2013-2014 SCHOOL IMPROVEMENT PLAN

Charles R Hadley Elementary School

8400 NW 7TH ST
Miami, FL 33126
305-261-3719
http://crhadley.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	85%

Alternative/ESE Center	Charter School	Minority Rate
No	No	98%

School Grades History

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

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
Charles R Hadley Elem School

Principal
Maria Menchero

School Advisory Council chair
Stacey Vazquez

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

Name	Title
Mary Menchero	Principal
Cristina Totorica-Gil	Assitant Principal
Sandra Munoz-Rose	Assitant Principal
Mary Rodriguez	Reading Coach
Stacey Vazquez	EESAC Chairperson
Brett Fankhauser	UTD Stewart
Stacey Vazquez	Media Speaclist
Elsie De La Maza	SPED Teacher
Hortensia De La Rionda	ELL Teacher
Ana Coya	Mentor (Primary)
Miriam Menedez	Mentor (Intermediate)
Ana Martinez	Math Coach

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The ESSAC consists of: Principal -1, UTD Steward – 1, Teachers – 5, Parents – 6, Educational Support - 1, Students – 2, and Business Community Representatives – 2

Involvement of the SAC in the development of the SIP

The ESSAC is responsible for developing, monitoring, and final decision-making relating to the implementation of the school improvement plan. The ESSAC also addresses issues related to core academic areas, parental involvement, budget, opportunities for professional development, and instructional materials.

Activities of the SAC for the upcoming school year

Activities of the ESSAC for the upcoming school year include: review student performance data in all core academic areas, determine student needs, recommend strategies to improve areas of need, discuss how to measure results, assist in preparation and evaluation of the school improvement plan, review the school budget, discuss EESAC funds, recruit business and community representatives, and discuss parental suggestions for school improvement.

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

The projected use of school improvement funds is as follows: $3,000 to provide tutoring in the core area of reading, $1,000 to provide tutoring in the core area of mathematics, and $1,000 to provide Brainpop to enhance instruction in the area of science.

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
3

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Maria Menchero		
Principal	Years as Administrator: 16	Years at Current School: 7

Credentials	BA-Elementary Education Master of Science-Educational Leadership, Principal Certification-State of Florida
Performance Record	2013 – School Grade-B Rdg. Proficiency, 65% Math Proficiency, 70% Rdg. Lrg. Gains, 67% Math Lrg. Gains, 56% Rdg. Imp. of Lowest 25% - 68% Math Imp. of Lowest 25% - 52% Rdg. AMO - N Math AMO– N 2012 – School Grade-A Rdg. Proficiency, 68% Math Proficiency, 73% Rdg. Lrg. Gains, 77% Math Lrg. Gains, 72% Rdg. Imp. of Lowest 25% - 70% Math Imp. of Lowest 25% - 56% Rdg. AMO - Y Math AMO– Y '11 '10 '09 School Grade A A A High Standards 81 86 82 Rdg High Standards 86 84 81 Math Lrng Gains-Rdg. 68 77 72 Lrng Gains-Math 72 63 62 Gains-Rdg-25% 56 70 61 Gains-Math-25% 79 53 61

Cristina Totorica-Gil		
Asst Principal	Years as Administrator: 12	Years at Current School: 12

Credentials	BS-Math Education Master of Science- Educational Leadership Certification- Educational Leadership, State of Florida
Performance Record	2013 – School Grade -B Rdg. Proficiency, 65% Math Proficiency, 70% Rdg. Lrg. Gains, 67% Math Lrg. Gains, 56% Rdg. Imp. of Lowest 25% - 68% Math Imp. of Lowest 25% - 52% Rdg. AMO – N Math AMO – N 2012 – School Grade-A Rdg. Proficiency, 68% Math Proficiency, 73% Rdg. Lrg. Gains, 77% Math Lrg. Gains, 72% Rdg. Imp. of Lowest 25% - 70% Math Imp. of Lowest 25% - 56% Rdg. AMO – Y Math AMO – Y '11 '10 '09 School Grade A A A High Standards 81 86 82 Rdg High Standards 86 84 81 Math Lrng Gains-Rdg. 68 77 72 Lrng Gains-Math 72 63 62 Gains-Rdg-25% 56 70 61 Gains-Math-25% 79 53 61

Sandra Munoz-Rose		
Asst Principal	Years as Administrator: 10	Years at Current School: 1

Credentials	Math, MG Math, Educational Leadership- State of Florida
Performance Record	2013 – School Grade C Rdg. Proficiency, 27% Math Proficiency, 32% Rdg. Lrg. Gains, 57% Math Lrg. Gains, 47% Rdg. Imp. of Lowest 25% - 75% Math Imp. of Lowest 25% - 60% Rdg. AMO - N Math AMO - N 2012 – School Grade B Rdg. Proficiency, 32% Math Proficiency, 39% Rdg. Lrg. Gains, 64% Math Lrg. Gains, 66% Rdg. Imp. of Lowest 25% - 87% Math Imp. of Lowest 25% - 83% Rdg. AMO - N Math AMO– N '11 '10 '09 School Grade C A A High Standards 58 74 79 Rdg High Standards 72 66 74 Math Lrng Gains-Rdg. 46 59 76 Lrng Gains-Math 52 63 72 Gains-Rdg-25% 30 68 84 Gains-Math-25% 57 84 84

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Mary Rodriguez		
Full-time / School-based	Years as Coach: 7	Years at Current School: 23

Areas	Reading/Literacy
Credentials	BS in Elementary Education, ESOL Endorsement Reading Endorsement
Performance Record	2013 – School Grade-B Rdg. Proficiency, 65% Math Proficiency, 70% Rdg. Lrg. Gains, 67% Math Lrg. Gains, 56% Rdg. Imp. of Lowest 25% - 68% Math Imp. of Lowest 25% - 52% Rdg. AMO – N Math AMO - N 2012 – School Grade-A Rdg. Proficiency, 68% Math Proficiency, 73% Rdg. Lrg. Gains, 77% Math Lrg. Gains, 72% Rdg. Imp. of Lowest 25% - 70% Math Imp. of Lowest 25% - 56% Rdg. AMO – Y Math AMO - Y 11 '10 '09 School Grade A A A High Standards 81 86 82 Rdg High Standards 86 84 81 Math Lrng Gains-Rdg. 68 77 72 Lrng Gains-Math 72 63 62 Gains-Rdg-25% 56 70 61 Gains-Math-25% 79 53 61

Ana Macia-Martinez		
Full-time / School-based	Years as Coach: 1	Years at Current School: 25

Areas	Mathematics
Credentials	BS Elementary Education, Middle School Math, Educational Leadership, State of Florida ESOL Certification
Performance Record	2013 – School Grade -B Rdg. Proficiency, 65% Math Proficiency, 70% Rdg. Lrg. Gains, 67% Math Lrg. Gains, 56% Rdg. Imp. of Lowest 25% - 68% Math Imp. of Lowest 25% - 52% Rdg. AMO – N Math AMO – N 2012 – School Grade-A Rdg. Proficiency, 68% Math Proficiency, 73% Rdg. Lrg. Gains, 77% Math Lrg. Gains, 72% Rdg. Imp. of Lowest 25% - 70% Math Imp. of Lowest 25% - 56% Rdg. AMO – Y Math AMO - Y 11 '10 '09 School Grade A A A High Standards 81 86 82 Rdg High Standards 86 84 81 Math Lrng Gains-Rdg. 68 77 72 Lrng Gains-Math 72 63 62 Gains-Rdg-25% 56 70 61 Gains-Math-25% 79 53 61

Classroom Teachers

# of classroom teachers
73

 # receiving effective rating or higher
73, 100%

 # Highly Qualified Teachers
100%

 # certified in-field

, 0%

 # ESOL endorsed

61, 84%

 # reading endorsed

2, 3%

 # with advanced degrees

35, 48%

 # National Board Certified

11, 15%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

4, 5%

 # with 6-14 years of experience

27, 37%

 # with 15 or more years of experience

42, 58%

Education Paraprofessionals

# of paraprofessionals

4

 # Highly Qualified

3, 75%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Recruit highly qualified university interns.
2. Receive referrals on highly qualified from current employees.
3. Partnering new teachers with veteran highly qualified teachers.

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

1. A primary and an intermediate teacher received training through a mentor program.
2. Mentors are assigned to mentees when needed.
3. Mentors are responsible to provide assistance in planning, instruction and data analysis.

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/RtI 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/RtI/RtI/RtI 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/RtI Tier 1 worksheets completed three times per year.to The MTSS/RtI 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/RtI 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/RtI 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

Tier 1 (Leadership Team)
• Administrators (M. Menchero, C. Totorica-Gil and S. Munoz-Rose) will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources. In addition to the school's administrators, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS/RtI problem solving
• School reading, math, science and behavior specialists: M. Rodriguez, A. Martinez, M. Jorge:
• Special education personnel: E. Dela Maza
• School guidance counselor C. Perez, M. Rojo
• School psychologist : A. Calderon
• School social worker : R. Almond
• Member of advisory group: S. Vazquez, E. Sanchez,F. Deschapelles, M. Ovalles,
• I. Valle, S. marino, B. Sanchez, C. Vargas
• Community stakeholders: C. Fonseca, C. Temperan
• Parents: E. Vazquez, D. Suarez, C. Alzate, J. Rodriguez, B. Ortega
In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (monthly) to review consensus, infrastructure, and implementation of building level MTSS/RtI.
Tier 2
Selected members of the MTSS/RtI Leadership Team (assistant principal, counselors, and reading coach) will conduct regular meetings to evaluate intervention efforts for students.
In addition to these selected teachers, other personnel will be involved when needed to provide information or revise efforts.
Tier 3 SST
Selected (administrators, counselors, Reading and classroom teacher) 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/RtI 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/RtI process informs the discussion at MTSS/RtI 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

Data will be used to guide instructional decisions and system procedures for all
students to:
? adjust the delivery of curriculum and instruction to meet the specific needs of students
? adjust the delivery of behavior management system
? adjust the allocation of school-based resources
? drive decisions regarding targeted professional development
? create student growth trajectories in order to identify and develop intervention
2. Managed data will include:

Academic
? FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
? Easy CBM
? STAR reading assessment
? Oral Reading Fluency Measures
? Voyager Phonemic Awareness and Phonics measures
? 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
? Functional Assessment
? Frequency Monitoring

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

Charles R. Hadley Elementary will participate in the MTSS/RtI district professional development which consists of:
1. Administrators will attend district trainings in MTSS/RtI foundations and MTSS/RtI problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS/RtI team members will attend district trainings in MTSS/RtI foundations and MTSS/RtI 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/RtI Leadership Team will monitor the school's consensus, infrastructure, and implementation using suggested tools found at the Florida RtI website to reach a rating of at least 80% MTSS/RtI implementation in the school.
The school will utilize back to school night to present MTSS/RtI to parents and hand out parent MTSS/RtI brochures. A description of MTSS/RtI and MTSS/RtI parent resources will be available on the Charles R. Hadley website.

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: 2,760

Tutoring academy takes place from October to April. Classes are held twice a week, for one hour, during the before and after school hours. A pretest and post test will be administered to ensure progress. Research - based materials are utilized in the tutoring academy to ensure student success on tested benchmarks.

In addition, the Reading Leadership Team 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. Teachers are given the ability to collaborate, plan and engage in professional development through common planning time and in-house professional development provided by coaches and selected teachers.

Strategy Purpose(s)

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

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

A pretest is given at the start of tutoring academy and a post test is given at the conclusion of the program. In addition, tutors are mandated to keep a progress monitoring folder for each individual student in the academy throughout the program.

Who is responsible for monitoring implementation of this strategy?

Administrators and the coaches monitor the program on a weekly basis to analyze and determine the effectiveness of the strategies. Instruction is adjusted as needed.

Literacy Leadership Team (LLT)

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

Name	Title
Mary Menchero	Principal
Cristina Totorica-GII	Assistant Principal
Sandra Munoz-Rose	Assistant Principal
Mary Rodriguez	Reading Coach
Stacey Vazquez	EESAC Chairperson
Brett Fankhauser	UTD Stewart
Stacey Vazquez	Media Specialist
Elsie De La maza	SPED Teacher
Hortensia De La Rionda	ELL Teacher
Ana Coya	Mentor (Primary)
Miriam Menedez	Mentor (Intermediate)

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 reading coach, the following will be addressed:
The purpose of the Literacy Leadership Team (LLT)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 will serve on this team which will meet at least once a month.
The principal selects team members for the LLT 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 LLT. The team will meet monthly throughout the school year. School LLT may choose to meet more often. Additionally, the principal may expand the LLT by encouraging personnel from various sources such as District and Regional support staff to join. The LLT maintains a connection to the school's Response to Intervention process by using the LLT problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Major initiatives of the LLT

The Literacy Leadership Team is an integral part of the school's literacy reform process. The principal will provide necessary resources to the LLT. The reading coach will serve as a member of the LLT. The coach will share his/her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the LLT to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators, analyzing data; and providing professional development.

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 Charles R. Hadley Elementary 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. Preschool children and their parents are assisted with the transition from early childhood to elementary school programs through the presentation of a Get Acquainted Meeting, the Kindergarten Orientation Meeting and Open House. In addition, the Family Enrichment Center offers several training/workshops to help the parents with the transition.

Expected Improvements

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	67%	65%	No	70%
American Indian				
Asian				
Black/African American				
Hispanic	67%	64%	No	70%
White				
English language learners	58%	54%	No	62%
Students with disabilities	33%	21%	No	39%
Economically disadvantaged	65%	63%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	128	28%	32%
Students scoring at or above Achievement Level 4	166	36%	38%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0)		68%	71%

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)	285	60%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	158	33%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	168	35%	42%

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	101	58%	62%
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	74%	70%	No	77%
American Indian				
Asian				
Black/African American				
Hispanic	73%	70%	No	76%
White				
English language learners	70%	63%	No	73%
Students with disabilities	57%	42%	No	61%
Economically disadvantaged	73%	69%	No	76%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	152	33%	39%
Students scoring at or above Achievement Level 4	167	36%	38%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		56%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		52%	57%

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	41	28%	31%
Students scoring at or above Achievement Level 4	49	34%	35%

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

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	57	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	45	4%	3%
Students who are not proficient in reading by third grade	63	44%	40%
Students who receive two or more behavior referrals	19	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	0%	0%

Goals Summary

G1. The results of the 2013 Reading FCAT 2.0 indicate that 65% of the students scored level 3 and above. The goal for 2014 FCAT 2.0 is 70%.

G2. On the 2013 FCAT 2.0 Writing indicate that 58% of the students scored at level 3.5 or above. The goal for 2014 FCAT 2.0 is 62%.

G3. The results of the 2013 FCAT Math 2.0 indicate that 70% of the students scored level 3 and above. The goal for 2014 FCAT 2.0 is 77%.

G4. The results of the 2013 FCAT 2.0 Science assessment indicate that 62% of the 5th grade students achieved level 3 and above.

G5. All students in grades 2-5 will participate in the school wide Science Fair and fourth and fifth grades will participate in the district Science Fair.

G6. The goal will be to increase student attendance of students who missed 10% or more of instructional time, the number of students non-proficient in reading and retained in the third grade and the students who received 1 or more behavior referrals.

Goals Detail

G1. The results of the 2013 Reading FCAT 2.0 indicate that 65% of the students scored level 3 and above. The goal for 2014 FCAT 2.0 is 70%.

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

Resources Available to Support the Goal
- McGraw Hill Reading series, teachers, technology

Targeted Barriers to Achieving the Goal
- On the 2013 Reading FCAT 2.0 the percentage of students scoring level 3 was 28%. Our goal for 2014 FCAT 2.0 is 32%.

- On the 2013 Reading FCAT 2.0 the percentage of students scoring level 4 and 5 was 36%. Our goal for 2014 FCAT 2.0 is 38%.

- On the 2013 Reading FCAT 2.0 the percentage of students making learning gains was 67%. Our goal for 2014 FCAT 2.0 is 70%.

- On the 2013 Reading FCAT 2.0 the percentage of the lowest 25% making learning gains was 68%. Our goal for 2014 FCAT 2.0 is 71%.

- On the 2013 Reading FCAT 2.0 the percentage of students scoring level 3 and above for the subgroups is as follows: Hispanic 64%, ELL 54%, and ED 63%. The goal for 2014 FCAT 2.0 is Hispanic 70%, ELL 62%, and ED 69%.

- On the 2013 Reading FCAT 2.0 the percentage of SWD students scoring level 3 and above was 21%. The goal 2014 FCAT 2.0 is 39%.

- The results of the 2013 CELLA indicate that 60% of students were proficient in Listening/Speaking. The goal for 2014 CELLA is 64%.

- The results of the 2013 CELLA indicate that 33% of students were proficient in Reading.The goal for 2014 CELLA is 40%.

- The results of the 2013 CELLA indicate that 35% of students were proficient in Writing. The goal for 2014 CELLA is 42%.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the Literacy Leadership Team and MTSS/RtI Team will be responsible for progress monitoring. Data conversations will take place after the administration of Interim Assessments and/or FAIR to ensure progress is evidenced and to adjust instruction as needed.

Person or Persons Responsible
LLT

Target Dates or Schedule:
June 2014

Evidence of Completion:
2014 FCAT 2.0 Reading and 2014 CELLA

G2. On the 2013 FCAT 2.0 Writing indicate that 58% of the students scored at level 3.5 or above. The goal for 2014 FCAT 2.0 is 62%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Teachers, Reading Coach, Mentor Text

Targeted Barriers to Achieving the Goal
- On the 2013 FCAT 2.0 Writing indicate that 42% of the students scored below a 3.5.

Plan to Monitor Progress Toward the Goal

Following the FCIM, monthly narrative writing prompts will be scored by the Language Arts teachers utilizing the District rubric and reviewed by the LLT and the MTSS/RtI teams. This review will monitor student progress to determine needs and to adjust the instruction, if needed.

Person or Persons Responsible
LLT

Target Dates or Schedule:
May 2014

Evidence of Completion:
2014 FCAT 2.0 Writing

G3. The results of the 2013 FCAT Math 2.0 indicate that 70% of the students scored level 3 and above. The goal for 2014 FCAT 2.0 is 77%.

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

Resources Available to Support the Goal
- Teachers, Math Coach

Targeted Barriers to Achieving the Goal
- The percentage of students scoring level 3 on the 2013 FCAT Math 2.0 was 33%. The goal for 2014 FCAT 2.0 is 39%.

- The percentage of students scoring level 4 and level 5 on the 2013 FCAT Math 2.0 was 36%. The goal for 2014 FCAT 2.0 is 38%.

- The percentage of students making learning gains on the 2013 FCAT Math 2.0 was 56%. The goal for 2014 FCAT 2.0 is 60%.

- On the 2013 Math FCAT 2.0 the percentage of students scoring level 3 and above for the subgroups is as follows: Hispanic 70%, ELL 63%, and ED 69%. The goal for 2014 FCAT 2.0 is Hispanic 76%, ELL 73%, and ED 76%.

- On the 2013 Math FCAT 2.0 the percentage of SWD students scoring level 3 and above is 42%. The goal for 2014 FCAT 2.0 is 61%.

- On the 2013 Math FCAT 2.0 the percentage of the lowest 25% making learning gains was 52%. Our goal for 2014 FCAT 2.0 is 57%

Plan to Monitor Progress Toward the Goal

The Leadership team will review data at each grade level to determine that progress is being made and to help teachers adjust instruction as needed. Data from the District Interim Assessments will be analyzed to measure progress with this benchmark.

Person or Persons Responsible
Administrators, Math coach

Target Dates or Schedule:
June 2014

Evidence of Completion:
2014 FCAT 2.0 Math

G4. The results of the 2013 FCAT 2.0 Science assessment indicate that 62% of the 5th grade students achieved level 3 and above.

Targets Supported
- Science

- Science - Elementary School

Resources Available to Support the Goal
- Teachers, Science Coach, Science lab, Technology

Targeted Barriers to Achieving the Goal
- The results of the 2013 FCAT 2.0 Science assessment indicate that 28% of the 5th grade students achieved proficiency. The goal for 2014 FCAT 2.0 is 31%.

- The results of the 2013 FCAT 2.0 Science assessment indicate that 34% of the 5th grade students scored level 4 and 5. The goal for the 2014 FCAT 2.0 is 35%.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM model, the administrative team along with the MTSS/Rti team will review student work folders for evidence of the use of inquiry based learning activities. Additionally, school based assessments and Interims will be monitored to ensure adequate progress and to adjust intervention.

Person or Persons Responsible
MTSS/RtI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Interim Assessments and 2014 Science FCAT 2.0

G5. All students in grades 2-5 will participate in the school wide Science Fair and fourth and fifth grades will participate in the district Science Fair.

Targets Supported
- STEM

- STEM - All Levels

Resources Available to Support the Goal
- Science Coach, Teachers

Targeted Barriers to Achieving the Goal
- In 2013 only third through fifth grade participated in the school wide Science Fair.

Plan to Monitor Progress Toward the Goal

The Science Coach along with the Science Fair Committee will monitor the school-wide Science Fair.

Person or Persons Responsible
Administrators

Target Dates or Schedule:
June 2014

Evidence of Completion:
FCAT 2.0 2014

G6. The goal will be to increase student attendance of students who missed 10% or more of instructional time, the number of students non-proficient in reading and retained in the third grade and the students who received 1 or more behavior referrals.

Targets Supported
- EWS

- EWS - Elementary School

Resources Available to Support the Goal
- Administrators, Teachers, Tutors, School counselors, CICS

Targeted Barriers to Achieving the Goal
- The percentage of students who missed 10% or more of instructional time was 5% in 2013.

- The percentage of students in third grade that were retained was 4% and non-proficient in reading in third grade was 44% in 2013.

- The percentage of students who received 2 or more behavioral referrals was 2% in 2013.

Plan to Monitor Progress Toward the Goal

MTSS/RtI will counsel students with behavioral referrals.

Person or Persons Responsible
MTSS/RtI

Target Dates or Schedule:
June 2014

Evidence of Completion:
Suspension reports

Action Plan for Improvement

Problem Solving Key

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

G1. The results of the 2013 Reading FCAT 2.0 indicate that 65% of the students scored level 3 and above. The goal for 2014 FCAT 2.0 is 70%.

G1.B1 On the 2013 Reading FCAT 2.0 the percentage of students scoring level 3 was 28%. Our goal for 2014 FCAT 2.0 is 32%.

G1.B1.S1 Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2: Reading Application. Students experienced difficulties with cause and effect relationships, identifying themes or topics and comparing and contrasting elements.

Action Step 1

Students will practice identifying causal relationships imbedded in text. Students will be provided opportunities to be familiar with text structures such as cause/effect, compare/contrast, and chronological order utilizing graphic organizers.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and teacher generated assessments, including benchmarks.

Facilitator:

Reading Coach

Participants:

Teacher

Action Step 2

Instruction will provide practice in identifying topics and themes within and across grade-level appropriated texts.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and teacher generated assessments, including benchmarks.

Facilitator:

Reading Coach

Participants:

Teacher

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

Utilizing the FCIM, the Literacy Leadership Team and MTSS/RtI Team will be responsible for progress monitoring in the area of Reading Application.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Data chats will take place after the administration of Interim Assessments and/or FAIR to ensure progress is evidenced and to adjust instruction as needed.

Plan to Monitor Effectiveness of G1.B1.S1

Utilizing the FCIM, the Literacy Leadership Team and MTSS/RtI Team will be responsible for progress monitoring in the area of Reading Application.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Data chats will take place after the administration of Formative Interim Assessments and/or FAIR to ensure progress is evidenced and to adjust instruction as needed.

G1.B2 On the 2013 Reading FCAT 2.0 the percentage of students scoring level 4 and 5 was 36%. Our goal for 2014 FCAT 2.0 is 38%.

G1.B2.S1 Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 3: Literary Analysis/Fiction/Nonfiction. Students experienced difficulties with identifying and explaining the use of descriptive, idiomatic and figurative language to describe people, feelings and objects.

Action Step 1

Instruction will be provided to students on how authors use figurative language such as similes, metaphors and personification in fiction and nonfiction text.

Person or Persons Responsible

Teachers, Reading Coach

Target Dates or Schedule

On-going

Evidence of Completion

Student work and teacher generated assessments, including benchmarks

Action Step 2

Poetry will be utilized to practice identifying descriptive language that defines moods and provides imagery.

Person or Persons Responsible

Teachers, Reading Coach

Target Dates or Schedule

On-going

Evidence of Completion

Student work and teacher generated assessments, including benchmarks

Facilitator:

Reading Coach

Participants:

Teachers, Reading Coach

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

Utilizing the FCIM, the Literacy Leadership Team and MTSS/RtI Team will schedule quarterly reviews of the Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the Literary Analysis category.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and FCAT 2.0 2014

Plan to Monitor Effectiveness of G1.B2.S1

Utilizing the FCIM, the Literacy Leadership Team and MTSS/RtI Team will schedule quarterly reviews of the Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the Literary Analysis category.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and FCAT 2.0 2014

G1.B3 On the 2013 Reading FCAT 2.0 the percentage of students making learning gains was 67%. Our goal for 2014 FCAT 2.0 is 70%.

G1.B3.S1 The areas of deficiency as noted on the 2013 administration of the FCAT Reading test is: Reporting Category 3, Literary Analysis Fiction/Nonfiction.

Action Step 1

Identify the lowest performing students and provide students with differentiated instruction and additional instructional support in small group settings.

Person or Persons Responsible

Teachers, Reading coach, Technology, Tutors

Target Dates or Schedule

On-going

Evidence of Completion

Student work folder and teacher lesson plans

Facilitator:

Reading Coach

Participants:

Teachers, Reading coach, Technology, Tutors

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

Using the FCIM, the LLT and the MTSS/RtI will monitor for progress. Successmaker reports will be viewed to ensure students are making adequate progress. Data from tutoring sessions will be reviewed

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and FCAT 2.0 2014

Plan to Monitor Effectiveness of G1.B3.S1

Using the FCIM, the LLT and the MTSS/RtI will monitor for progress. Successmaker reports will be viewed to ensure students are making adequate progress. Data from tutoring sessions will be reviewed

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim assessments and FCAT 2.0 2014

G1.B4 On the 2013 Reading FCAT 2.0 the percentage of the lowest 25% making learning gains was 68%. Our goal for 2014 FCAT 2.0 is 71%.

G1.B4.S1 The areas of deficiency as noted on the 2013 administration of the FCAT Reading test is Reporting Category 2, Reading Application.

Action Step 1

Intervention schedules will be initiated after identifying the lowest 25%. McGraw-Hill intervention will take place on a daily basis, as well as Successmaker. These programs will be utilized to target individual students' deficiencies and provide practice to ensure that skills are mastered. Data will be analyzed to form flexible, differentiated groupings.

Person or Persons Responsible

Teachers, Reading Coach, Interventionist, Successmaker

Target Dates or Schedule

On-going

Evidence of Completion

Student work, Successmaker reports, Mc Graw Hill intervention program

Facilitator:

Reading Coach

Participants:

Teachers, Reading Coach, Interventionist, Successmaker

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

Utilizing the FCIM, the LLT and the MTSS/RtI will monitor for progress. Successmaker reports will be viewed to ensure students are making adequate progress. Assessments through McGraw-Hill intervention program determine effectiveness of strategy.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and FCAT 2.0 2014

Plan to Monitor Effectiveness of G1.B4.S1

Utilizing the FCIM, the LLT and the MTSS/RtI will monitor for progress. Successmaker reports will be viewed to ensure students are making adequate progress. Assessments through McGraw-Hill intervention program determine effectiveness of strategy.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

FAIR, Interim Assessments, Successmaker reports

G1.B5 On the 2013 Reading FCAT 2.0 the percentage of students scoring level 3 and above for the subgroups is as follows: Hispanic 64%, ELL 54%, and ED 63%. The goal for 2014 FCAT 2.0 is Hispanic 70%, ELL 62%, and ED 69%.

G1.B5.S1 Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 1; Vocabulary. Students experienced difficulties with context clues, antonyms, synonyms, homographs, homophones and multiple meanings in context.

Action Step 1

Instruction should include the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships.

Person or Persons Responsible

Teachers, Reading coach

Target Dates or Schedule

On-going

Evidence of Completion

Student work folders

Facilitator:

Reading Coach

Participants:

Teachers, Math coach

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

Utilizing the FCIM, the Literacy Leadership Team and MTSS/RtI Team will be responsible for progress monitoring in the area of Vocabulary. Data chats will take place after the administration of Interim Assessments and/or FAIR to ensure progress is evidenced and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and FCAT 2.0 2014

Plan to Monitor Effectiveness of G1.B5.S1

Utilizing the FCIM, the Literacy Leadership Team and MTSS/RtI Team will be responsible for progress monitoring in the area of Vocabulary. Data chats will take place after the administration of Interim Assessments and/or FAIR to ensure progress is evidenced and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and FCAT 2.0 2014

G1.B6 On the 2013 Reading FCAT 2.0 the percentage of SWD students scoring level 3 and above was 21%. The goal 2014 FCAT 2.0 is 39%.

G1.B6.S1 Students in the Students with Disabilities subgroup 2013 FCAT Reading Test performance data indicates that there is a deficiency in Reporting Category3: Literary Analysis

Action Step 1

Students will be provided instruction to identify and interpret elements of story structure within a text. Students will understand character development, character point of view by asking "What does he think, what is his attitude toward…and what did he say to let me know?"

Person or Persons Responsible

Teachers, Reading coach

Target Dates or Schedule

On-going

Evidence of Completion

Student work folders and site generated assessments, including benchmarks.

Facilitator:

Reading coach

Participants:

Teachers, Reading coach

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

Utilizing the FCIM, the Literacy Leadership Team and MTSS/RtI Team will be responsible for progress monitoring. Data conversations will take place after the administration of Interim Assessments and/or FAIR to ensure progress is evidenced and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and FCAT 2.0 2014

Plan to Monitor Effectiveness of G1.B6.S1

Utilizing the FCIM, the Literacy Leadership Team and MTSS/RtI Team will be responsible for progress monitoring. Data conversations will take place after the administration of Interim Assessments and/or FAIR to ensure progress is evidenced and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and FCAT 2.0 2014

G1.B7 The results of the 2013 CELLA indicate that 60% of students were proficient in Listening/Speaking. The goal for 2014 CELLA is 64%.

G1.B7.S1 In order to increase the percentage of students acquiring and attaining English language proficiency in oral skills (listening and speaking) on the 2014 administration of CELLA, students need to improve their vocabulary.

Action Step 1

Provide opportunities where students can give specific explanations of key words using examples and nonlinguistic props, using everyday language.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work folders

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

Administrators, ELL teachers and LLT will monitor progress. The teacher will review checklists with specific point distribution or list of requirements bi-weekly. Formative assessment will utilize weekly oral assessments.

> **Person or Persons Responsible**
>
> MTSS/RtI
>
> **Target Dates or Schedule**
>
> Quarterly
>
> **Evidence of Completion**
>
> CEllA 2014

Plan to Monitor Effectiveness of G1.B7.S1

Administrators, ELL teachers and LLT will monitor progress. The teacher will review checklists with specific point distribution or list of requirements bi-weekly. Formative assessment will utilize weekly oral assessments.

> **Person or Persons Responsible**
>
> MTSS/RtI
>
> **Target Dates or Schedule**
>
> Quarterly
>
> **Evidence of Completion**
>
> 2014 CELLA

G1.B8 The results of the 2013 CELLA indicate that 33% of students were proficient in Reading.The goal for 2014 CELLA is 40%.

G1.B8.S1 In order to increase the percentage of students acquiring and attaining English language proficiency in Reading on the 2014 administration of CELLA, students need to improve in Reading Application.Students will be provided with opportunities to distinguish their own point of view from that of the author of a text, ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers, determine the main idea of a text; recount the key details and explain how they support the main idea. And describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Action Step 1

Teacher will use task cards, and reading/response journal/log.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Reading journal and student work folders

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

Administrators, ELL teachers and LLT will monitor progress. The teacher will review checklists with specific point distribution or list of requirements bi-weekly.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

CELLA 2014

Plan to Monitor Effectiveness of G1.B8.S1

Administrators, ELL teachers and LLT will monitor progress. The teacher will review checklists with specific point distribution or list of requirements bi-weekly.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 CELLA

G1.B9 The results of the 2013 CELLA indicate that 35% of students were proficient in Writing. The goal for 2014 CELLA is 42%.

G1.B9.S1 In order to increase the percentage of students acquiring and attaining English language proficiency in Writing on the 2014 administration of CELLA, students need to improve in the writing process.

Action Step 1

Students will be exposed to mentor text, explicit instruction and independent practice. Students will maintain a writer's notebook.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student writer's notebook

Plan to Monitor Fidelity of Implementation of G1.B9.S1

Monthly writing assessments will monitor progress and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

CELLA 2014

Plan to Monitor Effectiveness of G1.B9.S1

Monthly writing assessments will monitor progress and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

CELLA 2014

G2. On the 2013 FCAT 2.0 Writing indicate that 58% of the students scored at level 3.5 or above. The goal for 2014 FCAT 2.0 is 62%.

G2.B1 On the 2013 FCAT 2.0 Writing indicate that 42% of the students scored below a 3.5.

G2.B1.S1 Students' performance data from the 2013 FCAT Writing indicates that students need to improve in their writing skills by revising and evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice and sentence variation.

Action Step 1

Students will use revising/editing charts, teacher conferencing, collaborative discussions, or peer editing.

Person or Persons Responsible

Teachers, Reading coach

Target Dates or Schedule

On-going

Evidence of Completion

Writer's notebook

Facilitator:

Reading Coach

Participants:

Teachers, Reading coach

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

Following the FCIM, monthly narrative writing prompts will be scored by the Language Arts teachers utilizing the District rubric and reviewed by the LLT and the MTSS/RtI teams. This review will monitor student progress to determine needs and to adjust the instruction, if needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

District Assessments and 2014 FCAT 2.0

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM, monthly narrative writing prompts will be scored by the Language Arts teachers utilizing the District rubric and reviewed by the LLT and the MTSS/RtI teams. This review will monitor student progress to determine needs and to adjust the instruction, if needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

District Assessments and 2014 FCAT 2.0 Writing

G3. The results of the 2013 FCAT Math 2.0 indicate that 70% of the students scored level 3 and above. The goal for 2014 FCAT 2.0 is 77%.

G3.B1 The percentage of students scoring level 3 on the 2013 FCAT Math 2.0 was 33%. The goal for 2014 FCAT 2.0 is 39%.

G3.B1.S1 According to the results of the 2013 FCAT 2.0 Mathematics Test, students in Grades 3 and 4 experienced difficulties in Reporting Category 2, Number: Fractions. Students need greater opportunities to model fractional parts using manipulatives and to utilize literature in mathematics to provide the necessary meaning to successfully grasp the concept of fractions.

Action Step 1

Students will be provided opportunities to practice comparing and ordering commonly used fractions through the use of manipulatives

Person or Persons Responsible

Teachers, Math coach

Target Dates or Schedule

On-going

Evidence of Completion

Student work folders and teacher lesson plans

Facilitator:

Math Coach

Participants:

Teachers, Math coach

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

The Leadership team will review data at each grade level to determine that progress is being made and to help teachers adjust instruction as needed. Data from the District Interim Assessments will be analyzed to measure progress with this benchmark.

Person or Persons Responsible

Administrators, Math Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B1.S1

The Leadership team will review data at each grade level to determine that progress is being made and to help teachers adjust instruction as needed. Data from the District Interim Assessments will be analyzed to measure progress with this benchmark.

Person or Persons Responsible

Administrators, Math Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and 2014 FCAT 2.0 Math

G3.B2 The percentage of students scoring level 4 and level 5 on the 2013 FCAT Math 2.0 was 36%. The goal for 2014 FCAT 2.0 is 38%.

G3.B2.S1 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the areas of greatest difficulty were as follows: Grade 3 students – Number: Operations, Problems & Statistics; Grade 4 students – Number: Operations & Problems; and Grade 5 students – Number: Base Ten & Fractions.

Action Step 1

Engage students in activities to use technology (such as Gizmos, Riverdeep or the National Library of Virtual Manipulatives that include stimulus to develop conceptual understanding of numbers.

Person or Persons Responsible

Teacher, Math coach

Target Dates or Schedule

On-going

Evidence of Completion

Gizmo and Riverdeep reports and student work folders

Facilitator:

Math coach

Participants:

Teacher, Math coach

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

Following the FCIM model, the leadership team will conduct data chats to review the District Interim Data reports. Adjustments to instruction will be made according to student needs.

Person or Persons Responsible

Administrators, Math coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM model, the leadership team will conduct data chats to review the District Interim Data reports. Adjustments to instruction will be made according to student needs.

Person or Persons Responsible

Administrators, Math coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and 2014 FCAT Math 2.0

G3.B3 The percentage of students making learning gains on the 2013 FCAT Math 2.0 was 56%. The goal for 2014 FCAT 2.0 is 60%.

G3.B3.S1 According to the results of the 2013 FCAT 2.0, students in Grades 3 and 4 experienced difficulties in Reporting Category 2, Number: Fractions. According to the results of the 2013 FCAT 2.0, students in Grades 5 experienced difficulties in Reporting Category 3, Geometry and Measurement.

Action Step 1

In grades 3 and 4, support mathematical fluency and problem solving skills by providing time to practice and apply learned concepts in real- life situations. In grade 5, support problem solving skills in the areas of multi-digit division and addition and subtraction with fractions, mixed numbers and decimals by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teachers, Math coach

Target Dates or Schedule

On-going

Evidence of Completion

Student work folders and teacher lesson plans

Facilitator:

Math coach

Participants:

Teachers, Math coach

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

The Leadership team will review data at each grade level to determine that progress is being made and to help teachers adjust instruction as needed. Data from the District Interim Assessments will be analyzed to measure progress with this benchmark.

Person or Persons Responsible

Administrators, Math coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B3.S1

The Leadership team will review data at each grade level to determine that progress is being made and to help teachers adjust instruction as needed. Data from the District Interim Assessments will be analyzed to measure progress with this benchmark.

Person or Persons Responsible

Administrators, Math coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and 2014 FCAT 2.0 Math

G3.B4 On the 2013 Math FCAT 2.0 the percentage of students scoring level 3 and above for the subgroups is as follows: Hispanic 70%, ELL 63%, and ED 69%. The goal for 2014 FCAT 2.0 is Hispanic 76%, ELL 73%, and ED 76%.

G3.B4.S1 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for these subgroups is Number: Base Ten and Fractions . These subgroups need more opportunities for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives.

Action Step 1

Instruction will include increasing opportunities for students to model fractional parts using manipulatives

Person or Persons Responsible

Teachers, Math coach

Target Dates or Schedule

On-going

Evidence of Completion

Benchmark assessments and Interim Assesssments

Facilitator:

Math coach

Participants:

Teachers, Math coach

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

The Leadership team will review data at each grade level to determine that progress is being made and to help teachers adjust instruction as needed. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

Person or Persons Responsible

Administrators, math coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B4.S1

The Leadership team will review data at each grade level to determine that progress is being made and to help teachers adjust instruction as needed. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

Person or Persons Responsible

Administrators, Math coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and 2014 FCAT 2.0

G3.B5 On the 2013 Math FCAT 2.0 the percentage of SWD students scoring level 3 and above is 42%. The goal for 2014 FCAT 2.0 is 61%.

G3.B5.S1 According to the results of the 2013 FCAT 2.0 Mathematics Test, students experienced difficulties in Reporting Category 3, Geometry and Measurement

Action Step 1

Form flexible small groups to support the use of manipulatives and engage in opportunities for practice.

Person or Persons Responsible

Teachers, Math coach

Target Dates or Schedule

On-going

Evidence of Completion

Benchmark assessments and Interim Assessments

Facilitator:

Math coach

Participants:

Teachers, Math coach

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

The Leadership team will review data at each grade level to determine that progress is being made and to help teachers adjust instruction as needed. Data from the District Interim Assessments will be analyzed to measure progress with this benchmark.

Person or Persons Responsible

Administrators, Math coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B5.S1

The Leadership team will review data at each grade level to determine that progress is being made and to help teachers adjust instruction as needed. Data from the District Interim Assessments will be analyzed to measure progress with this benchmark.

Person or Persons Responsible

Administrators, Math coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and 2014 FCAT 2.0

G3.B6 On the 2013 Math FCAT 2.0 the percentage of the lowest 25% making learning gains was 52%. Our goal for 2014 FCAT 2.0 is 57%

G3.B6.S1 According to the results of the 2013 FCAT 2.0 Mathematics Test, students experienced difficulties in Reporting Category 3, Geometry and Measurement

Action Step 1

Identify the lowest performing students in grades 3-5 based on instructional needs and provide before and after-school tutoring.

Person or Persons Responsible

Math coach, Teachers, Tutors

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessments

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

The Leadership team will review data at each grade level to determine that progress is being made and to help teachers adjust instruction as needed. Data from the District Interim Assessments will be analyzed to measure progress with this benchmark.

Person or Persons Responsible

Administrator, Math Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and 2014 FCAT 2.0 Math

Plan to Monitor Effectiveness of G3.B6.S1

The Leadership team will review data at each grade level to determine that progress is being made and to help teachers adjust instruction as needed. Data from the District Interim Assessments will be analyzed to measure progress with this benchmark

Person or Persons Responsible

Administrators and Math coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and 2014 FCAT 2.0 Math

G4. The results of the 2013 FCAT 2.0 Science assessment indicate that 62% of the 5th grade students achieved level 3 and above.

G4.B1 The results of the 2013 FCAT 2.0 Science assessment indicate that 28% of the 5th grade students achieved proficiency. The goal for 2014 FCAT 2.0 is 31%.

G4.B1.S1 The areas where students experience the most difficulty are in Reporting Category 1: Nature of Science and Reporting Category 2: Life Science.

Action Step 1

Students need more opportunities to investigate Life Science and to practice observation skills and forming hypotheses.

Person or Persons Responsible

Teachers, Science Leader

Target Dates or Schedule

On-going

Evidence of Completion

Completed work folders

Action Step 2

By increasing the rigor in science writing through the use of journals and by incorporating claims based on evidence and reasoning in the laboratory conclusions as delineated by the Common Core Standards, students will increase achievement.

Person or Persons Responsible

Teachers, Science Leader

Target Dates or Schedule

On-going

Evidence of Completion

Writing journals

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

Utilizing the FCIM model, the administrative team along with the MTSS/RtI team will review student work folders for evidence of the use of inquiry based learning activities. Additionally, school based assessments and Interims will be monitored to ensure adequate progress and to adjust intervention.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and FCAT 2.0

Plan to Monitor Effectiveness of G4.B1.S1

Utilizing the FCIM model, the administrative team along with the MTSS/RtI team will review student work folders for evidence of the use of inquiry based learning activities. Additionally, school based assessments and Interims will be monitored to ensure adequate progress and to adjust intervention.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and 2014 FCAT 2.0

G4.B2 The results of the 2013 FCAT 2.0 Science assessment indicate that 34% of the 5th grade students scored level 4 and 5. The goal for the 2014 FCAT 2.0 is 35%.

G4.B2.S1 The areas where students experience the most difficulty are in Reporting Category 1: Nature of Science.

Action Step 1

By establishing a plan and timeline for the development of student projects and increase the participation in competitions in a school-wide science fair in preparation for the District Science Fair, students will increase achievement.

Person or Persons Responsible

Teachers, Science Leader

Target Dates or Schedule

On-going

Evidence of Completion

Science Fair Projects

Action Step 2

By promoting the use of instructional technology (Gizmos & Discovery) to enhance and remediate student conceptual understanding of topics being addressed, students will increase achievement.

Person or Persons Responsible

Teachers, Science Leader

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessements

Facilitator:

Science Leader

Participants:

Teachers, Science Leader

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

Utilizing the FCIM model, the administrative team along with the MTSS/Rti team will review student work folders for evidence of the use of inquiry based learning activities. Additionally, school based assessments and Interims will be monitored to ensure adequate progress and to adjust intervention.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessment and 2014 FCAT 2.0

Plan to Monitor Effectiveness of G4.B2.S1

Utilizing the FCIM model, the administrative team along with the MTSS/Rti team will review student work folders for evidence of the use of inquiry based learning activities. Additionally, school based assessments and Interims will be monitored to ensure adequate progress and to adjust intervention.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessment and 2014 FCAT 2.0

G5. All students in grades 2-5 will participate in the school wide Science Fair and fourth and fifth grades will participate in the district Science Fair.

G5.B1 In 2013 only third through fifth grade participated in the school wide Science Fair.

G5.B1.S1 Students will be provided with activities to design and develop science and engineering projects to increase scientific thinking and the development and implementation of inquiry-based activities.

Action Step 1

In order to increase the percentage of students above proficiency on the Science FCAT 2014 students need additional exposure to instructional strategies and activities that are inquiry-based

Person or Persons Responsible

Science Coach, Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessments and school based assessments

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

The Science Coach along with the Science Fair Committee will monitor the school-wide Science Fair.

Person or Persons Responsible

Administrators, Science Coach, Science Fair Committee

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessments and FCAT 2.0 2014

Plan to Monitor Effectiveness of G5.B1.S1

The Science Coach along with the Science Fair Committee will monitor the school-wide Science Fair.

Person or Persons Responsible

Administrators, Science Coach, Science Fair Committee

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessments and FCAT 2.0 2014

G6. The goal will be to increase student attendance of students who missed 10% or more of instructional time, the number of students non-proficient in reading and retained in the third grade and the students who received 1 or more behavior referrals.

G6.B1 The percentage of students who missed 10% or more of instructional time was 5% in 2013.

G6.B1.S1 Student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.

Action Step 1

Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI team. In addition, Attendance Carnivals are held quarterly to recognize students for perfect attendance.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Daily Attendance Bulletin and Attendance Reports

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

MTSS/RtI team will meet quarterly to monitor students attendance.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Reports

Plan to Monitor Effectiveness of G6.B1.S1

MTSS/RtI team will meet quarterly to monitor students attendance.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Reports

G6.B2 The percentage of students in third grade that were retained was 4% and non-proficient in reading in third grade was 44% in 2013.

G6.B2.S1 Early Warning Systems is correlated to students retained in the third grade and those who are non-. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.

Action Step 1

Before and after school tutoring academy targets those low performing students in the third grade and addresses their academic needs. Counseling is also provided to all retained students in order to monitor their progress throughout the school year.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

On-ongoing

Evidence of Completion

Interim Assessments

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

MTSS/RtI will meet quarterly to monitor student progress.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessments and FCAT 2.0 2014

Plan to Monitor Effectiveness of G6.B2.S1

MTSS/RtI will meet quarterly to monitor student progress.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessments and FCAT 2.0 2014

G6.B3 The percentage of students who received 2 or more behavioral referrals was 2% in 2013.

G6.B3.S1 The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process

Action Step 1

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Reports

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

MTSS/RtI will counsel students with behavioral referrals.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Suspension Reports

Plan to Monitor Effectiveness of G6.B3.S1

MTSS/RtI will counsel students with behavioral referrals.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Suspension reports

Coordination and Integration

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

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

At Charles R. Hadley Elementary, services are provided to ensure that students requiring additional remediation are assisted through before and after-school tutorial program. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the school, 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, encourages 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 needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP-which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region Meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school wide program include an extensive Parental Outreach Program and special support services to special needs populations such as homeless, migrant and neglected students.

Title I, Part C- Migrant

Charles R. Hadley Elementary 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 and after-school) by the Title I, Part C, and Migrant Education Program.

Title I, Part D

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

Title II

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

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

• Training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release 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-5)
• Parent outreach activities (K-5) through the Bilingual Parent Outreach Program (The Parent Academy)
• Professional development on best practices for ESOL and content area teachers
• Reading and supplementary instructional materials (K-5)
• Purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-5, RFP Process)
The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).
Title VI, Part B – NA
Title X- Homeless
Although C.R. Hadley does not have any students identified as homeless, we are eligible to receive services and will do so upon identification and classification of a student as homeless.
Violence Prevention Programs
The school offers D.A.R.E., which is a police officer-led program that teaches children how to resist peer pressure and live productive drug and violence-free lives. Character Education is also implemented during the school year by the counselors.
Nutrition Programs
Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Career and Technical Education
Kids And The Power of Work (KAPOW) is a program at C. R. Hadley which introduces students to career awareness through professionally developed lessons taught by business volunteers in the classroom
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.
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 Reading FCAT 2.0 indicate that 65% of the students scored level 3 and above. The goal for 2014 FCAT 2.0 is 70%.

G1.B1 On the 2013 Reading FCAT 2.0 the percentage of students scoring level 3 was 28%. Our goal for 2014 FCAT 2.0 is 32%.

G1.B1.S1 Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2: Reading Application. Students experienced difficulties with cause and effect relationships, identifying themes or topics and comparing and contrasting elements.

PD Opportunity 1

Students will practice identifying causal relationships imbedded in text. Students will be provided opportunities to be familiar with text structures such as cause/effect, compare/contrast, and chronological order utilizing graphic organizers.

Facilitator

Reading Coach

Participants

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and teacher generated assessments, including benchmarks.

PD Opportunity 2

Instruction will provide practice in identifying topics and themes within and across grade-level appropriated texts.

Facilitator

Reading Coach

Participants

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and teacher generated assessments, including benchmarks.

G1.B2 On the 2013 Reading FCAT 2.0 the percentage of students scoring level 4 and 5 was 36%. Our goal for 2014 FCAT 2.0 is 38%.

G1.B2.S1 Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 3: Literary Analysis/Fiction/Nonfiction. Students experienced difficulties with identifying and explaining the use of descriptive, idiomatic and figurative language to describe people, feelings and objects.

PD Opportunity 1

Poetry will be utilized to practice identifying descriptive language that defines moods and provides imagery.

Facilitator

Reading Coach

Participants

Teachers, Reading Coach

Target Dates or Schedule

On-going

Evidence of Completion

Student work and teacher generated assessments, including benchmarks

G1.B3 On the 2013 Reading FCAT 2.0 the percentage of students making learning gains was 67%. Our goal for 2014 FCAT 2.0 is 70%.

G1.B3.S1 The areas of deficiency as noted on the 2013 administration of the FCAT Reading test is: Reporting Category 3, Literary Analysis Fiction/Nonfiction.

PD Opportunity 1

Identify the lowest performing students and provide students with differentiated instruction and additional instructional support in small group settings.

Facilitator

Reading Coach

Participants

Teachers, Reading coach, Technology, Tutors

Target Dates or Schedule

On-going

Evidence of Completion

Student work folder and teacher lesson plans

G1.B4 On the 2013 Reading FCAT 2.0 the percentage of the lowest 25% making learning gains was 68%. Our goal for 2014 FCAT 2.0 is 71%.

G1.B4.S1 The areas of deficiency as noted on the 2013 administration of the FCAT Reading test is Reporting Category 2, Reading Application.

PD Opportunity 1

Intervention schedules will be initiated after identifying the lowest 25%. McGraw-Hill intervention will take place on a daily basis, as well as Successmaker. These programs will be utilized to target individual students' deficiencies and provide practice to ensure that skills are mastered. Data will be analyzed to form flexible, differentiated groupings.

Facilitator

Reading Coach

Participants

Teachers, Reading Coach, Interventionist, Successmaker

Target Dates or Schedule

On-going

Evidence of Completion

Student work, Successmaker reports, Mc Graw Hill intervention program

G1.B5 On the 2013 Reading FCAT 2.0 the percentage of students scoring level 3 and above for the subgroups is as follows: Hispanic 64%, ELL 54%, and ED 63%. The goal for 2014 FCAT 2.0 is Hispanic 70%, ELL 62%, and ED 69%.

G1.B5.S1 Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 1; Vocabulary. Students experienced difficulties with context clues, antonyms, synonyms, homographs, homophones and multiple meanings in context.

PD Opportunity 1

Instruction should include the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships.

Facilitator

Reading Coach

Participants

Teachers, Math coach

Target Dates or Schedule

On-going

Evidence of Completion

Student work folders

G1.B6 On the 2013 Reading FCAT 2.0 the percentage of SWD students scoring level 3 and above was 21%. The goal 2014 FCAT 2.0 is 39%.

G1.B6.S1 Students in the Students with Disabilities subgroup 2013 FCAT Reading Test performance data indicates that there is a deficiency in Reporting Category3: Literary Analysis

PD Opportunity 1

Students will be provided instruction to identify and interpret elements of story structure within a text. Students will understand character development, character point of view by asking "What does he think, what is his attitude toward…and what did he say to let me know?"

Facilitator

Reading coach

Participants

Teachers, Reading coach

Target Dates or Schedule

On-going

Evidence of Completion

Student work folders and site generated assessments, including benchmarks.

G2. On the 2013 FCAT 2.0 Writing indicate that 58% of the students scored at level 3.5 or above. The goal for 2014 FCAT 2.0 is 62%.

G2.B1 On the 2013 FCAT 2.0 Writing indicate that 42% of the students scored below a 3.5.

G2.B1.S1 Students' performance data from the 2013 FCAT Writing indicates that students need to improve in their writing skills by revising and evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice and sentence variation.

PD Opportunity 1

Students will use revising/editing charts, teacher conferencing, collaborative discussions, or peer editing.

Facilitator

Reading Coach

Participants

Teachers, Reading coach

Target Dates or Schedule

On-going

Evidence of Completion

Writer's notebook

G3. The results of the 2013 FCAT Math 2.0 indicate that 70% of the students scored level 3 and above. The goal for 2014 FCAT 2.0 is 77%.

G3.B1 The percentage of students scoring level 3 on the 2013 FCAT Math 2.0 was 33%. The goal for 2014 FCAT 2.0 is 39%.

G3.B1.S1 According to the results of the 2013 FCAT 2.0 Mathematics Test, students in Grades 3 and 4 experienced difficulties in Reporting Category 2, Number: Fractions. Students need greater opportunities to model fractional parts using manipulatives and to utilize literature in mathematics to provide the necessary meaning to successfully grasp the concept of fractions.

PD Opportunity 1

Students will be provided opportunities to practice comparing and ordering commonly used fractions through the use of manipulatives

Facilitator

Math Coach

Participants

Teachers, Math coach

Target Dates or Schedule

On-going

Evidence of Completion

Student work folders and teacher lesson plans

G3.B2 The percentage of students scoring level 4 and level 5 on the 2013 FCAT Math 2.0 was 36%. The goal for 2014 FCAT 2.0 is 38%.

G3.B2.S1 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the areas of greatest difficulty were as follows: Grade 3 students – Number: Operations, Problems & Statistics; Grade 4 students – Number: Operations & Problems; and Grade 5 students – Number: Base Ten & Fractions.

PD Opportunity 1

Engage students in activities to use technology (such as Gizmos, Riverdeep or the National Library of Virtual Manipulatives that include stimulus to develop conceptual understanding of numbers.

Facilitator

Math coach

Participants

Teacher, Math coach

Target Dates or Schedule

On-going

Evidence of Completion

Gizmo and Riverdeep reports and student work folders

G3.B3 The percentage of students making learning gains on the 2013 FCAT Math 2.0 was 56%. The goal for 2014 FCAT 2.0 is 60%.

G3.B3.S1 According to the results of the 2013 FCAT 2.0, students in Grades 3 and 4 experienced difficulties in Reporting Category 2, Number: Fractions. According to the results of the 2013 FCAT 2.0, students in Grades 5 experienced difficulties in Reporting Category 3, Geometry and Measurement.

PD Opportunity 1

In grades 3 and 4, support mathematical fluency and problem solving skills by providing time to practice and apply learned concepts in real- life situations. In grade 5, support problem solving skills in the areas of multi-digit division and addition and subtraction with fractions, mixed numbers and decimals by providing time to practice and apply learned concepts in real-life situations.

Facilitator

Math coach

Participants

Teachers, Math coach

Target Dates or Schedule

On-going

Evidence of Completion

Student work folders and teacher lesson plans

G3.B4 On the 2013 Math FCAT 2.0 the percentage of students scoring level 3 and above for the subgroups is as follows: Hispanic 70%, ELL 63%, and ED 69%. The goal for 2014 FCAT 2.0 is Hispanic 76%, ELL 73%, and ED 76%.

G3.B4.S1 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for these subgroups is Number: Base Ten and Fractions . These subgroups need more opportunities for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives.

PD Opportunity 1

Instruction will include increasing opportunities for students to model fractional parts using manipulatives

Facilitator

Math coach

Participants

Teachers, Math coach

Target Dates or Schedule

On-going

Evidence of Completion

Benchmark assessments and Interim Assesssments

G3.B5 On the 2013 Math FCAT 2.0 the percentage of SWD students scoring level 3 and above is 42%. The goal for 2014 FCAT 2.0 is 61%.

G3.B5.S1 According to the results of the 2013 FCAT 2.0 Mathematics Test, students experienced difficulties in Reporting Category 3, Geometry and Measurement

PD Opportunity 1

Form flexible small groups to support the use of manipulatives and engage in opportunities for practice.

Facilitator

Math coach

Participants

Teachers, Math coach

Target Dates or Schedule

On-going

Evidence of Completion

Benchmark assessments and Interim Assessments

G4. The results of the 2013 FCAT 2.0 Science assessment indicate that 62% of the 5th grade students achieved level 3 and above.

G4.B2 The results of the 2013 FCAT 2.0 Science assessment indicate that 34% of the 5th grade students scored level 4 and 5. The goal for the 2014 FCAT 2.0 is 35%.

G4.B2.S1 The areas where students experience the most difficulty are in Reporting Category 1: Nature of Science.

PD Opportunity 1

By promoting the use of instructional technology (Gizmos & Discovery) to enhance and remediate student conceptual understanding of topics being addressed, students will increase achievement.

Facilitator

Science Leader

Participants

Teachers, Science Leader

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessements

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 Reading FCAT 2.0 indicate that 65% of the students scored level 3 and above. The goal for 2014 FCAT 2.0 is 70%.	$12,505
G3.	The results of the 2013 FCAT Math 2.0 indicate that 70% of the students scored level 3 and above. The goal for 2014 FCAT 2.0 is 77%.	$2,505
	Total	$15,010

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
EESAC	$2,505	$2,505
ESSAC	$2,505	$2,505
Title III	$10,000	$10,000
Total	$15,010	$15,010

Budget Details

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

G1. The results of the 2013 Reading FCAT 2.0 indicate that 65% of the students scored level 3 and above. The goal for 2014 FCAT 2.0 is 70%.

G1.B1 On the 2013 Reading FCAT 2.0 the percentage of students scoring level 3 was 28%. Our goal for 2014 FCAT 2.0 is 32%.

G1.B1.S1 Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2: Reading Application. Students experienced difficulties with cause and effect relationships, identifying themes or topics and comparing and contrasting elements.

Action Step 1

Students will practice identifying causal relationships imbedded in text. Students will be provided opportunities to be familiar with text structures such as cause/effect, compare/contrast, and chronological order utilizing graphic organizers.

Resource Type

Personnel

Resource

Tutoring

Funding Source

EESAC

Amount Needed

$2,505

Action Step 2

Instruction will provide practice in identifying topics and themes within and across grade-level appropriated texts.

Resource Type

Personnel

Resource

Tutoring

Funding Source

Title III

Amount Needed

$10,000

G3. The results of the 2013 FCAT Math 2.0 indicate that 70% of the students scored level 3 and above. The goal for 2014 FCAT 2.0 is 77%.

G3.B4 On the 2013 Math FCAT 2.0 the percentage of students scoring level 3 and above for the subgroups is as follows: Hispanic 70%, ELL 63%, and ED 69%. The goal for 2014 FCAT 2.0 is Hispanic 76%, ELL 73%, and ED 76%.

G3.B4.S1 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for these subgroups is Number: Base Ten and Fractions . These subgroups need more opportunities for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives.

Action Step 1

Instruction will include increasing opportunities for students to model fractional parts using manipulatives

Resource Type

Personnel

Resource

Tutoring

Funding Source

ESSAC

Amount Needed

$2,505