging violations of bullying or harassment. All employees are required to report any and all violations to the principal or the school's counselor. Our principal reviews conflict resolution and anger management skills via closed circuit T.V. WOAK daily during morning announcements. Our teachers incorporated discussions on violence and its prevention into the subject matter whenever possible. We are also paired with Miami-Dade Police Department in the coordination of the Drug Abuse Resistance Education (DARE) Program. DARE gives our fifth grade students the skills they need to avoid involvement in drugs, gangs, and violence. It teaches our students how to recognize and resist the direct and subtle pressures that may influence them to experiment with alcohol and tobacco. The curriculum is designed to be taught by police officers who instruct our students how to resist peer pressure and live a productive drug and violence free life.

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

Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted by the District. At Oak Grove Elementary School the School Food Service Program provides our students with nutritious breakfast, lunch and after school snacks that will contribute to good health, growth, and maintenance as stated in the District Wellness Policy. Because breakfast is the most important meal of the day the National School Breakfast Program was enacted to ensure that all students are being served a nutritious breakfast daily.
Breakfast is served from 7:30 a.m. to 8:15 a.m. at no cost to all of our students. By eating a balanced healthy breakfast our students will be more alert, focused and productive. Nutrition education is taught to our students through physical education. Oak Grove Elementary school students enjoy fresh fruit and vegetables through the Fresh Fruit and Vegetable Program (FFVP), a federal program designed to increase student's consumption of fresh fruits and vegetables, expose them to new fruits and vegetables, to improve healthy eating habits and to help our school create a healthier food environment. Combined with nutrition education and a reinforcement of healthful eating habits, the program emphasizes the long-term goals of positively influencing student's lifelong eating habits and combating childhood obesity.

Housing Programs - N/A

Head Start
Oak Grove Elementary School houses a Head Start Program to promote school readiness by enhancing social and cognitive development through the provision of educational health, nutritional, social and other services to economically disadvantaged enrolled children and families.

Adult Education N/A

Career and Technical Education
By promoting Career Day at Oak Grove Elementary School students who participate often gain an understanding of business and industry workforce requirements by business and social service professionals who are invited out on career day. During career day, students have the opportunity to learn about exciting careers from people who actually work in those fields. This encourages our students to begin thinking about what they might want to be when they grow up. Students discover the variety of jobs that are available to them and connect what they are learning in school to real-world situations. They also experience the opportunity to explore career requirements by meeting with local employers representing many different occupations. Career Day allows our students the opportunity to participate in a meaningful career exploration that encourages collaboration and networking opportunities.

Job Training
N/A

Other
Parental
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/ involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/ activities necessary in order to comply with dissemination and reporting
requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.
Complete Title I Administration Parental Involvement Monthly School Reports FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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