



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Carrie P. Meek/Westview K 8 Center

2101 NW 127TH ST

Miami, FL 33167

305-688-9641

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

School Demographics

School Type
Combination School

Title I
Yes

Free and Reduced Lunch Rate
96%

Alternative/ESE Center
No

Charter School
No

Minority Rate
100%

School Grades History

2012-13
D

2011-12
C

2010-11
C

2009-10
C

2008-09
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 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

Carrie P. Meek/Westview K 8 Center

Principal

Tracey Crews D

School Advisory Council chair

Betty Johnson

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

Name	Title
Tracey Crews	Principal
Kenyetta Black	Assistant Principal
Janice Fleurantin	Science Coach
Shirley Joseph	Math Coach
Yvette Fuentes	Reading Coach
Moises Peguero	Counselor
Carline Die	ESE Chairperson
Barbara Hollinger	Media Specialist
Shamika Myles	Grade Level Chairperson
Cyntheria Henderson	Team Leader
Betty Johnson	EESAC Chairperson
Marguerite Lucas	Reading 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 majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and highschool only), parents, and other business and community citizens who are

representative of the ethnic, racial, and economic community served by the school. Listed below are the following members on the SAC:

Principal-Tracey Crews

UTD Steward- Sonji Allen

Teachers – Carline Die, Kimberly Marshall, Shirley Joseph , Moises Peguero , Joyce McIntosh, Aldine Jenkins, Barbara Sands

Parent Support- Violet Dixon, Monique Niles-Rogers, Shondora Dennis, Tara Russell-Mayes, Karla Gonzalez, Jendaya Dixon Malik Dennis

Involvement of the SAC in the development of the SIP

All strategies and opportunities for improvement are reviewed monthly by the EESAC to ensure the School Improvement Plan is implemented with fidelity. Student data is provided to the EESAC committee from Interim

Assessments, Florida Comprehensive Assessment Test 2.0 (FCAT) and Florida Assessments for Instruction in Reading (FAIR); in order to heighten awareness, modify strategies and solicit input from all stakeholders.

Assessments, Florida Comprehensive Assessment Test 2.0 (FCAT) and Florida Assessments for Instruction in Reading (FAIR); in order to heighten awareness, modify strategies and solicit input from all stakeholders.

Activities of the SAC for the upcoming school year

EESAC will provide student incentives such as stickers, erasers, pencils and certificates of achievement to promote student achievement for the 2013-2014 school year.

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

The projected use of SAC funds will be used for parental involvement, professional development refreshments, and FCAT incentives for the 2013-2014 school year.

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:

Tracey Crews D

Principal

Years as Administrator: 12

Years at Current School: 12

Credentials

BS, Rockford College:
 Elementary Education w/
 Minor in Psychology
 MS, Nova Southeastern
 University: ESOL and Educational Leadership (All Levels)
 Certification: Elementary Education, ESOL, and Educational
 Leadership (All Levels)

Performance Record

2013 – School Grade – D
 Rdg. Proficiency, 34%
 Math Proficiency, 42%
 Rdg. Lrg. Gains, 54 points
 Math Lrg. Gains, 46 points
 Rdg. Imp. of Lowest 25% - 66 points
 Math Imp. of Lowest 25% - 51 points
 Rdg. AMO –Yes
 Math AMO–Yes
 12 ‘11 ‘10 ‘09
 School Grade C C C C
 AYP N N N N
 High Standards Rdg. 38 51 51 54
 High Standards Math 52 74 64 58
 Lrng Gains-Rdg. 62 57 51 66
 Lrng Gains-Math 73 64 67 50
 Gains-Rdg-25% 60 48 53 79
 Gains-Math-25% 82 65 80 39

Kenyetta Black

Asst Principal

Years as Administrator: 9

Years at Current School: 1

Credentials

BA, University of Miami, Bachelors of Science in Communications and University of Southern Mississippi, Masters of Education
 Certifications: English 6-12; Educational Leadership All Levels
 Endorsements: Middle School Endorsement

Performance Record

2013 – School Grade – D
 Rdg. Proficiency, 34%
 Math Proficiency, 42%
 Rdg. Lrg. Gains, 54 points
 Math Lrg. Gains, 46 points
 Rdg. Imp. of Lowest 25% - 66 points
 Math Imp. of Lowest 25% - 51 points
 Rdg. AMO –Yes
 Math AMO–Yes
 12 '11 '10 '09
 School Grade A C C C
 AYP N AYP N N
 High Standards Rdg. 42 33 33 31
 High Standards Math 41 64 69 68
 Lrng Gains-Rdg. 65 45 47 53
 Lrng Gains-Math 54 66 73 75
 Gains-Rdg-25% 73 52 46 56
 Gains-Math-25% 67 60 67 70

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Mageritte Lucas		
Full-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Eastern Illinois University, Charleston, Illinois BS in Elementary K-6 and Special Education K-12 Northeastern Illinois University Chicago, Illinois Masters of Science Learning Disabilities Eastern Illinois University, Specialist in School Administration St Thomas University Miami Gardens, Florida Masters in Professional Studies Certification: Special Education K-12 Elementary Education/ (Grades K-6) Reading Endorsement K-12 Educational Leadership K-12	
Performance Record	2013 – School Grade – D Rdg. Proficiency, 38% Math Proficiency, 66% Rdg. Lrg. Gains, 54 points Math Lrg. Gains, 63 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 65 points Rdg. AMO –Yes Math AMO–Yes 12 ‘11 ‘10 ‘09 School Grade D C C C AYP N N N N High Standards Rdg. 36 44 45 36 High Standards Math 35 44 42 36 Lrng Gains-Rdg. 60 61 59 58 Lrng Gains-Math 61 61 65 56 Gains-Rdg-25% 64 75 67 70 Gains-Math-25% 69 68 67 64	

Shirley Joseph		
Full-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics	
Credentials	BA – FIU (Major: Psychology. Added education certification in 2007) Math Certification – Mathematics 5-9 Special Education Certification K-12	
Performance Record	2013 – School Grade – C Rdg. Proficiency, 28% Math Proficiency, 35% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 74 points Rdg. Imp. of Lowest 25% - 76 points Math Imp. of Lowest 25% - 84 points Rdg. AMO –Yes Math AMO–Yes 12 ‘11 ‘10 09 School Grade F D C D AYP N N N N High Standards Rdg. 27 30 48 36 High Standards Math 26 45 48 36 Lrng Gains-Rdg. 49 50 63 56 Lrg Gains- Math 52 64 76 63 Gains-Rdg-25% 59 65 70 73 Gains-Math-25% 60 71 84 65	

Yvette Fuentes

Full-time / District-based	Years as Coach: 1	Years at Current School: 1
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Areas Reading/Literacy

Credentials

2013 – School Grade – D
 Rdg. Proficiency, 34%
 Math Proficiency, 42%
 Rdg. Lrg. Gains, 54 points
 Math Lrg. Gains, 46 points
 Rdg. Imp. of Lowest 25% - 66 points
 Math Imp. of Lowest 25% - 51 points
 Rdg. AMO –Yes
 Math AMO–Yes

Performance Record

12 '11 '10 '09
 School Grade C B A A
 AYP N N N N
 High Standards Rdg. 38 56 67 72
 High Standards Math 62 47 70 72
 Lrng Gains-Rdg. 73 79 62 68
 Lrng Gains-Math 60 56 63 67
 Gains-Rdg-25% 60 60 62 72
 Gains-Math-25% 82 57 69 65

Janice Fleurantin		
Full-time / District-based	Years as Coach:	Years at Current School:
Areas	Science	
Credentials	BA, University of South Florida, Communication Science and Disorders, MS in NOVA Southeastern University, Mathematics Certification: Middle Grades Integrated 5-9	
Performance Record	2013 – School Grade – C Rdg. Proficiency, 28% Math Proficiency, 35% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 74 points Rdg. Imp. of Lowest 25% - 76 points Math Imp. of Lowest 25% - 84 points Rdg. AMO –Yes Math AMO–Yes 12 ‘11 ‘10 09 School Grade F D D D AYP N N N N High Standards Rdg. 38 56 67 72 High Standards Math 62 47 70 72 Lrng Gains-Rdg. 73 79 62 68 Lrng Gains-Math 60 56 63 67 Gains-Rdg-25% 60 60 62 72 Gains-Math-25% 82 57 69 65	

Classroom Teachers

# of classroom teachers	50
# receiving effective rating or higher	41, 82%
# Highly Qualified Teachers	76%
# certified in-field	40, 80%
# ESOL endorsed	19, 38%
# reading endorsed	10, 20%
# with advanced degrees	23, 46%

National Board Certified

1, 2%

first-year teachers

2, 4%

with 1-5 years of experience

11, 22%

with 6-14 years of experience

26, 52%

with 15 or more years of experience

11, 22%

Education Paraprofessionals**# of paraprofessionals**

12

Highly Qualified

12, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

2

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

The principal and Leadership team arranges a partnering system for incoming teachers with veteran staff for mentoring and support. Additionally, the Leadership team provides support through grade level meetings, team meetings, sample lesson modeling, and Professional Development training.

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

Carrie P. Meek/Westview K-8 Center provides support from the Academic Team to beginning teachers using the Buddy system. All beginning teachers' are placed in our three-year support program guided by the Academic Leadership Team. During this period, the new teacher will receive orientation, formal and informal observations, and a mentor who is knowledgeable in their subject area. The mentor and the academic coaches will meet weekly to discuss evidence-based strategies for differentiated instruction, grouping mechanisms, effective planning, Common Core Standards, and progress monitoring that will enhance the instructional delivery across the curriculum. Also, the mentor will model how to infuse high yield strategies across the curriculum, center rotations, and assigning students to groups based on their learning needs/styles. Additionally, experienced teachers

new to Carrie P. Meek/Westview K-8 Center will receive the same support for one year. Experienced teachers from out of state, have the option to remain more than a year.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

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

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS/RtI Leadership Team will debrief monthly to develop and implement strategies that promote and sustain a high culture of learning and problem solving of the general education initiative. The levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions on three tiers.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. 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.
9. 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.

- 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 for SST Tier 3 intervention following the SST guidelines.

- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

MTSS/RtI workshops will be customized to meet the needs of the school. Teachers will be required to take the on-line MTSS/RtI courses provided by the district. The district professional development and support will include:

1. Training for all administrators in the MTSS/RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving

Worksheet and Intervention Plan

2. Providing support for school staff to understand basic MTSS/Rtl principles and procedures; and
3. Providing a network of ongoing support for MTSS/Rtl organized through feeder patterns.

In monitoring the students' progress, the MTSS team will utilize the following resources are as Data Sources:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- EasyCBM
- STAR reading assessment
- Oral Reading Fluency Measures
- Voyager Phonemic Awareness and Phonics measures (grade 6-8)
- McGraw Hill: Wonders Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments (Math On Target and FCAT Test Maker)

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Functional Assessment
- Frequency Monitoring

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

Tier 1(Leadership Team)

Administrator, Mrs. Kenyetta Black, will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

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

Mrs. Tracey Crews, Principal, Mrs. Kenyetta Black, Assistant Principal, Mr. Moises Peguero, Counselor, Ms. Marguerite Lucas, Reading Coach, Yvette Fuentes, Reading Coach, Shirley Joseph, Math Coach, Janice Fleurantin, Science Coach, Ms. Shamika Myles, Kindergarten Grade Level Chairperson, Teresa Waters-Cain, Grade 1 Level Chairperson, Jennifer Croes, Grade 2 Level chairperson, Ms. Sonji Allen, Grade 3 Level Chairperson, Ms. Kimberly Marshall, Grade 4 Level Chairperson and Ms. Dorraine Alexander, Grade 5 Level Chairpersons, Dr. Barbara Hollinger, Media Specialist, and Mrs. Odalys Rodriguez, Art Teacher

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

Ms. Kenyetta Black, Assistant Principal, Mr. Moises Peguero, Counselor, Ms. Marguerite Lucas, Reading Coach, Yvette Fuentes, Reading Coach, Shirley Joseph, Math Coach, Janice Fleurantin, Science Coach and Grade level chair will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Ms. Joyce McIntosh , Ms. Dorraine Alexander, Ms. Kenyetta Black, , Mr. Moises Peguero, Ms. Marguerite Lucas, Reading Coach, Yvette Fuentes, Reading Coach, Shirley Joseph, Math Coach, Janice Fleurantin, Science Coach, Classroom Teacher and Grade Level Chair , and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The MTSS/Rtl Leadership Team will meet monthly (second Wednesday of the month) with the Educational Excellence School Advisory Council (EESAC) committee to provide updates regarding student data and to solicit strategies to improve student performance across the curriculum. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. Additionally, the team will monitor the fidelity of the delivery of instruction and intervention, discuss the concepts that can be shared school-wide, and provide levels of support and interventions to students based on data.

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 MTSS/Rtl Leadership Team will conduct continuous analysis of data and discuss opportunities for improvement regarding student performance at each tier level, program evaluations, curriculum adjustments, professional development, research-based strategies, progress monitoring, and collaborate effective approaches for building capacity amongst staff. The Rtl four step problem-solving models will be used to plan, monitor, and revise instruction and intervention. The four steps are: 1) problem identification, 2) problem analysis, 3) intervention implementation, and 4) response evaluation. The MTSS/Rtl team will collaborate with Professional Learning Communities to facilitate the interaction and networking of school-based teachers to share teaching techniques and optimize student growth in reading, mathematics, science and writing. The Principal will monitor the implementation of MTSS/Rtl, conducting root-cause analysis of data, and determining appropriate target areas across the curriculum. Additionally, the principal also will discuss in-depth opportunities for improvement, and highlight regional and district updates on current research and evidence-based strategies. Monthly meetings will be held to share a common vision for the use of data-based decision-making, ensuring that the school-based team is implementing MTSS/Rtl, conducting assessment of MTSS/Rtl skills of school staff, ensuring implementation of intervention support and on-going progress monitoring, ensuring adequate professional development to support MTSS/Rtl implementation, and communicating with parents regarding school-based MTSS/Rtl plans and activities. The Assistant Principal will communicate with parents regarding activities and acts as a liaison between families and staff. The Assistant Principal will also conduct and monitor assessments and assists with data analysis across grade levels. The Instructional Coach will provide professional development for teachers and parents. In doing so, the coach will model, demonstrate, and collaborate using evidenced-based instructional practices and strategies. Also, assist with progress monitoring and lesson demonstration to enhance student performance. Grade Level Chairpersons will collaborate regularly at scheduled meetings and share effective teaching methods with grade level teachers. The principal will lead the grade level team by providing research-based strategies and instructional techniques to enhance literacy in classrooms. Selected general education teachers will attend scheduled debriefings regularly and provide data-driven and anecdotal evidence that determines core instruction and best practices. All teachers and MTSS/Rtl members utilize data and observations from the field to drive instruction in the classroom.

The Literacy Leadership Team (LLT) will meet bi-weekly to analyze data trends particularly; identify strengths and weaknesses taken from assessments throughout the school year in order to sustain a high culture of learning. In doing so, the LLT will discuss opportunities for improvement in reading across the curriculum in grades K-7 in the following areas:

- The utilization of McGraw Hill Wonders Program Print Partner to expand student knowledge developing and implementing instructional routines that use complex text and incorporate text dependent questions.
- Multi-disciplinary teams will develop lessons that provide students with opportunities for research therefore incorporating writing throughout the curriculum in alignment with the Common Core Standards. The use of on-going modification of the monthly instructional focus calendar and analysis of data trends as it relates to targeted deficiencies and research-based strategies will be used to develop lessons.

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

The 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 Rtl online training at providing a network of ongoing support for Rtl. To address parental understanding and support, the school will:
 1. Utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at <http://rti.dadeschools>).
 2. Provide a description of MTSS and MTSS parent resources available on the school's web site.
 3. Parent training on Rtl during Second Cup of Coffee (Monthly Title I parent meeting)

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program**Minutes added to school year:** 2,400

Opportunities to collaborate amongst grade level will be provided. Professional communities will have monthly meetings. In order to improve the students' performance, the Instructional Coaches provide student with a variety of reading evidence-based strategies and enrichment activities through technology-based programs such as FCAT Explorer and McGraw Hill: Wonders program. Within the classroom, they will have an additional 30 minutes intervention using the RTI model. Additionally, students in the lowest 25 percentile or students not making adequate progress will participate in before and after-school tutoring. Program monitoring and performance incentives will be implemented. Student taking the Florida Alternate Assessments will utilize Unique Learning system to monitor progress throughout the year. The Instructional Coach will provide a Creating Independence through Student-Owned Strategies (CRISS) staff training to all grade teachers; particularly so students can easily incorporate active reading strategies across the curriculum. Through the utilization of CRISS, evidence-based strategies, such as "think-aloud", reciprocal teaching and the utilization of various concept maps. Also, cross-content word walls and leveled readers will be infused into the daily instructional block. Furthermore, to ensure students have reading strategies, tools, and techniques to better understand, organize, navigate, evaluate, and synthesize content material across the curriculum, teachers will facilitate the Gradual Release Model instructional approach based on their class content. Additionally, Scholastic Classroom Libraries have been purchased for every teacher to promote independent reading. Students will participate in before and after school program for two hours per week. Daily enrichment activities within the classroom for 30 minutes a day and Weekly common planning for teachers in each grade levels.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

The Instructional Coach will develop Instructional Focus Calendars aligned with the Common Core Standards. Throughout the school year, administrators and the Academic Leadership Team will visit classrooms to review the implementation of aligned focus strategies. The team will meet monthly with each grade level to analyze student data and pre-plan for data-driven instruction. The Instructional Coach, classroom teachers and interventionist will implement the RtI three tiered level in all classrooms using interventionist to target differentiated instruction. The students will be provided with multiple opportunities to synthesize and evaluate a wide variety of reading genres and informational passages.

Who is responsible for monitoring implementation of this strategy?

Mrs. Tracey Crews, Principal, Ms. Kenyetta Black, Assistant Principal, Mr. Moises Peguero, Counselor, Ms. Yvette Fuentes, Reading Coach, Mageritte Lucas, Reading Coach, Ms. Shamika Myles, Kindergarten Grade Level Chairperson, Teresa Waters-Cains, Grade 1 Level Chairperson, Jennifer Croes, Grade 2 Level chairperson, Ms. Sonji Allen, Grade 3 Level Chairperson, Ms. Kimberly Marshall, Grade 4 Level Chairperson and Ms. Dorraine Alexander, Grade 5 Level, Dr. Barbara Hollinger, Media Specialist, and Mrs. Odalys Rodriguez, Art Teacher.

Literacy Leadership Team (LLT)

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

Name	Title
Tracey Crews	Principal
Kenyetta Black	Assistant Principal
Moises Peguero	Counselor
Yvette Fuentes	Reading Coach
Shamika Myles	Kindergarten Grade Level Chairperson
Teresa Waters-Cain	First Grade Level Chairperson
Jennifer Croes	Second Grade Level Chairperson
Sonji Allen	Third Grade Level Chairperson
Kimberly Marshall	Fourth Grade Level Chairperson
Dorraine Alexander	Fifth Grade Level Chairperson
Barbara Hollinger	Media Specialist
Odalys Rodriguez	Art Teacher

How the school-based LLT functions

The Literacy Leadership Team (LLT) will meet bi-weekly to analyze data trends particularly; identify strengths and weaknesses taken from assessments throughout the school year in order to sustain a high culture of learning. In doing so, the LLT will discuss opportunities for improvement in reading across the curriculum in grades K-8 in the following areas:

- The utilization of SuccesMaker to expand student knowledge developing and implementing instructional routines that use complex text and incorporate text dependent questions.
- Multi-disciplinary teams will develop lessons that provide students with opportunities for research therefore incorporating writing throughout the curriculum in alignment with the Common Core Standards. The use of on-going modification of the monthly instructional focus calendar and analysis of data trends as it relates to targeted deficiencies and research-based strategies will be used to develop lessons. The principal will promote the LLT as an integral part of the school's literacy reform to promote a culture of reading by:
 - Including representation from all curricular areas on the LLT; mainly to identify strengths and weakness when implementing reading across the curriculum for all grade levels.
 - selecting team members who are skilled and committed to improving literacy.
 - Offering professional growth opportunities for team members through lesson studies and individualized professional development.
 - Creating a collaborative environment that fosters sharing and learning for all stakeholders.
 - Developing a school-wide organizational model that supports literacy instruction in all classes by implementing a DEAR (Drop Everything And Read), Book of the Month (selected by Principal), and Reading Incentives for each grade levels.
 - Encouraging the use of data to improve teaching and student achievement across the curriculum and all grade levels.

Major initiatives of the LLT

The principal will promote the LLT as an integral part of the school's literacy reform to promote a culture of reading by:

- Including representation from all curricular areas on the LLT; mainly to identify strengths and weakness

when implementing reading across the curriculum for all grade levels.

- selecting team members who are skilled and committed to improving literacy.
- Offering professional growth opportunities for team members through lesson studies and individualized professional development.
- Creating a collaborative environment that fosters sharing and learning for all stakeholders.
- Developing a school-wide organizational model that supports literacy instruction in all classes by implementing instructional focus calendars, implementation of the K-5 District-endorsed Wonders! Literacy program by McGraw- Hill Publishing, infusion of classroom libraries across the curriculum, and ongoing progress monitoring of student achievement in reading via staff data chats and teacher-student data chats.
- Encouraging the use of data to improve teaching and student achievement across the curriculum and all grade levels.

Every Teacher Contributes to Reading Instruction

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

The Instructional Coach will provide a Creating Independence through Student-Owned Strategies (CRISS) staff training to all third through eighth grade teachers; particularly so students can easily incorporate active reading strategies across the curriculum. Through the utilization of CRISS, evidence-based strategies, such as “think-aloud”, reciprocal teaching and the utilization of various concept maps. Also, cross-content word walls and leveled readers will be infused into the daily instructional block. Furthermore, to ensure students have reading strategies, tools, and techniques to better understand, organize, navigate, evaluate, and synthesize content material across the curriculum, teachers will facilitate the “Twenty Minutes and Out” instructional approach based on their class content. Additionally, Scholastic Classroom Libraries have been purchased for every teacher to promote independent reading.

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

Carrie P. Meek/Westview K-8 Center offers a Voluntary Pre-Kindergarten (VPK) program and Headstart. The Houghton Mifflin Pre-K Early Growth Indicators Benchmark Assessment will be administered to all Pre-Kindergarten students as a pre and posttest. Screening data will be collected and aggregated prior to September 10, 2013. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students who may need intervention beyond core instruction. The low performing students are targeted for further assessment, particularly to identify strengths and weaknesses. Once identified, teachers tailor lessons to meet the individual needs of students. The staff provides parents with packets of suggested activities, registration materials, and offers workshops to train parents to effectively assist in their child’s development at home. The early identification, teacher interventions and parental assistance enables the majority of low performing students to make a smooth transition to Kindergarten. Title I, VPK and Headstart affords students the opportunity to obtain the necessary prerequisite skills to enter Kindergarten with a clear academic advantage. The program will be monitored by screening tools administered mid-year and at the end of the year in order to determine student learning gains and the need for changes to the instruction/intervention program. Additionally, the Florida Continuous Improvement Model (FCIM) will be utilized to evaluate the quality and effectiveness of the program via on-going progress monitoring.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten (VPK). Funds are used to provide extended support through full time highly qualified teachers and paraprofessionals. This will provide young children with a variety of

meaningful learning experiences in environments that will give them opportunities to create knowledge through initiatives shared with supportive adults. The Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngster (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.

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	48%	34%	No	53%
American Indian				
Asian				
Black/African American	47%	33%	No	52%
Hispanic	53%	44%	No	58%
White				
English language learners	33%	30%	No	39%
Students with disabilities	43%	34%	No	49%
Economically disadvantaged	46%	33%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	22%	37%
Students scoring at or above Achievement Level 4	31	10%	16%

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>		38%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		26%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		54%	59%
Students in lowest 25% making learning gains (FCAT 2.0)		66%	69%

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)	35	40%	46%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		17%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		19%

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	12	26%	33%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	42%	No	61%
American Indian				
Asian				
Black/African American	56%	39%	No	60%
Hispanic	68%	58%	No	71%
White				
English language learners	58%	40%	No	63%
Students with disabilities	43%	36%	No	48%
Economically disadvantaged	57%	41%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	87	29%	44%
Students scoring at or above Achievement Level 4	31	10%	17%

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>		43%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		16%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		46%	51%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		51%	56%

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	<i>[data excluded for privacy reasons]</i>		22%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		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>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

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		12
Participation in STEM-related experiences provided for students	12	20%	25%

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	40	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	18	4%	3%
Students who are not proficient in reading by third grade	46	73%	66%
Students who receive two or more behavior referrals	87	16%	15%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	30	5%	4%

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

See Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Teachers will implement data driven instructional routines across the core curriculum including strategies and accommodations for Students With Disabilities (SWD) and English Language Learners (ELL).
- G2.** Teachers will implement instructional routines across core curriculum using various learning modalities.
- G3.** Students will demonstrate their learning of rigorous academic content across core curriculum.
- G4.** Teachers will utilize FAIR data as an instrument to guide intervention groups and differentiated instructions.
- G5.** Teachers will use research based Mathematical Practices and the Next Generation Sunshine State Standards to increase the students proficiency level.
- G6.** Teachers will implement elements of writing across core curriculum to include strategies and accommodations for Students With Disabilities (SWD) and English Language Learners (ELL).
- G7.** Teachers will use research based strategies and the Next Generation Sunshine State Standards/Common Core Standards to increase the student's proficiency level in science.
- G8.** Build enriching activities to increase student awareness and involvement in the school STEM program.
- G9.** Our goal for the 2013-2014 school year is to increase the percentage of student's daily attendance and decrease the number of tardiness.

Goals Detail

G1. Teachers will implement data driven instructional routines across the core curriculum including strategies and accommodations for Students With Disabilities (SWD) and English Language Learners (ELL).

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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Instructional Coach
- Professional Development
- Grade level Common planning time

- Administrative Support
- Ongoing Progress Monitoring
- Supplemental Curriculum
- Technology Programs (River Deep, SuccessMaker, FCAT Explorer, Think Central, Focus Learning, Unique Learning, I-Ready, Discovery Education, Edmodo, Gizmo, Edusoft, Learning Village)
- Interventions
- Tutoring
- FCRR Activities
- District & DA Staff

Targeted Barriers to Achieving the Goal

- Effective implementation of the Next Generation Sunshine State Standards/Common Core Standards when planning and delivering lessons

Plan to Monitor Progress Toward the Goal

Compare baseline, pre-test or initial assessments to the subsequent assessments to monitor student progress.

Person or Persons Responsible

Administration, Instructional coaches and Grade chairs

Target Dates or Schedule:

Quarterly

Evidence of Completion:

FAIR, District Assessment and FCAT

G2. Teachers will implement instructional routines across core curriculum using various learning modalities.

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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Instructional Coach
- Professional Development
- Grade level Common planning time
- Administrative Support

- Ongoing Progress Monitoring
- Supplemental Curriculum
- Technology Programs (River Deep, SuccessMaker, FCAT Explorer, Think Central, Focus Learning, Unique Learning, I-Ready, Discovery Education, Edmodo, Gizmo, Edusoft, Learning Village)
- Interventions
- Tutoring
- FCRR Activities
- District & DA Staff

Targeted Barriers to Achieving the Goal

- Identifying and reaching different types of learners to address academic deficiencies.

Plan to Monitor Progress Toward the Goal

Compare baseline, pre-test or initial assessments to the subsequent assessments to monitor student progress.

Person or Persons Responsible

Administration, Instructional coaches and Grade chairs

Target Dates or Schedule:

Quarterly

Evidence of Completion:

FAIR, District Assessment and FCAT

G3. Students will demonstrate their learning of rigorous academic content across core curriculum.

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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Instructional Coach
- Professional Development
- Grade level Common planning time
- Administrative Support

- Ongoing Progress Monitoring
- Supplemental Curriculum
- Technology Programs (River Deep, SuccessMaker, FCAT Explorer, Think Central, Focus Learning, Unique Learning, I-Ready, Discovery Education, Edmodo, Gizmo, Edusoft, Learning Village)
- Interventions
- Tutoring
- FCRR Activities
- District & DA Staff

Targeted Barriers to Achieving the Goal

- Effective implementation of the Next Generation Sunshine State Standards/Common Core Standards when planning and delivering lessons

Plan to Monitor Progress Toward the Goal

Compare baseline, pre-test or initial assessments to the subsequent assessments to monitor student progress.

Person or Persons Responsible

Administration, Instructional coaches and Grade chairs

Target Dates or Schedule:

Quarterly

Evidence of Completion:

FAIR, District Assessment and FCAT

G4. Teachers will utilize FAIR data as an instrument to guide intervention groups and differentiated instructions.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Instructional Coach
- Professional Development
- Grade level Common planning time
- Administrative Support
- Ongoing Progress Monitoring
- Supplemental Curriculum
- Technology Programs (River Deep, SuccessMaker, FCAT Explorer, Think Central, Focus Learning, Unique Learning, I-Ready, Discovery Education, Edmodo, Gizmo, Edusoft, Learning Village)
- Interventions
- Tutoring
- FCRR Activities
- District & DA Staff

Targeted Barriers to Achieving the Goal

- Effective implementation of the small group interventions with fidelity

Plan to Monitor Progress Toward the Goal

Compare AP1, AP2 and AP3 data from FAIR

Person or Persons Responsible

Administration, Instructional coaches and Grade chairs

Target Dates or Schedule:

Quarterly

Evidence of Completion:

FAIR, District Assessment and FCAT

G5. Teachers will use research based Mathematical Practices and the Next Generation Sunshine State Standards to increase the students proficiency level.

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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Instructional Coach
- Professional Development
- Grade level Common planning time
- Administrative Support
- Ongoing Progress Monitoring
- Supplemental Curriculum
- Technology Programs (River Deep, SuccessMaker, FCAT Explorer, Think Central, Focus Learning, Unique Learning, I-Ready, Discovery Education, Edmodo, Gizmo, Edusoft, Learning Village)
- Interventions
- Tutoring
- District & DA Staff

Targeted Barriers to Achieving the Goal

- Effective implementation of mathematical practices and the Next Generation Sunshine State Standards when planning and delivering lessons

Plan to Monitor Progress Toward the Goal

Compare baseline, pre-test and post test to monitor student progress.

Person or Persons Responsible

Administration, Instructional coaches and Grade chairs

Target Dates or Schedule:

Quarterly

Evidence of Completion:

FAIR, District Assessment and FCAT

G6. Teachers will implement elements of writing across core curriculum to include strategies and accommodations for Students With Disabilities (SWD) and English Language Learners (ELL).

Targets Supported

- Writing

Resources Available to Support the Goal

- Teach Me Writing
- Writing Institute
- Discovery Education

Targeted Barriers to Achieving the Goal

- Adequate skills to generate ideas needed to maintain coherent and organized writing with logical sequence.

Plan to Monitor Progress Toward the Goal

Consistently monitor implementation of teachers' effective delivery of the writing process and utilization of writing journals to meet student needs.

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor Executive Director

Target Dates or Schedule:

Monthly

Evidence of Completion:

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO CSS feedback and reflection on support document Implementation Student Monthly rated writing sample FCAT Writing 2.0

G7. Teachers will use research based strategies and the Next Generation Sunshine State Standards/ Common Core Standards to increase the student's proficiency level in science.

Targets Supported

- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- FCAT Explore
- PBS Learning Media
- Ingenuity NBC
- Study Jams
- Think Central
- Florida Focus
- Discovery Education
- FCAT Explorer
- Gizmos

Targeted Barriers to Achieving the Goal

- Students limited scientific strategies and pre-requisite skills

Plan to Monitor Progress Toward the Goal

Consistently debriefing with the instructional coach and Grade level chairs to determine the effectiveness of strategies implementation in correlation to collected data.

Person or Persons Responsible

Administration, Literacy Leadership Team (LLT)

Target Dates or Schedule:

Monthly

Evidence of Completion:

Ongoing Monitoring of data, Edusoft Data, District Assessment, FCAT 2.0

G8. Build enriching activities to increase student awareness and involvement in the school STEM program.

Targets Supported

- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- PBS Learning Media
- Field Trips
- Gizmos
- Florida Focus Achieve Lessons
- Science Club
- Discovery Education
- Think Central
- FCAT Explorer

Targeted Barriers to Achieving the Goal

- Low level of student involvement

Plan to Monitor Progress Toward the Goal

Log of activities will show progress toward increasing awareness and involvement

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule:

Monthly

Evidence of Completion:

Field trip log, Club meeting agenda's, Science Fair report

G9. Our goal for the 2013-2014 school year is to increase the percentage of student's daily attendance and decrease the number of tardiness.

Targets Supported

- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- School Wide and classroom incentives to promote daily school attendance.

Targeted Barriers to Achieving the Goal

- Identification of students with patterns of non-attendance and excessive tardiness.

Plan to Monitor Progress Toward the Goal

Consistently monitor Attendance Review Committee report of student attendance roster and incentives used

Person or Persons Responsible

Administration Counselor Social Worker Teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Attendance roster Counselor and Social Worker Log

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Teachers will implement data driven instructional routines across the core curriculum including strategies and accommodations for Students With Disabilities (SWD) and English Language Learners (ELL).

G1.B1 Effective implementation of the Next Generation Sunshine State Standards/Common Core Standards when planning and delivering lessons

G1.B1.S1 Utilizing the Instructional coaches to provide support to classroom teachers for training, planning and modeling the use of effective research based strategies to build student proficiency using available student data.

Action Step 1

Utilize supplemental materials to enhance student learning gains

Person or Persons Responsible

Instructional Coaches, teachers, Interventionist

Target Dates or Schedule

ongoing

Evidence of Completion

Instructional Focus Calendar lesson plan

Action Step 2

implement and assist with Instructional Routines that include: a. setting the purpose of instruction b. following the model of explicit instruction demonstrating gradual release c. incorporating small group instruction d. incorporating closure of the lesson

Person or Persons Responsible

Instructional coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Coaches log

Facilitator:

Instructional Coaches

Participants:

All instructional staff

Action Step 3

Follow up on implementation of the effective use of lesson planning and delivery to include explicit instruction and the Gradual Release model, identifying and providing additional coaching support for teachers in need.

Person or Persons Responsible

Instructional coaches

Target Dates or Schedule

Weekly

Evidence of Completion

coaches log

Action Step 4

Conduct coaching cycles and model lesson planning and delivery to include explicit instruction and the Gradual Release model during instruction based on teacher need.

Person or Persons Responsible

Instructional coaches

Target Dates or Schedule

Weekly

Evidence of Completion

coaches log

Action Step 5

Conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to include explicit instruction and the Gradual Release model in the classroom.

Person or Persons Responsible

Coaches, Principal and Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Administrator and coaches log

Action Step 6

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

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Agenda, sign in sheet and coaches log

Facilitator:

Instructional coaches

Participants:

all instructional staff

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

Classroom walk-through and observation to monitor implementation with fidelity.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Agenda, coaches log

Plan to Monitor Effectiveness of G1.B1.S1

Compare staff pre and post survey to monitor effectiveness of strategies

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Staff pre and post survey

G2. Teachers will implement instructional routines across core curriculum using various learning modalities.

G2.B1 Identifying and reaching different types of learners to address academic deficiencies.

G2.B1.S1 Using the instructional coaches to train and model for classroom teachers effective strategies that uses various learning modalities and resources to reach different types of learners.

Action Step 1

Implement and assist with Instructional Routines using various learning modalities.

Person or Persons Responsible

Instructional coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Coaches log

Action Step 2

Conduct coaching cycles and model lesson planning and delivery to include different modalities

Person or Persons Responsible

Instructional coaches

Target Dates or Schedule

Weekly

Evidence of Completion

coaches log, Instructional Focus Calendar

Action Step 3

Conduct classroom walk-throughs to monitor the effective use of lesson planning and delivery through Differentiated Instructions.

Person or Persons Responsible

Coaches, Principal and Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Administrator and coaches log

Action Step 4

Provide professional development on lesson planning and delivery through Differentiated Instructions.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Agenda, sign in sheet and coaches log

Facilitator:

Instructional coaches

Participants:

all instructional staff

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

Observation to monitor implementation with fidelity.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Agenda, coaches log

Plan to Monitor Effectiveness of G2.B1.S1

Compare staff pre and post survey to monitor effectiveness of strategies

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Staff pre and post survey

G2.B1.S2 Provide opportunities for students to strengthen their abilities to use problem solving and inquiry-based learning activities across curriculum.

Action Step 1

Implement and assist with Instructional Routines using problem solving and inquiry-based learning activities.

Person or Persons Responsible

Instructional coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Coaches log

Action Step 2

Conduct coaching cycles and model lesson planning and delivery to include problem solving and inquiry-based learning activities.

Person or Persons Responsible

Instructional coaches

Target Dates or Schedule

Weekly

Evidence of Completion

coaches log, Instructional Focus Calendar

Action Step 3

Conduct classroom walk-throughs to monitor the effective use of lesson planning and delivery.

Person or Persons Responsible

Coaches, Principal and Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Administrator and coaches log

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Observation to monitor implementation with fidelity.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Agenda, coaches log, administrator log

Plan to Monitor Effectiveness of G2.B1.S2

Compare staff pre and post survey to monitor effectiveness of strategies

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Staff pre and post survey

G3. Students will demonstrate their learning of rigorous academic content across core curriculum.

G3.B1 Effective implementation of the Next Generation Sunshine State Standards/Common Core Standards when planning and delivering lessons

G3.B1.S1 Utilize the Next Generation Sunshine State Standards/Common Core Standards when planning and delivering lessons.

Action Step 1

Plan with the item specification to ensure lessons are within the content limits.

Person or Persons Responsible

Instructional coaches, Science CSS, and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

lesson plans, Instructional Focus Calendar, Student work

Action Step 2

Develop essential questions from the benchmark and objectives that will provoke students to think critically.

Person or Persons Responsible

Instructional Coaches, teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plan, Student work

Action Step 3

Utilize the Essential Question to focus on reference throughout instruction.

Person or Persons Responsible

Instructional Coach, Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan, student work

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

Classroom walk-through and observation

Person or Persons Responsible

Instructional Coaches and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Administration and Coaches Log, walk-through documentations, lesson plans, student work

Plan to Monitor Effectiveness of G3.B1.S1

Conduct ongoing progress monitoring assessments, classroom assessments and periodic school-wide assessments

Person or Persons Responsible

Teachers, coaches and interventionists

Target Dates or Schedule

bi-weekly

Evidence of Completion

OPM data, FAIR, District Assessment, classroom assessment, and school assessments

G4. Teachers will utilize FAIR data as an instrument to guide intervention groups and differentiated instructions.

G4.B1 Effective implementation of the small group interventions with fidelity

G4.B1.S1 Conduct event to promote Literacy

Action Step 1

Provide incentives for grade level students and classrooms with leading points for Accelerated Reader.

Person or Persons Responsible

Media Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Accelerated Reader report

Action Step 2

Provide Parent workshop

Person or Persons Responsible

Instructional Leaders

Target Dates or Schedule

Monthly

Evidence of Completion

Coaches log, agendas

Facilitator:

Instructional Leaders

Participants:

parents

Action Step 3

Organize Literacy Club

Person or Persons Responsible

Teachers Instructional Leaders

Target Dates or Schedule

ongoing

Evidence of Completion

Meeting agenda, Instructional Coaches log

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B1.S2 Effective implementation of the small group interventions with fidelity

Action Step 1

Plan small group interventions with FAIR data to ensure lessons are targeting students need.

Person or Persons Responsible

Instructional coaches teachers Interventionist

Target Dates or Schedule

Weekly

Evidence of Completion

lesson plans FAIR Data Student work

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

Classroom walk-through and observation

Person or Persons Responsible

Instructional Coaches and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Administration and Coaches Log, walk-through documentations, lesson plans, student work

Plan to Monitor Effectiveness of G4.B1.S2

Conduct ongoing progress monitoring assessments, classroom assessments and periodic school-wide assessments

Person or Persons Responsible

Teachers, coaches and interventionists

Target Dates or Schedule

bi-weekly

Evidence of Completion

OPM data, FAIR, District Assessment, classroom assessment, and school assessments

G5. Teachers will use research based Mathematical Practices and the Next Generation Sunshine State Standards to increase the students proficiency level.

G5.B1 Effective implementation of mathematical practices and the Next Generation Sunshine State Standards when planning and delivering lessons

G5.B1.S1 Utilizing the Instructional coaches to provide support to classroom teachers for training, planning and modeling the use of effective research based strategies to build student proficiency using available student data.

Action Step 1

Complete lesson plans following the Common Core State Standards and Mathematical Practices and the Next Generation Sunshine State Standards.

Person or Persons Responsible

Teachers Mathematics coach ETO CSS

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans Coach's log CSS support documentation

Facilitator:

Instructional Coaches

Participants:

All instructional staff

Action Step 2

Deliver instruction following the Gradual Release of Responsibility (GROR) model and explicit instruction with an emphasis on the "I Do and We Do" portions of the GROR while keeping in mind the pace of each segment in order to be able to deliver an entire lesson during the math block.

Person or Persons Responsible

Teachers Mathematics coach ETO CSS

Target Dates or Schedule

Weekly

Evidence of Completion

Delivery of instruction Lesson flip charts CSS support documentation

Action Step 3

Conduct coaching cycles and model lesson planning and delivery to include explicit instruction and the Gradual Release model during instruction based on teacher need.

Person or Persons Responsible

Instructional coaches

Target Dates or Schedule

Weekly

Evidence of Completion

coaches log

Action Step 4

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

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Agenda, sign in sheet and coaches log

Facilitator:

Instructional coaches

Participants:

all instructional staff

Action Step 5

Before, during and after school interventions

Person or Persons Responsible

Teacher

Target Dates or Schedule

weekly

Evidence of Completion

Meeting log, student project

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

Classroom walk-through and observation to monitor implementation with fidelity.

Person or Persons Responsible

Instructional Coaches Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Agenda, Administrators/coaches log

Plan to Monitor Effectiveness of G5.B1.S1

Compare staff pre and post survey to monitor effectiveness of strategies

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Staff pre and post survey

G6. Teachers will implement elements of writing across core curriculum to include strategies and accommodations for Students With Disabilities (SWD) and English Language Learners (ELL).

G6.B1 Adequate skills to generate ideas needed to maintain coherent and organized writing with logical sequence.

G6.B1.S1 Provide instruction of the various modes of writing throughout the entire writing process (pre-planning, drafting, conferencing, revising, and publishing)

Action Step 1

Utilize student journals to demonstrate evidence of the writing process from planning to publishing.

Person or Persons Responsible

Instructional Coaches, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Anchor Charts Student Work

Action Step 2

Follow up on implementation of the writing process and utilization of student journals. Identify and provide additional coaching support for teachers in need.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson Plans Student Journals

Action Step 3

Conduct coaching cycles to model all components of the writing process to ensure instruction is aligned and evident within lesson delivery and student writing journal for teachers in need of support.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough Documentation Lesson Plans Student Work

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

Conduct classroom walkthroughs to monitor all components of the writing process within instruction and student journals in the classroom.

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Walkthrough Documentation Administrative feedback and reflection on coaching logs ETO CSS feedback and reflection on support document

Plan to Monitor Effectiveness of G6.B1.S1

Debrief with the instructional coach on the implementation of teachers' effective delivery of the writing process and use of student writing journals to collaboratively determine next steps based on the debrief.

Person or Persons Responsible

Principal Assistant Principal Instructional Coaches Grade level Chairs

Target Dates or Schedule

Monthly

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logs Student Monthly rated writing sample

G7. Teachers will use research based strategies and the Next Generation Sunshine State Standards/Common Core Standards to increase the student's proficiency level in science.

G7.B1 Students limited scientific strategies and pre-requisite skills

G7.B1.S2 Develop Professional Learning Communities (PLC) of elementary science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Scientific Thinking.

Action Step 1

Incorporate reading strategies and the usage of informational text, as delineated by Common Core Standards.

Person or Persons Responsible

Instructional Coaches, Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Instructional Coach Logs, Lesson Plans, Instructional Focus Calendar

Action Step 2

Increase rigor in science writing and provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards.

Person or Persons Responsible

Instructional Coaches, Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Instructional Coach Logs, Lesson Plans, Instructional Focus Calendar and student work

Action Step 3

Conduct scientific investigations following the scientific method.

Person or Persons Responsible

Instructional Coaches, teachers

Target Dates or Schedule

weekly

Evidence of Completion

Interactive student Journal, lesson plans

Action Step 4

Provide opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to the Physical Science, Earth/Space Science, Life Science, Nature of Science.

Person or Persons Responsible

Instructional Coaches, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Instructional Coaches Log, student work

Action Step 5

Utilize planning to develop lessons that incorporate the use of The Gradual Release Model.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Instructional Coaches Log,

Facilitator:

Instructional Coaches

Participants:

Science Teachers

Action Step 6

Utilize the Next Generation Sunshine State Standards/Common Core Standards when planning and delivering lessons.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Ongoing Progress Monitoring data, Edusoft Data, District Assessments and FCAT 2.0

Facilitator:

Science Coach

Participants:

All Science Teachers K-8

Plan to Monitor Fidelity of Implementation of G7.B1.S2

Walk-through, multi-tiered grade level meetings

Person or Persons Responsible

Instructional Coaches, grade level chairs

Target Dates or Schedule

weekly

Evidence of Completion

Lesson Plans, Instructional Calendar, Meeting agenda/minutes

Plan to Monitor Effectiveness of G7.B1.S2

Assessment report, Lesson Plans

Person or Persons Responsible

Administration, Literacy Leadership Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Ongoing Monitoring of data, Edusoft Data, District Assessment, and FCAT 2.0

G8. Build enriching activities to increase student awareness and involvement in the school STEM program.

G8.B1 Low level of student involvement

G8.B1.S1 Ensure participation in Science Fair at school and district level strategy

Action Step 1

Using the instructional coaches to train and model for classroom teachers effective use of scientific method with student. Students in turn will use the scientific process to conduct experiment which will be entered in the Science Fair.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

ongoing

Evidence of Completion

Instructional Focus Calender, lesson plan and student work

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Review student sample project

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

lesson plan and student work

Plan to Monitor Effectiveness of G8.B1.S1

Classroom walk-through and observation will be conducted to monitor effectiveness of the strategies.

Person or Persons Responsible

Instructional Coaches and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

coaches and Administrator log; Walk-through documents

G8.B1.S2 Sponsor field trips and create a Science and Computer Tech Club

Action Step 1

Organize a Science and Tech Club

Person or Persons Responsible

Instructional Coaches and Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda

Action Step 2

Organize Field trips

Person or Persons Responsible

Instructional Coaches, teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Trip log

Plan to Monitor Fidelity of Implementation of G8.B1.S2

Review of Field Trip and meeting agenda's

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Logs and Agendas

Plan to Monitor Effectiveness of G8.B1.S2

Debriefing about activities taken

Person or Persons Responsible

Grade level chair, Instructional Coaches and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

coaches and Administrator log

G9. Our goal for the 2013-2014 school year is to increase the percentage of student's daily attendance and decrease the number of tardiness.

G9.B1 Identification of students with patterns of non-attendance and excessive tardiness.

G9.B1.S1 The Attendance Review Committee and Administration will monitor attendance roster to determine students needing intervention and classes to receive recognition. Incentives provided to homerooms with perfect attendance.

Action Step 1

Provide incentive to classes with perfect attendance and minimal tardiness.

Person or Persons Responsible

Counselor, Social Worker

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Report Counselor Log Social Worker Log

Action Step 2

Utilize Attendance report to identify students consistently absent and/or Tardy.

Person or Persons Responsible

Counselor, Social Worker

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Report Counselor Log Social Worker Log

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Maintain a Perfect attendance chart for each classroom.

Person or Persons Responsible

Counselor Social Worker

Target Dates or Schedule

Weekly

Evidence of Completion

Perfect Attendance bulletin Board, Attendance Report Counselor Log Social Worker Log

Plan to Monitor Effectiveness of G9.B1.S1

Compare monthly report to identify student or classes maintaining or improving attendance and tardiness.

Person or Persons Responsible

Counselor Social Worker Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Perfect Attendance Report

Plan to Monitor Fidelity of Implementation of G9.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G9.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Title I, Part A, funds school-wide services to Karen M. Siegel Academy. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Carrie P. Meek/Westview K-8 Center through the Title I, Part A funds provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school programs, Saturday Academy and/or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided for after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The school based, Title I funded Community Involvement Specialist (CIS), serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials and encourages 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 students 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, the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHES (Challenging Higher Education for Students in our Schools); Florida Kidcare Initiative; 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

Carrie P. Meek/Westview K-8 Center 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, and Migrant Education Program.

Title I, Part D

The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program

- training for add-on endorsements programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL). This will also be focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Services are provided through the district for ELL education materials and district support services to improve the education of immigrant and English Language Learners. Tutorial programs, parent outreach activities through the Bilingual Parent Outreach Program (The Parent Academy) and coaching/mentoring for the content area teachers (K-8).

Title VI, Part B - NA

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools and the community. The school social worker provides training for the school registrar on the procedures for enrolling homeless students in the McKinney Vento Homeless Assistance Act. Also, the school social worker provides resources (clothing, school supplies, and social services referrals) for students at Carrie P. Meek/Westview K-8 Center whom are identified as homeless under the McKinney-Vento Act. This insures that homeless children and youth are not stigmatized or segregated on their status and are provided with all entitlements.

Supplemental Academic Instruction (SAI)

Carrie P. Meek/Westview K-8 Center will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Nutrition Programs

- 1) Carrie P. Meek/Westview K-8 Center 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

Carrie P. Meek/Westview K-8 Center offers a Voluntary Pre-Kindergarten (VPK) program. The Houghton Mifflin Pre-K Early Growth Indicators Benchmark Assessment is administered to all Pre-Kindergarten students as a pre and post-test. The low performing students are targeted for further assessment, particularly to identify strengths and weaknesses. Once identified, teachers will tailor lessons to meet the individual needs of students. The staff will provide parents with packets of suggested activities, registration materials, and offers workshops to train parents to effectively assist in their child's development at home. This early identification, teacher intervention and parental assistance enable the majority of low performing students to make a smooth transition to Kindergarten. Title I and VPK affords students the opportunity to obtain the necessary prerequisite skills to enter Kindergarten with a clear academic advantage. The program will be monitored by formal and informal observations conducted throughout the school year. Additionally, the Florida Continuous Improvement Model (FCIM) will be utilized to evaluate the quality and effectiveness of the program via ongoing monitoring.

Other

Carrie P. Meek/Westview K-8 Center will offer Health Connect in Our Schools (HCiOS). This program offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on the 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 will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services. Also, 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, therefore offering a health team that is qualified to perform the assigned duties related to a quality school health care program. Carrie P. Meek/Westview K-8 Center will use AIDS: GET THE FACTS! This is a 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.

The students at Carrie P. Meek/Westview K-8 Center will use the Bruce Heiken Children's Vision Program which 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. Teachers will implement data driven instructional routines across the core curriculum including strategies and accommodations for Students With Disabilities (SWD) and English Language Learners (ELL).

G1.B1 Effective implementation of the Next Generation Sunshine State Standards/Common Core Standards when planning and delivering lessons

G1.B1.S1 Utilizing the Instructional coaches to provide support to classroom teachers for training, planning and modeling the use of effective research based strategies to build student proficiency using available student data.

PD Opportunity 1

implement and assist with Instructional Routines that include: a. setting the purpose of instruction b. following the model of explicit instruction demonstrating gradual release c. incorporating small group instruction d. incorporating closure of the lesson

Facilitator

Instructional Coaches

Participants

All instructional staff

Target Dates or Schedule

Weekly

Evidence of Completion

Coaches log

PD Opportunity 2

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

Facilitator

Instructional coaches

Participants

all instructional staff

Target Dates or Schedule

Monthly

Evidence of Completion

Agenda, sign in sheet and coaches log

G2. Teachers will implement instructional routines across core curriculum using various learning modalities.

G2.B1 Identifying and reaching different types of learners to address academic deficiencies.

G2.B1.S1 Using the instructional coaches to train and model for classroom teachers effective strategies that uses various learning modalities and resources to reach different types of learners.

PD Opportunity 1

Provide professional development on lesson planning and delivery through Differentiated Instructions.

Facilitator

Instructional coaches

Participants

all instructional staff

Target Dates or Schedule

Monthly

Evidence of Completion

Agenda, sign in sheet and coaches log

G4. Teachers will utilize FAIR data as an instrument to guide intervention groups and differentiated instructions.

G4.B1 Effective implementation of the small group interventions with fidelity

G4.B1.S1 Conduct event to promote Literacy

PD Opportunity 1

Provide Parent workshop

Facilitator

Instructional Leaders

Participants

parents

Target Dates or Schedule

Monthly

Evidence of Completion

Coaches log, agendas

G5. Teachers will use research based Mathematical Practices and the Next Generation Sunshine State Standards to increase the students proficiency level.

G5.B1 Effective implementation of mathematical practices and the Next Generation Sunshine State Standards when planning and delivering lessons

G5.B1.S1 Utilizing the Instructional coaches to provide support to classroom teachers for training, planning and modeling the use of effective research based strategies to build student proficiency using available student data.

PD Opportunity 1

Complete lesson plans following the Common Core State Standards and Mathematical Practices and the Next Generation Sunshine State Standards.

Facilitator

Instructional Coaches

Participants

All instructional staff

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans Coach's log CSS support documentation

PD Opportunity 2

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

Facilitator

Instructional coaches

Participants

all instructional staff

Target Dates or Schedule

Monthly

Evidence of Completion

Agenda, sign in sheet and coaches log

G7. Teachers will use research based strategies and the Next Generation Sunshine State Standards/Common Core Standards to increase the student's proficiency level in science.

G7.B1 Students limited scientific strategies and pre-requisite skills

G7.B1.S2 Develop Professional Learning Communities (PLC) of elementary science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Scientific Thinking.

PD Opportunity 1

Utilize planning to develop lessons that incorporate the use of The Gradual Release Model.

Facilitator

Instructional Coaches

Participants

Science Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Instructional Coaches Log,

PD Opportunity 2

Utilize the Next Generation Sunshine State Standards/Common Core Standards when planning and delivering lessons.

Facilitator

Science Coach

Participants

All Science Teachers K-8

Target Dates or Schedule

Monthly

Evidence of Completion

Ongoing Progress Monitoring data, Edusoft Data, District Assessments and FCAT 2.0

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Teachers will implement data driven instructional routines across the core curriculum including strategies and accommodations for Students With Disabilities (SWD) and English Language Learners (ELL).	\$500
G4.	Teachers will utilize FAIR data as an instrument to guide intervention groups and differentiated instructions.	\$800
G5.	Teachers will use research based Mathematical Practices and the Next Generation Sunshine State Standards to increase the students proficiency level.	\$3,000
G7.	Teachers will use research based strategies and the Next Generation Sunshine State Standards/Common Core Standards to increase the student's proficiency level in science.	\$2,000
G8.	Build enriching activities to increase student awareness and involvement in the school STEM program.	\$3,000
G9.	Our goal for the 2013-2014 school year is to increase the percentage of student's daily attendance and decrease the number of tardiness.	\$500
Total		\$9,800

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Other	Total
Title I	\$6,000	\$3,300	\$0	\$9,300
Grant Funded Field Trips	\$0	\$0	\$0	\$0
EESAC	\$0	\$0	\$500	\$500
Total	\$6,000	\$3,300	\$500	\$9,800

Budget Details

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

G1. Teachers will implement data driven instructional routines across the core curriculum including strategies and accommodations for Students With Disabilities (SWD) and English Language Learners (ELL).

G1.B1 Effective implementation of the Next Generation Sunshine State Standards/Common Core Standards when planning and delivering lessons

G1.B1.S1 Utilizing the Instructional coaches to provide support to classroom teachers for training, planning and modeling the use of effective research based strategies to build student proficiency using available student data.

Action Step 1

Utilize supplemental materials to enhance student learning gains

Resource Type

Evidence-Based Program

Resource

Supplemental materials to provide math and reading interventions to students.

Funding Source

Title I

Amount Needed

\$500

G4. Teachers will utilize FAIR data as an instrument to guide intervention groups and differentiated instructions.

G4.B1 Effective implementation of the small group interventions with fidelity

G4.B1.S1 Conduct event to promote Literacy

Action Step 1

Provide incentives for grade level students and classrooms with leading points for Accelerated Reader.

Resource Type

Evidence-Based Program

Resource

Accelerated Reader Program software will be updated for students to complete quizzes online.

Funding Source

Title I

Amount Needed

\$500

Action Step 3

Organize Literacy Club

Resource Type

Personnel

Resource

Literacy Clubs will be conducted to enhance reading and writing.

Funding Source

Title I

Amount Needed

\$300

G5. Teachers will use research based Mathematical Practices and the Next Generation Sunshine State Standards to increase the students proficiency level.

G5.B1 Effective implementation of mathematical practices and the Next Generation Sunshine State Standards when planning and delivering lessons

G5.B1.S1 Utilizing the Instructional coaches to provide support to classroom teachers for training, planning and modeling the use of effective research based strategies to build student proficiency using available student data.

Action Step 5

Before, during and after school interventions

Resource Type

Evidence-Based Program

Resource

Interventions will be conducted before, during and after school to improve student achievement.

Funding Source

Title I

Amount Needed

\$3,000

G7. Teachers will use research based strategies and the Next Generation Sunshine State Standards/Common Core Standards to increase the student's proficiency level in science.

G7.B1 Students limited scientific strategies and pre-requisite skills

G7.B1.S2 Develop Professional Learning Communities (PLC) of elementary science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Scientific Thinking.

Action Step 4

Provide opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to the Physical Science, Earth/Space Science, Life Science, Nature of Science.

Resource Type

Evidence-Based Program

Resource

Science Boot Camp will be purchased for fifth and eighth grade students to enhance scientific thinking.

Funding Source

Title I

Amount Needed

\$2,000

G8. Build enriching activities to increase student awareness and involvement in the school STEM program.

G8.B1 Low level of student involvement

G8.B1.S2 Sponsor field trips and create a Science and Computer Tech Club

Action Step 1

Organize a Science and Tech Club

Resource Type

Personnel

Resource

Science Club will promote and enhance student understanding of the scientific process.

Funding Source

Title I

Amount Needed

\$3,000

Action Step 2

Organize Field trips

Resource Type

Evidence-Based Program

Resource

Zoo Miami, Space Center and Cultural Passport Field Trips

Funding Source

Grant Funded Field Trips

Amount Needed

\$0

G9. Our goal for the 2013-2014 school year is to increase the percentage of student's daily attendance and decrease the number of tardiness.

G9.B1 Identification of students with patterns of non-attendance and excessive tardiness.

G9.B1.S1 The Attendance Review Committee and Administration will monitor attendance roster to determine students needing intervention and classes to receive recognition. Incentives provided to homerooms with perfect attendance.

Action Step 1

Provide incentive to classes with perfect attendance and minimal tardiness.

Resource Type

Other

Resource

Student incentives will be provided for classes with perfect attendance on a monthly basis.

Funding Source

EESAC

Amount Needed

\$500