



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Dr. Robert B. Ingram/Opa Locka Elementary School

600 AHMAD ST

Opa Locka, FL 33054

305-688-4605

<http://drrbi.dadeschools.net/>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 99%
Alternative/ESE Center No	Charter School No	Minority Rate 99%

School Grades History

2013-14 D	2012-13 D	2011-12 C	2010-11 D	2009-10 C
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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 1	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School

Dr. Robert B. Ingram/Opa Locka Elementary

Principal

Dr. Cynthia Clay

School Advisory Council chair

Mrs. Cassandra Pressley

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

Name	Title
Dr. Cynthia Clay	Principal
Ms. Diana Loubeau	Assistant Principal
Mrs. Betty Moriarty	Reading Coach
Ms. Judith Case	Reading Coach
Ms. Catherine Morrison	Mathematics Coach
Mrs. Emma Romero	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 is composed of 1 Principal, 1 UTD Steward, 7 Parents, 2 Student Representatives, 6 Teachers, 1 Business/Community Representative, and 1 Educational Support Employee.

Involvement of the SAC in the development of the SIP

The SAC Chairperson shares the SIP documents with all SAC members and staff to brainstorm strategies to improve student achievement

Activities of the SAC for the upcoming school year

The SAC Chairperson shares the SIP documents with all SAC members and staff to brainstorm strategies to improve student achievement

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

The SAC funds (\$2,055.00) will be utilized to purchase student incentives and awards.

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. Cynthia Clay

Principal

Years as Administrator: 5

Years at Current School: 5

Credentials

BA – Early Childhood Education, Fort Valley State University; Master of Science - Urban Education/ TESOL, Florida International University; Specialist of Education-Educational Leadership, Nova Southeastern University; Doctorate Degree – Organizational Leadership, Nova Southeastern University. She has certification in Educational Leadership (K – 12) and Early Childhood Education with Reading Endorsement

Performance Record

13 12 11 '10 09
 School Grade D C D C C
 X X No No No
 High Standards Rdg 28% 36% 51% 57% 44%
 High Standards Math 31% 36% 47% 59% 54%
 Lrng Gains-Rdg. 51% 61% 46% 65% 63%
 Lrng Gains-Math 62% 59% 65% 56% 68%
 Gains-Rdg-25% 60% 77% 40% 65% 68%
 Gains-Math-25% 65% 72% 73% 63% 74%
 Rdg. AMO – __ 39 33 27
 Math AMO – _ 43 37 31

Diana Loubeau

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

BA – Visual Disabilities, Florida State University
 Master of Science - ESE from Barry University;
 Specialist of Education-Educational Leadership, Barry University
 She has certification in Educational Leadership (K – 12) and
 Visual Disabilities, ESE K-12

Performance Record

. 13 12 11 '10 09
 School Grade C B B C
 X X No No
 High Standards Rdg 28% 31% 42% 41% -
 High Standards Math 35% 38% 80% 77% -
 Lrng Gains-Rdg. 64% 63% 49% 48% -
 Lrng Gains-Math 74% 50% 80% 76% -
 Gains-Rdg-25% 59% 77% 47% 46% -
 Gains-Math-25% 60% 66% 79% 71% -
 Rdg. AMO – __ 43 37 47
 Math AMO– _40 26 41

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Mrs. Betty Moriarty		
Full-time / School-based	Years as Coach: 12	Years at Current School: 5
Areas	Reading/Literacy	
Credentials	<p>BA – Elementary Education, University of New Orleans; Master of Science – Elementary Education, New York University; Specialist of Education – Educational Leadership, Nova Southeastern University.</p> <p>She has certification in Educational Leadership (K – 12), and Elementary Education with Reading and Primary Education Endorsements.</p>	
Performance Record	<p>Dr.Robert B.Ingram Elem 2010 57% Reading 65% Writing 2011 51% Reading 70% Writing 2012 36% Reading 70% Writing 2013 28% Reading 34% Writing</p>	

Ms. Judith Case		
Full-time / School-based	Years as Coach: 1	Years at Current School: 3
Areas	Science	
Credentials	<p>Bachelor of Science- Exceptional Student Education, Miami Dade College</p> <p>Master of Science- Exceptional Student Education, St. Thomas University</p> <p>Certification in Exceptional Student Education (K-12)</p> <p>Prekindergarten- Grade 3</p> <p>Endorsements in Reading and ESOL</p>	
Performance Record	<p>Dr.Robert B.Ingram Elem 2010 57% Reading 65% Writing 2011 51% Reading 70% Writing 2012 36% Reading 70% Writing 2013 28% Reading 34% Writing</p>	

Mrs. Emma Romero		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Science	
Credentials	BA- Elementary Education, Florida International University; Master of Science –She has certification in Educational Leadership from Florida International University (K – 12), and Elementary Education with Reading and ESOL Education Endorsements.	
Performance Record	Dr.Rolando Espinosa K-8 CTR Science 2010 63% 2011 53% 2012 56% 2013 48%	

Ms. Cathy Morrison		
Part-time / District-based	Years as Coach: 5	Years at Current School: 2
Areas	Mathematics	
Credentials	Associate Arts in Drama with a minor in Speech- Miami-Dade Community College; BS- Elementary Education- Florida Memorial University Master of Science -Elementary Education- Nova Southeastern Educational Specialist - Mathematics Florida State University	
Performance Record	Mathematics 2010 59% 2011 47% 2012 36% 2013 31%	

Classroom Teachers

# of classroom teachers	31
# receiving effective rating or higher	31, 100%
# Highly Qualified Teachers	94%
# certified in-field	30, 97%
# ESOL endorsed	21, 68%

reading endorsed

6, 19%

with advanced degrees

19, 61%

National Board Certified

1, 3%

first-year teachers

3, 10%

with 1-5 years of experience

2, 6%

with 6-14 years of experience

10, 32%

with 15 or more years of experience

16, 52%

Education Paraprofessionals

of paraprofessionals

0

Highly Qualified

0

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

1. Teacher recruitment will be done through relationships with local universities and job fairs.

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

Colleagues Coaching Colleagues
Teachers will be paired according to grade level and subject matter.

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

Dr. Robert B. Ingram will utilize data to drive instructional decisions and system procedures for all students by adjusting the delivery of curriculum and instruction to meet specific needs of students and creating student growth trajectories in order to identify and develop interventions. In addition, allocation adjustments of school-based resources, the delivery of behavior managements systems and driving decisions regarding targeted professional development for teachers will be implemented in order to address students' needs.

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

The Dr. Robert B. Ingram Elementary School Multi-Tiered System of Supports (MTSS) includes: Principal-Dr. Susan McEachin, Assistant Principal- Dr. Cynthia Clay, Reading Coaches- Mrs. Betty Moriarty and Ms. Judith Case, and Psychologist- Mrs. Jennifer Foss.

The Principal and Assistant Principal will ensure alignment of policies and procedures across school, district, and state levels. The Reading Coaches and Psychologist will meet with all stakeholders to discuss student progress and review the SIP monthly to ensure compliance and suggest adjustments as needed.

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

The MTSS Team will meet monthly to review Tier 1, 2, and 3 student data, set goals to address student needs, and monitor the data in order to guide instructions and support the needs of students through on-going progress monitoring.

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

The team meets with the Educational Excellence School Advisory Council and Principal to help develop the SIP. MTSS/Rtl team provides data on Tier 1, 2, and 3 targets and social/emotional areas in which improvement is needed. MTSS sets clear expectations for rigor instruction. Data will be used to drive instructional decisions and system procedures for all students utilizing FAIR assessments, FLKRS, Baseline and Interim Assessments, Success Maker Progress Reports, Accelerated Reading Test Results, District Math and Science Assessments, and FCAT scores.

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

There is ongoing efficient facilitation and accurate use of the problem-solving process to support planning, implementing and evaluating effectiveness of services. Sufficient availability of coaching support to assist school team and staff in problem solving efforts will be provided by communicating outcomes with all stakeholders and celebrating success frequently school- wide.

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: 180

All students will receive one additional hour of reading instruction within the school day. The Saxon and Wonders Programs will be used to provide intervention or enrichment to students.

Strategy Purpose(s)

- Instruction in core academic subjects

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

There will be on-going progress monitoring for all students on a weekly bases. The Reading Coaches will collect and analyze data to determine the effectiveness of strategies.

Who is responsible for monitoring implementation of this strategy?

Reading Coaches

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Cynthia Clay	Principial
Diana Loubeau	Assistant Principal
Mrs. Betty Moriarty	Reading Coach
Ms. Judith Case	Reading Case
Mrs. Jennifer Foss	Psychologist

How the school-based LLT functions

The Literacy Leadership team will meet bi- weekly to monitor and analyze current academic and behavioral data. The team will support a process and structure with the school to design, implement, and evaluate the effectiveness of both core instruction and interventions. It will provide clear indicators of students' needs and students 'progress, assisting in the examination of program delivery, validity, and effectiveness. The team will also gather and analyze data to determine appropriate professional development for the faculty as is indicated by students' intervention and achievement needs.

1. The Literacy Leadership Team and Educational Excellence School Advisory Committee (EESAC) met to help develop the 2013-2014 SIP.
2. The team will provide data on: Tier 1, 2, and 3 students; academic and social/emotional areas that need to be addressed; help to set clear expectations for instruction (Rigor Relevance, Relationship); facilitate the development of a systemic approach to teaching both core curriculum and interventions based on individual student needs.
3. The Leadership Team will monitor and adjust our academic and behavioral goals through data gathering and data analysis
4. The Leadership Team will monitor the fidelity of the delivery of instruction and interventions.
5. The Leadership Team will provide levels of support and interventions to students based on data.

Major initiatives of the LLT

The Literacy Leadership Team major initiatives are the following:

- Principal and assistant principal will ensure commitment and allocate resources;
- Teachers and instructional coach will share the common goal of improving instruction for all students; and
- Team members will work to build staff support, internal capacity, and sustainability over time.
- The Leadership Team will monitor and adjust our academic and behavioral goals through data gathering and data analysis.
- The Leadership Team will monitor the fidelity of the delivery of instruction and interventions.
- The Leadership Team will provide levels of support and interventions to students based on data.

Every Teacher Contributes to Reading Instruction

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

N/A

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 Dr. Robert B. Ingram Elementary by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full-time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In the Opa-Locka community, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

At Dr. Robert B. Ingram Elementary School, all incoming Kindergarten students are assessed during the first 10 days in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs.

Screening data will be collected and aggregated prior to September 28, 2013. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and needs for changes to the instructional/intervention programs.

Dr. Robert B. Ingram Elementary School also participates in the Ready Schools Initiative and articulates quarterly with other early childhood programs within the area. We utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready School partnership. This partnership identifies school-specific strategies from the "Transition Toolkit" (developed by PR/Elementary and community partners) to meet the needs of the local community.

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

N/A

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

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

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	39%	28%	No	45%
American Indian				
Asian				
Black/African American	34%	31%	No	41%
Hispanic	52%	53%	Yes	57%
White				
English language learners	28%	40%	Yes	35%
Students with disabilities	22%	6%	No	30%
Economically disadvantaged	39%	36%	No	45%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	21%	34%
Students scoring at or above Achievement Level 4	10	5%	11%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	59	51%	56%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		64%

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)	22	38%	44%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	13	23%	31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		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.	<i>[data excluded for privacy reasons]</i>		

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	28%	35%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		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	43%	31%	No	48%
American Indian				
Asian				
Black/African American	39%	31%	No	45%
Hispanic	51%	47%	No	56%
White				
English language learners	23%	36%	Yes	30%
Students with disabilities	35%	0%	No	42%
Economically disadvantaged	42%	32%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	40	22%	35%
Students scoring at or above Achievement Level 4	12	7%	13%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		<i>[data excluded for privacy reasons]</i>	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		<i>[data excluded for privacy reasons]</i>	69%

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	[data excluded for privacy reasons]		21%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		21%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	8		
Participation in STEM-related experiences provided for students	183	50%	

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	174	165%	
Students retained, pursuant to s. 1008.25, F.S.	21	17%	
Students who are not proficient in reading by third grade	21	72%	
Students who receive two or more behavior referrals	51	46%	
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	38	34%	

Goals Summary

- G1.** To increase reading comprehension and critical thinking skills through the use of data.
- G2.** To increase the use of data to drive instruction. .
- G3.** To increase students' ability to use appropriate grammar and conventions in their writing.
- G4.** To increase students obtaining achievement level 3 or higher in Mathematics.
- G5.** To increase student engagement during instructional delivery through the use of purposeful peer-to-peer discourse.
- G6.** To increase students' Science content knowledge in grades K-5 and provide opportunities for students to apply their acquired knowledge.

Goals Detail

G1. To increase reading comprehension and critical thinking skills through the use of data.

Targets Supported

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

Resources Available to Support the Goal

- Grade-level appropriate texts that provide thorough practice in identifying the author's feelings, imbedded relationships within the text and identifying the overall theme.
- Reciprocal Teaching Charts
- Graphic Organizers
- SuccessMaker

Targeted Barriers to Achieving the Goal

- Lack of targeted Differentiated Instruction.

Plan to Monitor Progress Toward the Goal

Administration and Coaches will conduct walk throughs with a focus on DI.

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule:

Daily

Evidence of Completion:

DI Student Folders that are aligned to meet student needs.

G2. To increase the use of data to drive instruction. .

Targets Supported

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

Resources Available to Support the Goal

- Data Chats, Edusoft Reports, FAIR Teacher Grouping Sheets, FLKRS and Cella

Targeted Barriers to Achieving the Goal

- The lack of utilizing the data for differentiated instruction and ongoing progress monitoring.

Plan to Monitor Progress Toward the Goal

Conduct data chats with all stakeholders (administration, coaches, teachers, and students).

Person or Persons Responsible

Instructional Coaches ETO Curriculum Support Administration

Target Dates or Schedule:

On-going

Evidence of Completion:

Data chat rosters/sign-in sheets Grouping templates Data protocol template (completed by teachers prior to data chats)

G3. To increase students' ability to use appropriate grammar and conventions in their writing.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing journals to complete the writing process during the writing instructional block to promote editing and the use of appropriate conventions.

Targeted Barriers to Achieving the Goal

- Students lack the ability to use appropriate grammar and conventions in their writing.

Plan to Monitor Progress Toward the Goal

Conduct detailed walkthroughs focusing on student use of convention in journals.

Person or Persons Responsible

Administrators, Coaches

Target Dates or Schedule:

Weekly

Evidence of Completion:

Baseline Writing, Monthly Prompts, Mid-year Prompts, Teacher made assessments.

G4. To increase students obtaining achievement level 3 or higher in Mathematics.

Targets Supported

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

Resources Available to Support the Goal

- Smart Boards, Computers, Manipulatives and Graphic Organizers /Charts
- Schedules, Curriculum, Content Area Coaches

Targeted Barriers to Achieving the Goal

- Professional Development Workshop
- Fidelity to the Gradual Release Model of Instruction

Plan to Monitor Progress Toward the Goal

Monitor the use of manipulatives and graphic organizers by conducting walkthroughs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

On-going

Evidence of Completion:

Analyze and review reports from Formative Assessments such as monthly assessments, District Interims and summative 2013 FCAT

G5. To increase student engagement during instructional delivery through the use of purposeful peer-to-peer discourse.

Targets Supported

- 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

- Content Area Coaches, materials, funding

Targeted Barriers to Achieving the Goal

- Lack of Differentiated Instruction for fidelity
- Technology

Plan to Monitor Progress Toward the Goal

Data Chats for all Content Areas with Teachers and Students

Person or Persons Responsible

Administration

Target Dates or Schedule:

Every Grading Period

Evidence of Completion:

Sign In Sheets and Logs in Student Journals

G6. To increase students' Science content knowledge in grades K-5 and provide opportunities for students to apply their acquired knowledge.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Provide opportunities for students to design and develop science and engineering projects to increase scientific thinking and the development of inquiry based activities that allow for testing of hypothesis, data analyze, explanation of variables, and experimental design as it relates to the Physical Science ,Earth/Space Science, Life Science and Nature of Science.
- Utilize Science Journals which include a table of contents and sample lab format. Implement Essential Labs given from the ETO website as well as the AIM's lab activity.

Targeted Barriers to Achieving the Goal

- Providing students with necessary tools and resources in the classroom to enhance active learning.

Plan to Monitor Progress Toward the Goal

Monitor the use of effective science journals, successful discussions and written responses to HOT questions during Classroom Walkthroughs

Person or Persons Responsible

Administration, Science Coach, Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Analyze reports from Formative Assessments such as monthly assessments, District Interims and summative 2014 Science FCAT 2.0

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To increase reading comprehension and critical thinking skills through the use of data.

G1.B1 Lack of targeted Differentiated Instruction.

G1.B1.S1 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

Develop, execute and monitor the use of an instructional framework focusing on appropriate pacing and based on student needs.

Person or Persons Responsible

Instructional Coaches, Curriculum Support Specialist, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough documentation, Administrative Feedback and reflection on Coaching Logs, ETO feedback and reflection on support document and instructional framework.

Action Step 2

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release model.

Person or Persons Responsible

Instructional Reading Coaches, ETO Curriculum Support Specialist, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional Development Rosters, PD deliverables (PD presentation, handouts, materials), home learning activity

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

Walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Visitation Logs

Plan to Monitor Effectiveness of G1.B1.S1

Walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Logs

G1.B1.S2 Provide opportunities for critical thinking strategies during instruction.

Action Step 1

Students will use graphic organizers Author's perspective chart, one sentence summarizers and sequence chain.

Person or Persons Responsible

Administrations, ETO Curriculum Support Specialists, Instructional Coaches

Target Dates or Schedule

Mid January 2014

Evidence of Completion

Students Folders, Journals

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

Classroom Walkthroughs, Administrative Observations

Person or Persons Responsible

Administration, Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaches' Logs, Visitation Logs

Plan to Monitor Effectiveness of G1.B1.S2

Walkthrough, Educational Discussions during leadership team meetings

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Visitation Logs, Leadership Meeting Agenda

G1.B1.S3 Utilize Common Planning to align material for Differentiated Instruction

Action Step 1

Conduct one on one Teacher Data Chats using FAIR, STAR, CELLA, District Interims , and teacher made assessments to target small group instruction and targeted interventions.

Person or Persons Responsible

Coaches, Administrations, ETO Curriculum Support Specialists

Target Dates or Schedule

Mid January 2014

Evidence of Completion

Teachers demonstrate the use of DI in the classrooms through Administrative Observation Logs

Facilitator:

Reading Coaches

Participants:

K-5 Teachers

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

Administration and Coaches will conduct targeted walkthroughs

Person or Persons Responsible

Administrators and Coaches

Target Dates or Schedule

Mid January 2014

Evidence of Completion

Common Planning Agendas, Sign In Sheets

Plan to Monitor Effectiveness of G1.B1.S3

Administration and Coaches will conduct targeted walkthroughs

Person or Persons Responsible

Administrators and Coaches

Target Dates or Schedule

Daily

Evidence of Completion

Logs

G1.B1.S4 Utilize common planning to develop Higher Order Thinking Questions

Action Step 1

Use the Depth Of Knowledge (DOK) chart to develop higher order thinking questions.

Person or Persons Responsible

Instructional Coaches and K-5 Teachers

Target Dates or Schedule

During Common Planning

Evidence of Completion

Lesson Plans, Adenda

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

Administrative Observations, Walkthroughs

Person or Persons Responsible

Administration, Coaches

Target Dates or Schedule

Daily

Evidence of Completion

Logs

Plan to Monitor Effectiveness of G1.B1.S4

Classroom Walkthroughs, Sharing Best Practices during Common Planning

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

Daily

Evidence of Completion

Logs, Sign In Sheet

G2. To increase the use of data to drive instruction. .

G2.B1 The lack of utilizing the data for differentiated instruction and ongoing progress monitoring.

G2.B1.S1 Disaggregate the data and group students based on Interim Results.

Action Step 1

Create a schedule and timeline for Teachers to meet with Leadership Team to discuss data.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Schedules and Logs

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

Walkthroughs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Logs

Plan to Monitor Effectiveness of G2.B1.S1

Walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Visitation Log and Teacher made assessments

G3. To increase students' ability to use appropriate grammar and conventions in their writing.

G3.B1 Students lack the ability to use appropriate grammar and conventions in their writing.

G3.B1.S1 Provide professional development on the writing instructional framework and routines.

Action Step 1

Attend Professional Development facilitated by ETO

Person or Persons Responsible

Third and Fourth Grade Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional Development Log

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

Walkthroughs, Meeting with Teachers during Common Planning

Person or Persons Responsible

Administration, Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional Development Rosters, Sign In Sheets

Plan to Monitor Effectiveness of G3.B1.S1

Administrative Observations, Walkthroughs, Educational Discussions with Teachers

Person or Persons Responsible

Administration, Instructional Coaches, ETO Curriculum Support Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Visitation Logs, Coaches' Logs

G3.B1.S2 Implement consistent use of the writing process during the writing instructional block to promote editing and the use of appropriate conventions.

Action Step 1

Common Planning to develop lessons that require students to take a writing piece through the process utilizing collaborative conversations.

Person or Persons Responsible

Fourth Grade Teachers, Coaches and ETO Curriculum Support Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

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

Classroom Walkthroughs, Observations

Person or Persons Responsible

Administration, Coaches and ETO Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Logs, Student Writing Folders and Journals

Plan to Monitor Effectiveness of G3.B1.S2

Walkthroughs

Person or Persons Responsible

Administration, Coaches and ETO Curriculum Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Logs , Student Data

G3.B1.S3 Plan for and deliver Writing Lessons that follow an instructional routine.

Action Step 1

Conduct coaching cycles and model the implementation of the gradual release model within the writing instructional block.

Person or Persons Responsible

Instructional Coach, ETO Curriculum Support Specialists

Target Dates or Schedule

On-going

Evidence of Completion

Coaches' log and calendar

Action Step 2

Provide professional development on the writing instructional framework and routines.

Person or Persons Responsible

Administrators and Reading Coaches

Target Dates or Schedule

On-going

Evidence of Completion

Professional development rosters Professional development deliverables (PD presentation, handouts, materials) Professional development follow up activity

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

Walkthroughs

Person or Persons Responsible

Administration, Coaches, and ETO Curriculum Support Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Visitation Logs, Administrative Observation Logs

Plan to Monitor Effectiveness of G3.B1.S3

Observations, Walkthroughs

Person or Persons Responsible

Administration, ETO Curriculum Support Specialists, Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Visitation Logs, Administrative Observation Logs

G4. To increase students obtaining achievement level 3 or higher in Mathematics.

G4.B1 Professional Development Workshop

G4.B1.S1 Identify area(s) of weaknesses and provide Professional Development

Action Step 1

Conduct walkthroughs to ensure the strategies in PDs are being implemented with fidelity during instruction

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional Development Registration and Sign In Sheets, Coaching Logs, completion of PD follow up activities.

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

Walkthroughs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Logs

Plan to Monitor Effectiveness of G4.B1.S1

Walkthroughs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Logs

G4.B1.S2 Conduct Data Chats between Teachers and Students

Action Step 1

Create a schedule and timeline for Teachers to meet with Leadership Team to discuss data.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Schedule and Sign In Sheets

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Walkthroughs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Journals and Data Action Plan Sheet and Student Teacher Sign In Sheet

Plan to Monitor Effectiveness of G4.B1.S2

Walkthroughs, Common Planning

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Visitation logs, Common Planning Sign In Sheet

G5. To increase student engagement during instructional delivery through the use of purposeful peer-to-peer discourse.

G5.B1 Lack of Differentiated Instruction for fidelity

G5.B1.S1 Professional Development

Action Step 1

Conduct Classroom walkthroughs

Person or Persons Responsible

Administration, Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Logs

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

Walkthroughs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Logs

Plan to Monitor Effectiveness of G5.B1.S1

Walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Visitation Logs, Observation Logs

G5.B1.S2 Establish a Model Classroom

Action Step 1

Leadership Team will identify Model Teacher and create a schedule for teachers to visit model classroom.

Person or Persons Responsible

Administration, Coaches

Target Dates or Schedule

Mid December 2013

Evidence of Completion

Logs, Schedule of Visits

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Conduct Classroom walkthroughs

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Logs

Plan to Monitor Effectiveness of G5.B1.S2

Results for the Interim, student interactive journals and exit slips

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work Folders, Teacher Grade Book

G6. To increase students' Science content knowledge in grades K-5 and provide opportunities for students to apply their acquired knowledge.

G6.B1 Providing students with necessary tools and resources in the classroom to enhance active learning.

G6.B1.S2 Following the FCIM model: Plan for rigorous instruction, Do what was planned, Check using data, and Act on the data to meet student needs.

Action Step 1

Collaborative Planning, Walkthroughs, Authentic Student Work to ensure all grade levels are planning lessons aligned to the standards.

Person or Persons Responsible

Administration, Science Coach, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data, Classroom assessments, District Interims, Formal Assessments, Informal Assessments

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Walkthroughs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Visitation and Coaches' Logs

Plan to Monitor Effectiveness of G6.B1.S2

Walkthroughs

Person or Persons Responsible

Leadership

Target Dates or Schedule

Ongoing

Evidence of Completion

Logs

Coordination and Integration

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

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

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

Title I, Part D

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

Title II

Dr. Robert B. Ingram Elementary School uses Title II funds 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

Dr. Robert B. Ingram uses Title III funds 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)
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)

- cultural supplementary instructional materials (K-12)
- 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 X- Homeless

- Dr. Robert B. Ingram Elementary is eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community. Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

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

Supplemental Academic Instruction (SAI)

Dr. Robert B. Ingram Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation

Violence Prevention Programs

- Dr. Robert B. Ingram Elementary School offers the Safe and Drug-Free Schools Program which addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, and elementary counselor.
- Training and technical assistance for teachers, administrators, and counselors is also a component of this program.

Nutrition Programs

- 1) Dr. Robert B. Ingram Elementary 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.

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

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. To increase reading comprehension and critical thinking skills through the use of data.

G1.B1 Lack of targeted Differentiated Instruction.

G1.B1.S3 Utilize Common Planning to align material for Differentiated Instruction

PD Opportunity 1

Conduct one on one Teacher Data Chats using FAIR, STAR, CELLA, District Interims , and teacher made assessments to target small group instruction and targeted interventions.

Facilitator

Reading Coaches

Participants

K-5 Teachers

Target Dates or Schedule

Mid January 2014

Evidence of Completion

Teachers demonstrate the use of DI in the classrooms through Administrative Observation Logs

Appendix 2: Budget to Support School Improvement Goals