2013-2014 SCHOOL IMPROVEMENT PLAN

Earlington Heights Elementary School

4750 NW 22ND AVE

Miami, FL 33142

305-635-7505

http://earlingtonheightselem.dadeschools.net/

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	Yes	100%

Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	100%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**
F	D	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
Focus Year 3 or more	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Earlington Heights Elem. Schl

Principal
Linette Tellez

School Advisory Council chair
Christina Merendi

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

Name	Title
Angela Almaguer	Assistant Principal
Nicole Walker	Counselor
Leticia Coello	Reading Coach
Diem Nguyen	Reading Coach
Kadie Montano	Math Coach
Allison Stone	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

The SAC Council at Earlington Heights include: principal -1, UTD steward – 1, teachers – 5, parents – 6, educational support-3, student – 1

Involvement of the SAC in the development of the SIP

The main objective of the School Advisory Council (SAC) is to ensure improved and ongoing student achievement. One way the Council will do this is by preparing, monitoring, reviewing and evaluating the School Improvement Plan (SIP) as required by FSS 1001.452, comprehensive revision of Florida's System of School Improvement and Education Accountability.

Activities of the SAC for the upcoming school year

The SAC at Earlington Heights Elementary engages in budget preparation providing funding for student achievement awards reflected in learning and FCAT incentives, educational field studies related to the International Baccalaureate Primary Years Program (IBPYP) and grade level curriculum to support The Next Generation Sunshine State Standards and Common Core Standards, library/media/technology funds to purchase and/or replace books and software. The Council provides recommendations related to staffing and staff development, instructional and technology materials needed, student support services, nutrition and health and school safety and discipline. The SAC is the decision making body responsible for the planning, writing and implementation of the School Improvement Plan and related activities. SAC members are elected to the Council by their peers in each constituent group with the exception of the community member and adhere to their obligations as outlined in the Council's Bylaws. The SAC is allocated ($5.00) per student in grades Kindergarten through fifth to be utilized in support of student achievement in accordance with the SIP. At the onset of the school year the Council reviews the budget and designates funds for specific items and/or activities contingent with the needs of the school and its' learners.

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

The projected use of funds are as follows; Media /Technology-books, resources, replacement hardware, software Student/Parent/Teacher-awards, rewards, incentives, materials/resources for workshops, in-services, IB/PYP and science labs.

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:

Linette Tellez		
Principal	Years as Administrator: 4	Years at Current School: 1

Credentials	BS – Elementary Education/ESOL Endorsement MS –Educational Leadership
Performance Record	2013 – School Grade – Rdg. Proficiency, 39 points Math Proficiency, 49 points Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 76 points Rdg. AMO –Yes Math AMO–Yes '12 '11 '10 '09 School Grade D C A A High Standards Rdg. 23 46 84 80 High Standards Math 21 68 83 82 Lrng Gains-Rdg. 53 51 76 76 Lrng Gains-Math 58 72 61 72 Gains-Rdg-25% 61 50 67 69 Gains-Math-25% 64 63 66 82

Angela Almaguer		
Asst Principal	Years as Administrator: 2	Years at Current School: 5

Credentials	BS-Elementary Education MS-Bi-Lingual Education Certification: Educational Leadership
Performance Record	2013 – School Grade – Rdg. Proficiency, 26 ponits Math Proficiency, 49 points Rdg. Lrg. Gains, 38 points Math Lrg. Gains, 68 points Rdg. Imp. of Lowest 25% - 32 points Math Imp. of Lowest 25% - 76 points Rdg. AMO –No Math AMO–Yes '12 '11 '10 '09 School Grade C D A D High Standards Rdg. 34 49 64 53 High Standards Math 46 62 71 46 Lrng Gains-Rdg. 62 48 81 61 Lrng Gains-Math 74 60 79 52 Gains-Rdg-25% 69 50 88 48 Gains-Math-25% 88 60 67 55

Instructional Coaches

# of instructional coaches
4

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

Instructional Coach Information:

Leticia Coello		
Full-time / School-based	Years as Coach: 3	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	BS-Elementary MS- Reading Education Ed.S- Educational Leadership Elementary Education K-6 ESOL Endorsement, Reading K-12 Educational Leadership Certification	
Performance Record	2013 – School Grade – Rdg. Proficiency, 39 Rdg. Lrg. Gains, 63 points Rdg. Imp. of Lowest 25% - 71 points Rdg. AMO –Yes '12 '11 '10 '09 School Grade C A A A High Standards Rdg. 27 83 84 80 Lrng Gains-Rdg. 63 74 76 76 Gains-Rdg-25% 73 64 67 69	

Diem Nguyen		
Full-time / School-based	Years as Coach: 10	Years at Current School: 11
Areas	Reading/Literacy	
Credentials	BS- Elementary Education Master's in Reading	
Performance Record	2013 – School Grade – Rdg. Proficiency, 26 Rdg. Lrg. Gains, 38 points Rdg. Imp. of Lowest 25% - 32 points Rdg. AMO –No 12 '11 '10 '09 School Grade C D A D High Standards Rdg. 34 49 64 53 Lrng Gains-Rdg. 62 48 81 61 Gains-Rdg-25% 69 50 88 48	

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

Areas	Reading/Literacy
Credentials	BS- Elementary Education MS-Reading Education Elementary Education K-6, ESOL Endorsement, Reading K-12
Performance Record	2013 – School Grade – Rdg. Proficiency, 56 Rdg. Lrg. Gains, 72points Rdg. Imp. of Lowest 25% 77- points Rdg. AMO –Yes 12 '11 '10 School Grade B A A High Standards Rdg. 60 83 81 Lrng Gains-Rdg. 78 74 68 Gains-Rdg-25% 77 64 66

Classroom Teachers

# of classroom teachers
27

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
100%

 # certified in-field
34, 126%

 # ESOL endorsed
16, 59%

 # reading endorsed
5, 19%

 # with advanced degrees
17, 63%

 # National Board Certified
0, 0%

 # first-year teachers
4, 15%

 # with 1-5 years of experience
8, 30%

 # with 6-14 years of experience
19, 70%

 # with 15 or more years of experience

5, 19%

Education Paraprofessionals

# of paraprofessionals

2

 # Highly Qualified

2, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Regularly scheduled meetings of new teachers with leadership team Provide new teachers with veteran mentors Recruit from local universities Screen for highly qualified instructors, using information from District.

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 on a weekly basis to discuss evidence-based strategies for each subject. The mentor is given release time to observe the mentee. Time is 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

The MTSS Leadership Team met with the School Advisory Council (SAC) and Principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures in the School Improvement Plan.

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

Linette Tellez-Principal, Angela Almaguer-Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.
General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
Lynette Toledo-Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.
Leticia Coello and Diem Nguyen-Instructional Coaches (Reading): Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies 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 intervention services for children considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Ngina Parks-School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
Samantha Rambali-Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.
Nicole Walker-School Counselor, Lynda Antoine-School Social Worker-Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral and social success.

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

The team will review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Also, identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure and making decisions about implementation.

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

Progress Monitoring and Reporting Network (PMRN) used to monitor Florida Assessments for Instruction in Reading (FAIR) Assessments for grades K-5, Florida Comprehensive Assessment Test (FCAT 2.0) Progress Monitoring for Reading, Math and Science for grades 3-5. Florida Monthly

Assessments from Edusoft for Baseline and Interim Assessments in Reading, Math and Science. Monthly Writing Assessment to monitor fourth grade writing progress.

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

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students
Minutes added to school year: 12,800

Earlington Heights will have an extended school day. The additional hour will be utilized to provide students with intervention/ enrichment. The school will use Foundational Skills/Saxon as the intervention for the students who do not meet grade level standards. Wonderworks will be utilized to provide students that are on level additional support. Literature Circles will be utilized to provide above level students with enrichment. The Science, Engineering, Communication, Mathematics, and Enrichment (SECME) program will provide students in grades K-5 with additional tutorial services in the areas of reading, writing, math and science. By providing a variety of professional development activities teachers will be more knowledgeable in the curriculum. Pearson representative will provide additional support on SuccessMaker to facilitate interpretation of student data and the usage of the program. Common planning time will be scheduled to address best practices in the area of reading, math and science. As a result, teachers will be able to make a positive impact on student academic achievement.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

After each interim assessment, teachers are provided with custom group reports from Edusoft delineating the progress of all students. This practice has allowed the teacher and support staff to identify and target specific deficiencies and determine appropriate remediation strategies.
In addition, data will be collected on a monthly basis. The LLT and teachers will analyze data utilizing a benchmark ranking system. Instruction of the benchmarks will be provided to students during differnetiated instruction or as part of the whole group lesson. Students will be assessed on the benchmark to determine mastery.

Who is responsible for monitoring implementation of this strategy?

The Administration and Leadership Team will review progress monitoring data at each grade level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Literacy Leadership Team (LLT)

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

Name	Title
Linette Tellez	Principal
Angela Almaguer	Assistant Principal
Gwendolyn Smith	Primary Teacher

Name	Title
Jo Ann Boose	Primary Teacher
Jacqueline Jackson	Primary Teacher
Terri Valdes	Intermediate Teacher
Eboni Aubry	Intermediate Teacher
Lynette Toledo	Exceptional Education Teacher
Letecia Coello	Reading Coach
Diem Nguyen	Reading Coach

How the school-based LLT functions

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers and other principal appointees serve on this team which meet at least once a month. The principal selects team members for the Literacy Leadership Team (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 LLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective

Major initiatives of the LLT

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and guide the implementation of literacy at the school site. The implementation of this model is critical in helping the school to understand individual student's needs. The team will provide professional development in the areas of; creating and implementing a school-based literacy plan of action using researched –based curriculum and assessments and analyze data to improve instruction based on students' deficiencies.

Every Teacher Contributes to Reading Instruction

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

NA

Preschool Transition

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

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida Voluntary Prekindergarten Program (VPK.) Funds are utilized for extended educational support through a full time highly qualified teacher and paraprofessional. This enables young children to experience a variety of meaningful learning activities within an environment offering opportunities to explore, create, develop, extend and nurture knowledge through initiatives shared with supportive adults. The Florida VPK Assessment, 2nd Edition, is administered to all pre-kindergarten learners as an initial, mid-year and final diagnostic to guide learning and kindergarten readiness. Once identified, the certified teacher and highly qualified paraprofessional work with low performing students using the Houghton Mifflin Curriculum and High/Scope strategies and the Florida Early Learning and Developmental Standards for Four-Year-Olds (2011). The Waterford Reading,Math and Science curriculum is an additional tools

utilized to support learning. Funding to sustain the remediation and diagnostic instruments come from a District Grant. Earlington Heights Elementary School offers all families of pre-kindergarten children activities, registration materials and transitional workshops/meetings offering information and guidance for parent assistance with transition to kindergarten. Incoming kindergarten learners and their parents are invited to a classroom visitation prior to the opening of school; a helpful element to all stakeholders involved in this facet of the transitional process.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

NA

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

NA

Strategies for improving student readiness for the public postsecondary level

NA

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	44%	26%	No	50%
American Indian				
Asian				
Black/African American	42%	21%	No	48%
Hispanic	57%	50%	No	61%
White				
English language learners	61%	43%	No	65%
Students with disabilities	49%	39%	No	54%
Economically disadvantaged	44%	26%	No	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	19%	35%
Students scoring at or above Achievement Level 4	16	8%	15%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		38%	44%
Students in lowest 25% making learning gains (FCAT 2.0)		32%	39%

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)	19	53%	58%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		23%

Postsecondary Readiness

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

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	21	30%	37%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%	49%	No	59%
American Indian				
Asian				
Black/African American	51%	43%	No	56%
Hispanic	77%	82%	Yes	79%
White				
English language learners	83%	86%	Yes	85%
Students with disabilities	55%	50%	No	60%
Economically disadvantaged	54%	49%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	32%	41%
Students scoring at or above Achievement Level 4	29	14%	18%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		68%	71%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		76%	78%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	11	16%	22%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		6%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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)	0		50
Participation in STEM-related experiences provided for students	0	0%	0%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	99	20%	19%
Students retained, pursuant to s. 1008.25, F.S.	23	5%	4%
Students who are not proficient in reading by third grade	43	60%	54%
Students who receive two or more behavior referrals	60	12%	11%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	8	2%	1%

Middle School Indicators

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

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1.   Decrease the number of student tardies and absences by 10%.

G2.   Increase analytical writing across all content areas and grade levels.

G3.   Increase student reading proficiency across all content areas and grade levels.

Goals Detail

G1. Decrease the number of student tardies and absences by 10%.

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- Counselor, Community Involvement Specialist, Community Partners

Targeted Barriers to Achieving the Goal
- Consistent notification students' absences and tardies.

Plan to Monitor Progress Toward the Goal

Decrease the number of student tardies and absences by 10%.

Person or Persons Responsible
Counselor, Community Involvement Specialist, Community Partners

Target Dates or Schedule:
Monthly

Evidence of Completion:
Attendance bulletin

G2. Increase analytical writing across all content areas and grade levels.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, 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 FAA, Elementary and Middle Learning Gains)

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Instructional coaches, District Support, Professional Development, Common Planning, Lesson Plans, Administrative Support

Targeted Barriers to Achieving the Goal

- Limited evidence of developed critical thinking skills in both teachers and students.

Plan to Monitor Progress Toward the Goal

Increase analytical writing across all content areas and grade levels.

Person or Persons Responsible
Instructional Coaches and Administration

Target Dates or Schedule:
Weekly

Evidence of Completion:
Student work and lesson plans.

G3. Increase student reading proficiency across all content areas and grade levels.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, 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 FAA, Elementary and Middle Learning Gains)

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Interventionist and an extended school day. Intervention program (Foundational Skills/SAXON) will be implemented school-wide. Instructional Coaches, Professional Development, Educational Transformation Office Support Team, FCAT Explorer, SuccessMaker, GIZMOS, Imagine Learning, Florida Achieves, Lesson Plans, Common Planning, and Administrative Support.

Targeted Barriers to Achieving the Goal

- Teachers have limited evidence of content knowledge.

- Teachers lack fidelity to the implementation of the Gradual Release Model.

- Lack of evidence of data-driven instruction.

- Students lack ownership of independent reading.

Plan to Monitor Progress Toward the Goal

Increase student reading proficiency across all content areas and grade levels.

Person or Persons Responsible

Administration, Instructional Coaches and District Support Staff

Target Dates or Schedule:

Weekly

Evidence of Completion:

District Support Document, Administration visits to Common Planning Sessions, Weekly Leadership Team Meetings.

Action Plan for Improvement

Problem Solving Key

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

G1. Decrease the number of student tardies and absences by 10%.

G1.B1 Consistent notification students' absences and tardies.

G1.B1.S1 Identify and refer students who may be developing a pattern of truancy to the Truancy Child Study Team for intervention services.

Action Step 1

Identify students with 3 or more tardies or absences in a month.

Person or Persons Responsible

Counselor, Administration, School Social Worker and Community Involvement Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Student attendance log

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

Parent conference or home visit is being made for students who have been tardy/absent three or more times in a month period.

Person or Persons Responsible

Counselor and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Conference and home visit logs

Plan to Monitor Effectiveness of G1.B1.S1

Review monthly attendance report to compare attendance trends.

Person or Persons Responsible

Counselor and Adminstration

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Attendance Report

G2. Increase analytical writing across all content areas and grade levels.

G2.B1 Limited evidence of developed critical thinking skills in both teachers and students.

G2.B1.S1 Provide teachers and students with summary frames in order to begin building critical thinking skills and appropriate grade level writing.

Action Step 1

Provide professional development through common planning.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas, common planning schedules, lesson plans, and student work

Action Step 2

Conduct coaching cycle and model the implementation of analytical writing across all content areas.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching log and student work

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

Utilize common planning to plan for and analyze analytical writing.

Person or Persons Responsible

Instructional Coaches and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Student work and lesson plans

Plan to Monitor Effectiveness of G2.B1.S1

An increase in teachers effectively building critical thinking skills resulting in concise analytical writing.

Person or Persons Responsible

Instructional Coaches, Administration, District Support Personnel

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, walk-through documentation, and coaching logs

G3. Increase student reading proficiency across all content areas and grade levels.

G3.B1 Teachers have limited evidence of content knowledge.

G3.B1.S1 Provide Professional Development to build content knowledge.

Action Step 1

Utilize common planing to build content knowledge.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas, Common Planning Schedule

Facilitator:

Instructional Coaches and District Support Specialist

Participants:

Teachers, Instructional Coaches, and District Support

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

Utilizing Common Planning to build content knowledge.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

District Support Document, Administration visits to Common Planning Sessions, Weekly Leadership Team Meetings.

Plan to Monitor Effectiveness of G3.B1.S1

An increase of the teachers' content knowledge during instruction.

Person or Persons Responsible

Administration, District Support Staff and Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Instructional Coaches' Logs, Classroom Walk-Throughs Documentations, student work, weekly assessments, District Interim Assessments

G3.B2 Teachers lack fidelity to the implementation of the Gradual Release Model.

G3.B2.S1 Provide professional development through common planning to breakdown each component of the gradual release in all content areas.

Action Step 1

Modeling lessons using the gradual release process during common planning.

Person or Persons Responsible

Instructional Coaches, District Support Personnel, and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and coaching logs

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

Looking for the gradual release process during delivery of instruction.

Person or Persons Responsible

Instructional Coaches, Administration and District Support Personnel

Target Dates or Schedule

On-going

Evidence of Completion

Walk-through, coaching logs, and lesson plans

Plan to Monitor Effectiveness of G3.B2.S1

Student understanding of concepts

Person or Persons Responsible

Coaches and Administration

Target Dates or Schedule

On-going

Evidence of Completion

Assessments and student work

G3.B3 Lack of evidence of data-driven instruction.

G3.B3.S1 Provide professional development to increase teachers' knowledge of using data to drive instruction.

Action Step 1

Identifying specific areas of weakness and strength to target upcoming instruction.

Person or Persons Responsible

Instructional Coaches, Administration, Curriculum Support Specialist

Target Dates or Schedule

On-going

Evidence of Completion

Differentiated Instruction plans, debriefing protocols, instructional focus calendars, grouping templates

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

Teachers are using data to drive instruction.

Person or Persons Responsible

Instructional coaches, Administration, Curriculum Support Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Differentiated Instruction Plans and Differentiated Resources

Plan to Monitor Effectiveness of G3.B3.S1

Students are mastering secondary benchmarks.

Person or Persons Responsible

Instructional Coaches, Administration, Curriculum Support Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Assessments and student work

G3.B4 Students lack ownership of independent reading.

G3.B4.S1 Utilize school-wide Accelerated Reader Program.

Action Step 1

Implement a school-wide Accelerated Reader Program and provide student incentives.

Person or Persons Responsible

Teachers, Instructional Coaches, Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Accelerated Reader Reports

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

Students are reading books and taking Accelerated Reader quizzes to meet their individual goals.

Person or Persons Responsible

Teachers, Instructional Coaches, Administration

Target Dates or Schedule

quarterly

Evidence of Completion

Accelerated Reader Reports

Plan to Monitor Effectiveness of G3.B4.S1

Students will demonstrate an increase in independent reading level.

Person or Persons Responsible

Teachers, Instructional Coaches, and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

STAR Report

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
Earlington Heights will provide services to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III ensuring staff development needs are provided. Curriculum Coaches assist in the development, and evaluation of school core content standards/ programs; identifying and analyzing existing literature on scientifically based curriculum assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with 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 Service (SES); and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.
Title I, Part C- Migrant
Earlington Heights 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.
Title I, Part D
Earlington Heights receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.
Title II
Earlington Heights 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
Earlington Heights will provide services through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners
Title VI, Part B - NA
Title X- Homeless
Earlington Heights will utilize the Homeless Social Worker to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)
Earlington Heights will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation. SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers
Violence Prevention Programs
Earlington Heights offers a non-violence and anti-drug program that provides students with information, services available within the community, and counseling.
Nutrition Programs
1) Earlington Heights adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Earlington Heights provide nutrition education, as per state statute, is taught through Physical Education.

3) The Earlington Heights Food Service Program, breakfast, lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start-N/A

Adult Education-N/A

Career and Technical Education-N/A

Job Training-N/A

Other

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact ; our school's Title I Parental Involvement Plan; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, and Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

In addition, Title I schools must: complete the Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities Report, and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G3. Increase student reading proficiency across all content areas and grade levels.

G3.B1 Teachers have limited evidence of content knowledge.

G3.B1.S1 Provide Professional Development to build content knowledge.

PD Opportunity 1

Utilize common planing to build content knowledge.

Facilitator

Instructional Coaches and District Support Specialist

Participants

Teachers, Instructional Coaches, and District Support

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas, Common Planning Schedule

Appendix 2: Budget to Support School Improvement Goals