2013-2014 SCHOOL IMPROVEMENT PLAN

Holmes Elementary School

1175 NW 67TH ST

Miami, FL 33150

305-836-3421

http://holmes.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	C

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
Holmes Elementary School

Principal
Dr. Yvonne Perry

School Advisory Council chair
Abe Coleman

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

Name	Title
LaTonia Harris	Assistant Principal
Ryan Jardine	Reading Coach
Regina Wimberly	Reading Coach
Kelly Duquette	Math Coach
Marc Gauthier	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 Educational Excellence School Advispry Committee consist of: Principal -1, UTD Steward – 1, Teachers – 5, Parents – 8, Educational Support-1, Student – 1, BCR –2

Involvement of the SAC in the development of the SIP

Members of the EESAC reviewed plan components.

Activities of the SAC for the upcoming school year

The EESAC will meet monthly to monitor the implementation if the SIP; monitor student progress; suggest and implement plans for student and school improvemen, and; suggest and implement programs for student recognition and incentives.

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

SIP funds will be used to provide student incentives for academic progress.

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:

Dr. Yvonne Perry		
Principal	Years as Administrator:	Years at Current School:

Credentials	Bachelor of Science Business Administration, Florida Agricultural and Mechanical University; Master of Science Elementary Education, St. Thomas University; Educational Leadership, Barry University; Ph.D. Reading-University of Miami Certification(s) State of Florida Educational Leadership Elementary Education (1-6) School Principal All Levels	
Performance Record	2013 – School Grade C Rdg. Proficiency, 34% Math Proficiency, 61% Rdg. Lrg. Gains, 60 points Math Lrg. Gains, 73points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 76 points Rdg. AMO – -4 Math AMO– +23 2012 – School Grade C Rdg. Proficiency, 26% Math Proficiency, 41% Rdg. Lrg. Gains, 61 points Math Lrg. Gains, 77points Rdg. Imp. of Lowest 25% - 84 points Math Imp. of Lowest 25% - 89 points Rdg. AMO – -7 Math AMO– +10 '11 '10 '09 School Grade A F C AYP: Y N N High Standards Rdg:. 64 34 33 High Standards Mathematics:82 59 49 Lrng Gains-Rdg.: 77 38 49 Lrng Gains-Mathematics: 89 55 59 Gains-Rdg-25%: 77 38 57 Gains-Mathematics-25%: 90 57 67	

Dr. Yvonne Perry

Dr. La Tonia Harris		
Asst Principal	Years as Administrator:	Years at Current School:
Credentials	Bachelor of Science- Psychology, Florida State University; Masters of Science- Educational Leadership, Nova Southeastern University; Doctorate of Education- Educational Leadership, Nova Southeastern University Certification(s): Educational Leadership, Mathematics 5-9, Psychology	
Performance Record	2013 – School Grade C Rdg. Proficiency, 19% Math Proficiency, 48% Rdg. Lrg. Gains, 54 points Math Lrg. Gains, 67points Rdg. Imp. of Lowest 25% - 66 points Math Imp. of Lowest 25% - 66 points Rdg. AMO – -21 Math AMO– -8 2012 – School Grade C Rdg. Proficiency, 27% Math Proficiency, 37% Rdg. Lrg. Gains, 56 points Math Lrg. Gains, 66points Rdg. Imp. of Lowest 25% - 61 points Math Imp. of Lowest 25% - 80 points Rdg. AMO – -11 Math AMO– -5 '11 '10 '09' School Grade C C C AYP N N N High Standards Reading 57 56 49 53 16 High Standards Math 57 51 47 Learning Gains-Reading. 58 63 56 Learning Gains-Math 52 62 61 Gains-Reading-25% 61 65 70 Gains-Math-25% 58 67 67	

Instructional Coaches

# of instructional coaches
4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Ryan Jardine

Full-time / School-based	Years as Coach: 2	Years at Current School: 6

Areas	Reading/Literacy
Credentials	B.A. in Humanities; San Francisco State Elementary Education K-6
Performance Record	Primary coach-No FCAT Data

Kelly Duquette

Full-time / School-based	Years as Coach: 1	Years at Current School: 2

Areas	Mathematics
Credentials	B.A. English University of Florida Elementary Education K-6
Performance Record	School Grade 2013 2013 – School Grade C Math Proficiency, 61% Math Lrg. Gains, 73points Math Imp. of Lowest 25% - 76 points Math AMO– +23

Regina Wimberly

Full-time / School-based	Years as Coach: 0	Years at Current School: 1

Areas	Science
Credentials	B.S. Elementary Education Florida International University Elementary Education K-6; ESOL Endorsed
Performance Record	NA First Year as a Coach

Marc Gauthier		
Full-time / School-based	Years as Coach: 3	Years at Current School: 3
Areas	[none selected]	
Credentials	B.S. Elementary Education, Florida International University	
Performance Record	2013 School Grade C Science Proficiency 43% 2012 School Grade C Science Proficiency 36% 2011 School Grade C Science Proficiency18	

Classroom Teachers

# of classroom teachers
41

 # receiving effective rating or higher
41, 100%

 # Highly Qualified Teachers
98%

 # certified in-field
40, 98%

 # ESOL endorsed
11, 27%

 # reading endorsed
1, 2%

 # with advanced degrees
8, 20%

 # National Board Certified
0, 0%

 # first-year teachers
6, 15%

 # with 1-5 years of experience
20, 49%

 # with 6-14 years of experience
11, 27%

 # with 15 or more years of experience
4, 10%

Education Paraprofessionals

# of paraprofessionals
1

 # Highly Qualified
1, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # 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

Holmes Elementary School actively recruits highly qualified teachers with the help of the Teach for America staff. Teachers are mentored by instructional coaches and recognized and rewarded for academic growth of their students through special incentives.

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

Holmes mentoring program includes pairing new teachers with experienced veterans to support them in developing appropriate instructional strategies and best practices.

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 at Holmes Elementary School will use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.

6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.

2. Support interventions where there is not an overall positive group response.

3. Select students (see SST guidelines) for SST Tier 3 intervention.

The school improvement plan (SIP) for Holmes Elementary School summarizes the academic and behavioral goals for the year and describes Holmes' plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Tier 1

The Leadership Team of Holmes Elementary School is comprised as follows:

Administrator(s): Dr. Yvonne Perry, Principal and Dr. La Tonia Harris, Assistant Principal will:

• schedule and facilitate regular RtI meetings,

• ensure attendance of team members,

• ensure follow up of action steps,

• allocate resources;

In addition to the administrator(s), Holmes Elementary School's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:

• Kelly Duquette, Mathematics Coach

• Marc Gauthier, Science Coach

• Ryan Jardine, Reading Coach (Primary)

• Regina Wimberly, Reading Coach (Intermediate)

• Karen Owens, Special Education Teacher

• Zandra Higgs, Guidance Counselor

• Crystal Archable, School Psychologist

• Will Noel, School Social Worker (specify name)

• Karen Fryd, Community Stakeholder

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

Tier 2
Selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. These members are:
• Dr. La Tonia Harris, Assistant Principal
• Kelly Duquette, Mathematics Coach
• Marc Gauthier, Science Coach
• Ryan Jardine, Reading Coach (Primary)
• Regina Wimberly, Reading Coach (Intermediate)
• Karen Owens, Special Education Teacher
• Zandra Higgs, Guidance Counselor
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team. These members consist of:
• Dr. La Tonia Harris, Assistant Principal
• Kelly Duquette, Mathematics Coach
• Marc Gauthier, Science Coach
• Ryan Jardine, Reading Coach (Primary)
• Regina Wimberly, Reading Coach (Intermediate)
• Karen Owens, Special Education Teacher
• Zandra Higgs, Guidance Counselor

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

The Tier 1 and Tier 2 worksheets document aim lines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The four-step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

Data Sources
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• STAR reading assessment
• Oral Reading Fluency Measures
• Success Maker Utilization and Progress Reports
• Interim assessments (Reading, Mathematics, Science, and/or Writing)
• FCAT (Reading, Mathematics, Science, and/or Writing)
• Student grades
• School or teacher-created specific assessments
Behavior
• Student Case Management System
• Suspensions/expulsions
• Referrals
• Attendance

• Functional Assessment
• Frequency Monitoring

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

Holmes Elementary School will participate in the MTSS district professional development which consists of:
1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI training at providing a network of ongoing support for RtI.
In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using:
Consensus
• Beliefs on RtI Scale and/or
• Perceptions on Practices Survey
Infrastructure
• Perceptions of RtI Skills Survey – Revised and/or
• Coaching Evaluation Survey – Revised
Implementation
• Tier I and II Observation Checklist
• Tier I and II Critical Components Checklists
• Problem-Solving Team Meeting Checklists – Initial & Follow-Up Versions and/or
• Tier III Critical Components Checklist
to reach a rating of at least 80% MTSS implementation in Holmes Elementary School.
Holmes Elementary School will utilize Open House to present MTSS to parents and hand out parent MTSS brochures.
A description of MTSS and MTSS parent resources will be available on Holmes Elementary School's web site.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students

Minutes added to school year: 10,800

The extended day program at Holmes Elementary is designed to provide an additional hour of intensive reading instruction beyond the normal school day for each day of the entire school year for all students.

Strategy Purpose(s)

- Instruction in core academic subjects

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

To determine the effectiveness of the extended day program at Holmes Elementary School, data will be collected twice per year using the Mid-year and End-of Year assessment.

Who is responsible for monitoring implementation of this strategy?

Person Responsible: Reading Coaches and Administrator

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Yvonne Perry	Principal
Dr. La Tonia Harris	Assistant Principal
Kelly Duquette	Math Coach
Marc Gauthier	Science Coach
Ryan Jardine	Reading Coach
Regina Wimberly	Reading Coach

How the school-based LLT functions

The Holmes Elementary School Literacy Leadership Team will meet monthly throughout the year to create capacity of reading knowledge within the school and focus on areas of literacy concern across the school.

Major initiatives of the LLT

The major initiative of the Holmes Elementary School LLT for this school year is to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions.

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

At Holmes Elementary School, "Transition to Kindergarten" packets are provided to all neighborhood day cares and pre-kindergarten centers for distribution to all parents of incoming Kindergarten students. A transition to Kindergarten meeting will be held at the end of the school year in order to inform parents of what to expect when their child(ren) is in Kindergarten.

At Holmes Elementary School, all incoming Kindergartners are assessed using the Print/Letter Knowledge and the FLKRS state assessment along with the Florida Assessment for Instruction in Reading (FAIR). Data collected from these assessments will be used to plan instructional and intervention programs. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic skills identified by screening data. Mid-year and end-of-year assessments will be used to determine student progress and learning gains and modify instruction as needed.

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	40%	19%	No	46%
American Indian				
Asian				
Black/African American	41%		No	47%
Hispanic				
White				
English language learners				
Students with disabilities	23%		No	30%
Economically disadvantaged	40%		No	46%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	37	13%	
Students scoring at or above Achievement Level 4	10	3%	

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		54%	
Students in lowest 25% making learning gains (FCAT 2.0)	49	66%	

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	18	25%	
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	56%	48%	No	60%
American Indian				
Asian				
Black/African American	56%	48%	No	60%
Hispanic				
White				
English language learners				
Students with disabilities	38%		No	45%
Economically disadvantaged	56%	48%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	86	31%	60%
Students scoring at or above Achievement Level 4	27	10%	

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	185	67%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	45	66%	60%

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	28	37%	
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		

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)	4		4
Participation in STEM-related experiences provided for students	200	36%	40%

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	220	39%	30%
Students retained, pursuant to s. 1008.25, F.S.	32	7%	21%
Students who are not proficient in reading by third grade	46	31%	
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	18	3%	

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 %

Goals Summary

G1. Increase reading proficiency by effective implementation of data based differentiated instruction across all content areas.

G2. Increase student mastery of standards through all teachers consistently implementing high quality instruction aligned to standards and proven instructional frameworks.

G3. Increase student reading proficiency levels and love for reading by increasing the amount of time students spend reading self selected, high interest books at home and in school.

G4. Create a culture of success and accountability for choices school-wide which increases instructional time and reduces the number of out of school suspensions and referrals.

Goals Detail

G1. Increase reading proficiency by effective implementation of data based differentiated instruction across all content areas.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Instructional coaches, administrative support Common planning Smartboards, I-pod touches (Innovations for Learning), One Laptop Per Child, dedicated computer lab Interventionists, Saxon Intervention Program, scheduled time for intervention Books for Classroom Libraries and guided reading Instructional frameworks prioritize differentiated instruction ThinkGate data analysis reports Accelerated Reader/STAR
-

Targeted Barriers to Achieving the Goal

- Teachers have limited knowledge of effective means to plan and implement differentiated instruction.

Plan to Monitor Progress Toward the Goal

Increased proficiency on interim, FAIR, and ongoing summative assessments.

Person or Persons Responsible
Administration Instructional Coaches Teachers District support team

Target Dates or Schedule:
Weekly Monthly Quarterly

Evidence of Completion:
FAIR Data Interim assessments Grade level summative assessments Ongoing Progress Monitoring FCAT Writing

G2. Increase student mastery of standards through all teachers consistently implementing high quality instruction aligned to standards and proven instructional frameworks.

Targets Supported
- All Areas
- 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)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- Instructional coaches
- Teachers that are willing to learn and try new strategies
- Support from ETO on best practices and frameworks that are effective
- Common planning time and PLC culture

Targeted Barriers to Achieving the Goal
- Teachers overwhelmed by amount of guidance and new information/materials.

Plan to Monitor Progress Toward the Goal

Gradual Release Model Higher Order Thinking Strategies Review lesson plans and student work folders
Common planning logs Review data binders

Person or Persons Responsible
Administration Coaches Classroom Teachers

Target Dates or Schedule:
On-Going

Evidence of Completion:
Correctly paced lessons with higher order thinking strategies incorporated. Student work that arrives at
the standard set. Lessons that follow clear and proven instructional frameworks.

G3. Increase student reading proficiency levels and love for reading by increasing the amount of time
students spend reading self selected, high interest books at home and in school.

Targets Supported
- All Areas

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

- Writing

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

- Science

- Science - Elementary School

- Parental Involvement

- Additional Targets

Resources Available to Support the Goal
- Flexibility to schedule

- Reward systems and budget for incentives

- Two literacy based coaches with strong investment

- Administrative buy in

Targeted Barriers to Achieving the Goal
- Teachers lack knowledge and/or invested in why and how to implement an independent reading
  program

Plan to Monitor Progress Toward the Goal

Review student reading levels and reading comprehension data from quarterly assessments to see alignment between volume read and reading levels increasing.

Person or Persons Responsible
Administration Leadership Team Teachers

Target Dates or Schedule:
On-going

Evidence of Completion:
FAIR Interim assessments FCAT STAR reading test

G4. Create a culture of success and accountability for choices school-wide which increases instructional time and reduces the number of out of school suspensions and referrals.

Targets Supported

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

- Writing

- Math (Elementary and Middle School)

- Science

- Science - Elementary School

- Parental Involvement

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- PBS coach

- Teachers are invested in taking on leadership roles related to school culture

- Clear and shared vision for desired culture - pillars of power

- Budget for incentives

- Classroom dojo and teachers who use well

- PBS store

- Community in Schools on site support as well as on site social worker

- teacher buy in

Targeted Barriers to Achieving the Goal

- Parents, students and faculty are unaware of the vision for school culture and/or the procedures and systems to demonstrate their understanding and therefore do not operate in alignment to it.

Plan to Monitor Progress Toward the Goal

Encourage positive behavior through the PBS rewards system.

Person or Persons Responsible
Administration Leadership Team Faculty Staff

Target Dates or Schedule:
On-going

Evidence of Completion:
Decrease in Student Case Management Referrals

Action Plan for Improvement

Problem Solving Key

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

G1. Increase reading proficiency by effective implementation of data based differentiated instruction across all content areas.

G1.B1 Teachers have limited knowledge of effective means to plan and implement differentiated instruction.

G1.B1.S1 Implement the effective use of data driven instruction.

Action Step 1

Provide Professional Development, during common planning, on the use of data to create flexible student groups using a grouping template.

Person or Persons Responsible

Administration, Instructional Coaches, Education Transformation Office Curriculum Support Specialists

Target Dates or Schedule

10/2/2013 and ongoing

Evidence of Completion

common planning agendas, teacher lesson plans and data binders, coaches log, Assistant Principal log

Facilitator:

Instructional coaches, Curriculum Support Specialist

Participants:

K-5 teachers

Action Step 2

Conduct coaching cycles and model the implementation of data based, differentiated, small group instruction.

Person or Persons Responsible

Instructional coaches

Target Dates or Schedule

9/27/13 and ongoing

Evidence of Completion

coaches logs, coaching calendar, debriefing notes, lesson plans

Facilitator:

Instructional Coaches

Participants:

K-5 Teachers

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

Monitor implementation of data driven instruction through classroom walkthroughs

Person or Persons Responsible

Administration Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom walkthrough Lesson plans

Plan to Monitor Effectiveness of G1.B1.S1

Increased proficiency on targeted skills and benchmarks through assessments.

Person or Persons Responsible

Administration Instructional Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Data chats Classroom walkthrough Ongoing progress monitoring interim assessments

G2. Increase student mastery of standards through all teachers consistently implementing high quality instruction aligned to standards and proven instructional frameworks.

G2.B3 Teachers overwhelmed by amount of guidance and new information/materials.

G2.B3.S1 Streamline support and guidance to teachers

Action Step 1

Communication protocols for all waves of support

Person or Persons Responsible

ETO, TFA, Coaches, Admin

Target Dates or Schedule

10/25/2013

Evidence of Completion

Google document for support tracking

Action Step 2

Consistent components and proactive communication to PLCs/common planning teachers can expect

Person or Persons Responsible

Coaches, Admin, teachers

Target Dates or Schedule

Weekly - ongoing

Evidence of Completion

Weekly PLC emails from coaches with upcoming agendas Agendas and sign in from PLCs

Action Step 3

PD on unwrapping standards and best practices for instructional frameworks

Person or Persons Responsible

Coaches, teachers

Target Dates or Schedule

10/25/2013

Evidence of Completion

Session plan from PD for unwrapping benchmarks and instructional frameworks

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Review google site for notes of implementation and support provided. Check in with all parties to coordinate support.

Person or Persons Responsible

AP Coaches

Target Dates or Schedule

Weekly review of support notes Monthly meeting with all support team to check alignment

Evidence of Completion

Communication is kept current via the designated tools (email, google site, meetings)

Plan to Monitor Effectiveness of G2.B3.S1

Rate of teacher growth and effectiveness with which they implement the provided support. Student achievement will improve on targeted assessments as a result of teacher improvement. Teachers will express clarity of expectations and alignment from all parties.

Person or Persons Responsible

AP Coaches ETO CSS

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher anecdotal evidence. Teacher ratings on development rubric. Student achievement on quarterly assessments.

G2.B3.S2 Use teacher development rubric and progression plan to provide ongoing feedback and prioritization support

Action Step 1

Develop teacher development rubric to clarify expectations for implementation of recommended instructional frameworks and best practices.

Person or Persons Responsible

Administration Leadership Team Selected teachers

Target Dates or Schedule

Fall 2013

Evidence of Completion

Teacher development rubric

Action Step 2

Utilize teacher development rubric with teachers to guide self reflection and one on one feedback in implementation of recommended instructional best practices and frameworks.

Person or Persons Responsible

Administration Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough notes Teacher self reflections

Action Step 3

Provide responsive professional development based on the trends identified through the use of the rubric and progression plan.

Person or Persons Responsible

Administration Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas and session materials from professional development.

Plan to Monitor Fidelity of Implementation of G2.B3.S2

Review rubrics and notes from walkthroughs and self-reflections.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Completed rubrics and notes Coaches logs Lesson plans and planning materials demonstrating input from the process

Plan to Monitor Effectiveness of G2.B3.S2

Number of teachers at each performance tier Teacher reports of satisfaction with and clarity about the guidance on their performance.

Person or Persons Responsible

Adminstration Coaches Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Completed surveys Rubrics Notes in planning materials Implementation of new strategies and priorities from the feedback in practice

G3. Increase student reading proficiency levels and love for reading by increasing the amount of time students spend reading self selected, high interest books at home and in school.

G3.B4 Teachers lack knowledge and/or invested in why and how to implement an independent reading program

G3.B4.S1 Provide a curriculum and training to build understanding of why and how to implement independent reading program.

Action Step 1

Build 30 minutes of independent reading time into master schedule.

Person or Persons Responsible

Administration

Target Dates or Schedule

8/2013

Evidence of Completion

Master schedule

Action Step 2

Create independent reading program with guided curriculum and research on why student success will impact reading ability and other content areas.

Person or Persons Responsible

Administration Literacy Coaches

Target Dates or Schedule

August 2013

Evidence of Completion

Completed curriculum and program guide and materials.

Action Step 3

Train teachers to implement the independent reading curriculum

Person or Persons Responsible

Administration Literacy Coaches

Target Dates or Schedule

September 2013

Evidence of Completion

Agenda and sign in from PD

Facilitator:

Administration and literacy coaches

Participants:

Teachers

Action Step 4

Monitor implementation, consider and make adjustments based on implementation success, and provide teachers one on one feedback related to mastering the program.

Person or Persons Responsible

Administration Literacy Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough notes Agendas and notes from meetings where progress and improvements are discussed

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B4.S2 Implement school-wide incentive and recognition program that celebrates student progress and teacher implementation.

Action Step 1

Purchase student rewards (folders, wristbands, medals) to use with the incentive program, set targets for earning and receiving and distribute at set benchmark dates.

Person or Persons Responsible

Administration Literacy Coaches

Target Dates or Schedule

Quarterly

Evidence of Completion

Pictures from students being honored.

Action Step 2

Recognize top teachers and top students in faculty meetings, on morning announcements, via quarterly top student parties and via celebration walls at the entrance to the school.

Person or Persons Responsible

Administration Literacy Coaches

Target Dates or Schedule

Monthly - recognition on walls and in meetings Quarterly - student celebrations

Evidence of Completion

Recognition posters and trackers on walls. Agendas from faculty meetings Programs and invitations to student celebrations.

Plan to Monitor Fidelity of Implementation of G3.B4.S2

Complete observations during the independent reading block to monitor implementation of program.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough notes Student reading logs Class tracking

Plan to Monitor Effectiveness of G3.B4.S2

Analyze student tracking logs and results on Accelerated Reader and STAR assessments for improvement in volume read and accuracy in comprehending text.

Person or Persons Responsible

Administration Literacy Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Data reports Student and class trackers Increase in student reading levels in alignment with volume of reading completed.

G4. Create a culture of success and accountability for choices school-wide which increases instructional time and reduces the number of out of school suspensions and referrals.

G4.B1 Parents, students and faculty are unaware of the vision for school culture and/or the procedures and systems to demonstrate their understanding and therefore do not operate in alignment to it.

G4.B1.S1 Use the 5 Pillars of Power to build a foundation for positive school culture

Action Step 1

Teach the 5 pillars of power: Grit Community Excellence Professionalism Drive Principal will address one pillar weekly during the first weeks of school. Teachers will teach the pillars through the use of texts that address each pillar.

Person or Persons Responsible

Administration Leadership Team Classroom Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Case Management Referrals

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

Ensure faculty and staff review the pillars daily. Recite the school pledge daily

Person or Persons Responsible

Administration Leadership Team Teachers Staff

Target Dates or Schedule

On-going

Evidence of Completion

Decrease in Student Case Management Referrals

Plan to Monitor Effectiveness of G4.B1.S1

Distribute wristband for students that memorize the pledge.

Person or Persons Responsible

Administration Leadership Team Faculty Staff

Target Dates or Schedule

On-going

Evidence of Completion

Decrease in Student Case Management Referrals

Coordination and Integration

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

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

Title I, Part A
At Holmes Elementary School, services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (extended day). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at Holmes Elementary School and at District meetings) to complete. 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.
Title I, Part C- Migrant
Holmes Elementary School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.
Title I, Part D
NA
Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at Holmes Elementary School focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols
Title III
At Holmes Elementary School, Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students
The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).
Title VI, Part B – NA
Title X- Homeless
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
Holmes Elementary School has identified a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
Supplemental Academic Instruction (SAI)
NA
Violence Prevention Programs
Holmes Elementary School offers:
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary teachers, administrators, and/or counselors is also a component of this program.
District Policy Against Bullying and Harassment
• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.
Nutrition Programs
1) Holmes Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Housing Programs - N/A
Head Start
Adult Education
NA
Career and Technical Education
NA
Job Training
NA
Other
Holmes Elementary participates in the following programs:
Health Connect in Our Schools
• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
• HCiOS enhances the health education activities provided by the schools and by the health department.
HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.
HIV/AIDS Curriculum: AIDS Get the Facts!
• AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
• HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.
Miami Lighthouse / Heiken Children's Vision Program
Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Increase reading proficiency by effective implementation of data based differentiated instruction across all content areas.

G1.B1 Teachers have limited knowledge of effective means to plan and implement differentiated instruction.

G1.B1.S1 Implement the effective use of data driven instruction.

PD Opportunity 1

Provide Professional Development, during common planning, on the use of data to create flexible student groups using a grouping template.

Facilitator

Instructional coaches, Curriculum Support Specialist

Participants

K-5 teachers

Target Dates or Schedule

10/2/2013 and ongoing

Evidence of Completion

common planning agendas, teacher lesson plans and data binders, coaches log, Assistant Principal log

PD Opportunity 2

Conduct coaching cycles and model the implementation of data based, differentiated, small group instruction.

Facilitator

Instructional Coaches

Participants

K-5 Teachers

Target Dates or Schedule

9/27/13 and ongoing

Evidence of Completion

coaches logs, coaching calendar, debriefing notes, lesson plans

G3. Increase student reading proficiency levels and love for reading by increasing the amount of time students spend reading self selected, high interest books at home and in school.

G3.B4 Teachers lack knowledge and/or invested in why and how to implement an independent reading program

G3.B4.S1 Provide a curriculum and training to build understanding of why and how to implement independent reading program.

PD Opportunity 1

Train teachers to implement the independent reading curriculum

Facilitator

Administration and literacy coaches

Participants

Teachers

Target Dates or Schedule

September 2013

Evidence of Completion

Agenda and sign in from PD

Appendix 2: Budget to Support School Improvement Goals