2013-2014 SCHOOL IMPROVEMENT PLAN

Florida City Elementary School

364 NW 6TH AVE

Florida City, FL 33034

305-247-4676

http://fce.dadeschools.net

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	Yes	99%

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

School Grades History

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

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
Florida City Elementary School

Principal
Catherine Krtausch T

School Advisory Council chair
Sherri Beall

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

Name	Title
Catherine Krtausch	Principal
Maria Arbiol	Assistant Principal
Sherri Beall	Reading Coach
Donald Mills	Music Teacher
Angella Gibson-Carvalho	Science Coach

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

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

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1, UTD steward – 1, teachers – 6, parents – 6, educational support -2, student – 2, BCR – 4

Involvement of the SAC in the development of the SIP

SAC meets as a cooperative group to brainstorm instructional strategies to be implemented in the school improvement plan. This committee also reviews and makes recommendations once the school improvement plan has been drafted.

Activities of the SAC for the upcoming school year

• Monthly review and monitor school improvement strategies
• Assist with the district accreditation process
• Fund academic incentives to motivate learning

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

• Academic incentives $1500
• Curriculum based field trips $2650

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

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

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

Administrators

# of administrators
2

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

Administrator Information:

Catherine Krtausch T		
Principal	Years as Administrator: 9	Years at Current School: 4

Credentials	BS: Advertising, University of Florida M.S: Elementary Education, Nova Southeastern University; Educational Leadership, Nova Southeastern University Certification in Educational Leadership
Performance Record	2013 – B Rdg. Proficiency, 47% Math Proficiency, 57% Rdg. Lrg. Gains, 72 points Math Lrg. Gains, 74 points Rdg. Imp. of Lowest 25% - 87 points Math Imp. of Lowest 25% - 85 points Rdg. AMO –45 Math AMO–53 2012 – C Rdg. Proficiency, 35% Math Proficiency, 48% Rdg. Lrg. Gains, 62 points Math Lrg. Gains, 64 points Rdg. Imp. of Lowest 25% - 66 points Math Imp. of Lowest 25% - 72 points Rdg. AMO –40 Math AMO–49 '11 '10 '09 '08 School Grade D C A C AYP N N Y N High Sntds Reading 58 57 68 51 High Sntds Math 68 71 80 66 Lng. Gains Reading 56 57 65 53 Lng. Gains Math 64 62 77 65 Gains Rdg. 25% 46 50 61 45 Gains Math 25% 64 70 90 67

Maria Arbiol		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	BS: Early Childhood Education Education/ESOL Endorsement, Florida International University M.S.: Reading K-12, Nova Southeastern University National Board Certificate: Early and Middle Childhood/Literacy: Reading-Language Arts Certification in Educational Leadership, UNC
Performance Record	2013 – B Rdg. Proficiency, 47% Math Proficiency, 57% Rdg. Lrg. Gains, 72 points Math Lrg. Gains, 74 points Rdg. Imp. of Lowest 25% - 87 points Math Imp. of Lowest 25% - 85 points Rdg. AMO –45 Math AMO–53 • Working out of state from 2009-2012 '08 School Grade A AYP Y High Sntds Reading 90 High Sntds Math 87 Lng. Gains Reading 75 Lng. Gains Math Gains Rdg. 25% Gains Math 25%

Instructional Coaches

# of instructional coaches
2

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

Instructional Coach Information:

Sherri Beall		
Full-time / School-based	Years as Coach: 10	Years at Current School: 2

Areas	Reading/Literacy
Credentials	Med. Texas Christian University, Elementary Ed / Spec. Reading BW. Palm Beach Atlantic University, Elementary Educaton 1-6 ESOL Endorsed Reading Endorsed
Performance Record	2013 – B Rdg. Proficiency, 47% Math Proficiency, 57% Rdg. Lrg. Gains, 72 points Math Lrg. Gains, 74 points Rdg. Imp. of Lowest 25% - 87 points Math Imp. of Lowest 25% - 85 points Rdg. AMO –45 Math AMO–53 2012 – C Rdg. Proficiency, 35% Math Proficiency, 40% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 63 points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 67 points Rdg. AMO – 34 Math AMO– 42 '11 '10 '09 '08 School Grade D C A C AYP N N Y N High Sntds Reading 45 57 68 51 High Sntds Math 54 71 80 66 Lng. Gains Reading 52 57 64 53 Lng. Gains Math 52 62 77 65 Gains Rdg. 25% 52 50 61 45 Gains Math 25% 57 70 90 67

Angella Gibson-Carvalho		
Full-time / School-based	Years as Coach: 4	Years at Current School: 11
Areas	Science	
Credentials	BS: Elementary Education 1-6, Barry University M. S: Reading K-12, Barry University Ed.S Educational Leadership, Barry University E.S.O.L endorsement	
Performance Record	2013 – B Rdg. Proficiency, 47% Math Proficiency, 57% Rdg. Lrg. Gains, 72 points Math Lrg. Gains, 74 points Rdg. Imp. of Lowest 25% - 87 points Math Imp. of Lowest 25% - 85 points Rdg. AMO –45 Math AMO–53 2012 – C Rdg. Proficiency, 35% Math Proficiency, 48% Rdg. Lrg. Gains, 62 points Math Lrg. Gains, 64 points Rdg. Imp. of Lowest 25% - 66 points Math Imp. of Lowest 25% - 72 points Rdg. AMO –40 Math AMO–49 '11 '10 '09 '08 School Grade D C C B AYP N N N N High Sntds Reading 58 57 50 54 High Sntds Math 68 71 61 66 Lng. Gains Reading 56 57 60 58 Lng. Gains Math 64 62 58 67 Gains Rdg. 25% 46 50 56 60 Gains Math 25% 64 70 72 75	

Classroom Teachers

# of classroom teachers

59

 # receiving effective rating or higher
59, 100%

 # Highly Qualified Teachers
64%

 # certified in-field
59, 100%

 # ESOL endorsed
49, 83%

 # reading endorsed
9, 15%

 # with advanced degrees
25, 42%

 # National Board Certified
3, 5%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
10, 17%

 # with 6-14 years of experience
30, 51%

 # with 15 or more years of experience
18, 31%

Education Paraprofessionals

# of paraprofessionals
4

 # Highly Qualified
4, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
5

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

Attend job fairs and recruiting opportunities.
Establish Professional Learning Communities.

Provide Professional Development opportunities.
The people responsible include the administrators and instructional coaches.

Teacher Mentoring Program/Plan

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

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

The mentor and mentee will meet biweekly to discuss evidence based strategies for each domain. Both mentor and mentee will be given release time to observe. Time will be given for feedback, coaching and planning.

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

MTSS Leadership Team is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.
1. MTSS Leadership Team leadership is vital, therefore, in building our team we have considered the following:
• Administrator(s) who will ensure commitment and allocate resources;
• Teacher(s) and Coaches who share the common goal of improving instruction for all students; and
• Team members who will work to build staff support, internal capacity, and sustainability over time.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• School reading, math, science, and behavior specialists
• Special education personnel
• School guidance counselor
• School psychologist
• School social worker
• Member of advisory group
• Community stakeholders
3. MTSS Leadership Team is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS uses increasingly more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• 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.
• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.
There will be an ongoing evaluation method established for services at each tier to monitor the

effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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

Principal; to ensure that the MTSS is being implemented with fidelity and that the goals and strategies aligned in the SIP are the driving force behind instruction
Assistant Principal; to work with the instructional coaches to train teachers on the MTSS and monitor the implementation of the strategies states in the SIP
Instructional Coaches; to work alongside teachers as they plan, monitor, and revise instruction and intervention

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

The following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.
The Leadership Team will:
1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• How will we determine if the students have learned? (common assessments)
• How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (Enrichment opportunities).
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

1. Data will be used to guide instructional decisions and system procedures for all students 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 interventions
2. Managed data will include:
Academic
• Baseline Data

- Progress Monitoring and Reporting Network (PMRN)
- Florida Comprehensive Assessment Test (FCAT)
- Florida Assessment for Instruction in Reading (FAIR)
- Comprehensive English Language Learning Assessment (CELLA)
- District Interim assessments
- Success Maker
- Student grades
- School site specific assessments
Behavior
- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
Referrals to special education programs

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

Administration and instructional coaches will guide teachers as they dissagregate data for their students. Instructional coaches will work alongside the teachers to ensure that they are providing the adequate interventions and modifying them with the results from the ongoing progress monitoring.

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: 4,320

Students take part in After School Book Clubs to focus on reading comprehension skills and Math Clubs to remediate math skills. Fifth grade students take part in a Science Club with weekly labs.

Strategy Purpose(s)

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

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

Data is collected monthly by the instructional coaches. The data is analyzed by the instructional coaches and teachers leading the after school clubs to ensure students are participating and that learning gains are being made.

Who is responsible for monitoring implementation of this strategy?

Administration and Instructional Coaches

Literacy Leadership Team (LLT)

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

Name	Title
Catherine Krtausch	Principal
Maria Arbiol	Assistant Principal
Angella Gibson-Carvalho	Science Coach
Sherri Beall	Reading Coach
Hannah Colombey	Media Specialist
Julie Callaway	Gifted Teacher
Anita Fernandez	Science Teacher
Kawanza Baker	Reading Teacher
Elsa Mathurin	Bilingual Teacher
Anabella Arana	SPED Teacher
Donald Mills	Music Teacher

How the school-based LLT functions

The purpose of the LLT is to foster and integrate reading across the curriculum. The team will create a plan of action to promote rigor, inquiry, dialogue, and usage of data to make instructional decisions. The team will meet monthly to assess the status of the LLT action plan.
Instructional Leaders
• The Instructional Leaders will guide and facilitate the development of the school literacy plan.
Instructional Coaches
• The instructional coaches will provide direct support to teachers in the implementation of set instructional strategies.
Media Specialist
• The media specialist will ensure the media center is an integral part of the school wide literacy program.
Subject Area Teachers
Teachers will provide effective communication between administration and staff in regards to the school wide literacy program.

Major initiatives of the LLT

Florida City elementary will continue to focus on integrating literacy across the content areas. Our focus is to build capacity with our teachers and common core state standards. Cross curricular discussions will continue amongst the teachers to ensure that strategies are being seen across all subject areas. The instructional coaches will support the work of connecting the subject areas. Mini professional developments will be held during planning time or after school to support this as well. Teachers will also participate in a book study throughout the school year. The school will host 3 literacy nights for the families and students, and students will have access to free books at all school events.

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

There are a variety of events held at the school to inform PreK students at Florida City Elementary and surrounding communities about our school. The local Head Start agency brings around 40 students to visit the school. The children stay in a Kindergarten class for 3 hours and are able to see what Kindergarten is like at FCE. Parents of students enrolled in our program are a part of end of year celebrations, and administration gives them a tour and answers questions about transitioning on that same day. At Florida City Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to asses in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/processing. The students are assessed utilizing the FLKRS. Screening data will be collected and aggregated prior to September 2013. Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children. Florida City Elementary will utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready School Partnership. The partnership will identify school-specific strategies from the "Transition Toolkit" (developed by PK/Elementary and community partners) to meet the needs of the local community

Expected Improvements

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

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	45%	47%	Yes	51%
American Indian				
Asian				
Black/African American	38%	43%	Yes	44%
Hispanic	53%	51%	Yes	58%
White				
English language learners	32%	49%	Yes	39%
Students with disabilities	24%	30%	Yes	32%
Economically disadvantaged	44%	47%	Yes	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	84	26%	32%
Students scoring at or above Achievement Level 4	50	16%	19%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		72%	75%
Students in lowest 25% making learning gains (FCAT 2.0)		87%	88%

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)	107	54%	59%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	34	17%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	30	15%	24%

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	47	40%	46%
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	53%	57%	Yes	58%
American Indian				
Asian				
Black/African American	45%	50%	Yes	51%
Hispanic	63%	64%	Yes	66%
White				
English language learners	46%	68%	Yes	51%
Students with disabilities	34%	30%	No	41%
Economically disadvantaged	53%	57%	Yes	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	88	28%	32%
Students scoring at or above Achievement Level 4	78	25%	27%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		74%	77%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		85%	87%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	20%	25%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		11%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		10
Participation in STEM-related experiences provided for students	6	2%	8%

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	139	16%	15%
Students retained, pursuant to s. 1008.25, F.S.	47	6%	5%
Students who are not proficient in reading by third grade	61	62%	56%
Students who receive two or more behavior referrals	88	12%	11%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	18	2%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Strategies/Action Steps
1. Implement Monthly Open Houses which will facilitate home to school connection.

2. Facilitate the use of parenting materials available at the parent resource center and at the coaches' resource center.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase parent representation in K-2nd	86	30%	40%

Goals Summary

G1.   All teachers will implement effective teaching instruction through the gradual release model which will include collaborative strategies to increase rigor in instruction.

Goals Detail

G1. All teachers will implement effective teaching instruction through the gradual release model which will include collaborative strategies to increase rigor in instruction.

Targets Supported

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

- Writing

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

- Science

- Science - Elementary School

- STEM

Resources Available to Support the Goal

- Instructional Coaches

- District support

- Reading and Math has time set up for differentiated instruction

- Teachers in upper grades have a strong understanding of how to use data to drive instruction

- Common planning time for each grade level with their departments

- Administrative support

- Ongoing embedded professional development

Targeted Barriers to Achieving the Goal

- Lack of teacher understanding of how to implement collaborative structures during the 'they do' portion of the gradual release model

Plan to Monitor Progress Toward the Goal

Will monitor all teachers as they implement effective teaching instruction through the gradual release model which will include collaborative strategies to increase rigor in instruction.

Person or Persons Responsible
Administration and Instructional Coaches

Target Dates or Schedule:
Daily

Evidence of Completion:
Coaches logs, agenda and minutes from planning meetings, lesson plans, journal entries, unit assessments, district assessments

Action Plan for Improvement

Problem Solving Key

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

G1. All teachers will implement effective teaching instruction through the gradual release model which will include collaborative strategies to increase rigor in instruction.

G1.B1 Lack of teacher understanding of how to implement collaborative structures during the 'they do' portion of the gradual release model

G1.B1.S1 Deliver instruction incorporating all components of the Gradual Release of Responsibility Model according to their lesson plans.

Action Step 1

Deliver instruction incorporating all components of the Gradual Release of Responsibility Model according to their lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Action Step 2

Plan and deliver instruction that includes the four components of the Gradual Release of Responsibility Model.

Person or Persons Responsible

Instructional Coaches and Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Planning agenda and minutes

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

Monitor the delivery of instruction incorporating all components of the Gradual Release of Responsibility Model according to their lesson plans

Person or Persons Responsible

Instructional Coaches and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Minutes from Planning, sign in sheets from planning meetings, coaches logs, lesson plans

Plan to Monitor Effectiveness of G1.B1.S1

Monitor the delivery of instruction incorporating all components of the Gradual Release of Responsibility Model according to their lesson plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Analyze student journal entries, ongoing progress monitoring data, assessment information

G1.B1.S2 Teachers provide students with opportunities to use collaborative strategies during the "They Do" portion of the lesson.

Action Step 1

Plan and deliver instruction that includes the four components of the Gradual Release of Responsibility Model.

Person or Persons Responsible

Instructional coaches and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Planning meetings minutes

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

Organize a schedule of collaborative strategies that will provide students with opportunities to apply these strategies during the "They Do" portion of the lesson

Person or Persons Responsible

Instructional coaches and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Calendar of collaborative strategies, coaches logs

Plan to Monitor Effectiveness of G1.B1.S2

SBLT will monitor the schedule of collaborative strategies and make changes as necessary to specific subjects or grade levels

Person or Persons Responsible

Instructional coaches and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Calendar of collaborative strategies, coaches logs

G1.B1.S3 Monitor the use of collaborative strategies during the "They Do" portion of the lesson through classroom walk -through during formal and informal observations.

Action Step 1

Monitor the use of collaborative strategies during the "They Do" portion of the lesson during classroom walk - through and formal and informal observations.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Walk through checklist

Action Step 2

Monitor the use of collaborative strategies through classroom walk –through.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Coaches logs

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Monitor the use of collaborative strategies during the "They Do" portion of the lesson during classroom walk - through and formal and informal observations

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Coaches logs, walk through checklist, planning minutes

Plan to Monitor Effectiveness of G1.B1.S3

Monitor the use of collaborative strategies during the "They Do" portion of the lesson during classroom walk - through and formal and informal observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Coaches logs, walk through checklist, planning minutes

G1.B1.S4 Instructional coaches will model the delivery of collaborative strategies during the "They do" portion of the gradual Release Responsibility Model.

Action Step 1

Model the delivery of collaborative strategies during the "They do" portion of the gradual Release Responsibility Model as needed based on data from classroom walk-through and formal and informal observations held by Administration.

Person or Persons Responsible

Instructional coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Coaches logs

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Model the delivery of collaborative strategies during the "They do" portion of the gradual Release Responsibility Model as needed based on data from classroom walk-through and formal and informal observations held by Administration.

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Walk through checklist and coaches logs

Plan to Monitor Effectiveness of G1.B1.S4

Model the delivery of collaborative strategies during the "They do" portion of the gradual Release Responsibility Model as needed based on data from classroom walk-through and formal and informal observations held by Administration.

Person or Persons Responsible

Administration and instructional coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Walk through checklist and coaches logs

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

The district coordinates with Title II in ensuring staff development needs are provided. Our Reading and Science curriculum coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Florida City 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.

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

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

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:
•tutorial programs (K-5)
•parent outreach activities (K-12)
•professional development on best practices for ESOL and content area teachers
•The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
•All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
•Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
•The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
•Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
•The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and

Florida City Elementary identified a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Our school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education

Finance Program (FEFP) allocation

At Florida City elementary, the Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and the counselor. Training and technical assistance for our teachers, administrators, and counselor is also a component of this program. The Safe School Specialists provide training and follow-up activities to all school staff in the areas of violence prevention, stress management and crisis management. We will also continue to implement the Olweus Bullying Prevention Program. OBPP is used at the school, classroom, and individual levels and includes methods to reach out to parents and the community for involvement and support. These efforts are designed to improve peer relations and make the school a safer and more positive place for students to learn and develop.Florida City Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. 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.

Florida City Elementary School involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. We strive to increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Florida City Elementary conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Florida City Elementary Completes the Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

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.

Appendix 2: Budget to Support School Improvement Goals