



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Ethel F. Beckford/Richmond Elementary School

16929 SW 104TH AVE

Miami, FL 33157

305-238-5194

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

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
97%

Alternative/ESE Center
No

Charter School
No

Minority Rate
98%

School Grades History

2013-14
F

2012-13
F

2011-12
D

2010-11
C

2009-10
D

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School

Ethel F. Beckford/Richmond Ele

Principal

Jacqua Little J

School Advisory Council chair

Alma Humphrey

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

Name	Title
Jacqua Little	Principal
Mayra Ventura	Assistant Principal

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1, UTD Steward – 1, Teachers – 5, Parents – 5, Educational Support - 1, Student – 1, BCR – 3

Involvement of the SAC in the development of the SIP

The SAC receives SIP updates at every meeting throughout the school year, and is allotted the opportunity to review and revise strategies for each targeted area.

Activities of the SAC for the upcoming school year

The SAC will work parallel with the school stakeholders to develop new and innovative ways to get the parents involved in the education of the children. The school positive behavior support plan will be supported by the SAC. The SAC also partners to support all of the initiatives of the SIP throughout the year.

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

The school improvement funds through the SAC will be used to support the library, attendance, and educational fieldtrips.

\$600 - Library
\$150 - Attendance
\$250 - Fieldtrips

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:

Jacqua Little J

Principal

Years as Administrator: 9

Years at Current School: 3

Credentials

Bachelor of Science Business Administration
 Masters of Science in Business Administration
 Specialist Degree in Educational Leadership
 Certification in ESE, Business Education, Educational Leadership

Performance Record

2013 – School Grade – F
 Rdg. Proficiency, 23%
 Math Proficiency, 33%
 Rdg. Lrg. Gains, 57 points
 Math Lrg. Gains, 43 points
 Rdg. Imp. of Lowest 25% - 65points
 Math Imp. of Lowest 25% - 38 points
 Rdg. AMO – N
 Math AMO– N
 2012 – School Grade – D
 Rdg. Proficiency, 34%
 Math Proficiency, 29%
 Rdg. Lrg. Gains, 60 points
 Math Lrg. Gains, 50 points
 Rdg. Imp. of Lowest 25% - 64 points
 Math Imp. of Lowest 25% - 55 points
 Rdg. AMO – NO
 Math AMO– NO
 ‘11 ‘10 ‘09
 School Grades C A A
 AYP N N N
 Rdg Proficiency 65% 63% 68%
 Math Proficiency 63% 67% 63%
 Rdg Lrng Gains 57% 63% 39%
 Math Lrng Gains 44% 68% 69%
 Rdg Imp of Lwst25% 50% 59% 74%
 Mth Imp of Lwst25% 58% 59% 64%

Mayra Ventura

Asst Principal

Years as Administrator: 5

Years at Current School: 2

Credentials

Bachelor of Science in Elementary Education
 Masters of Science in Reading Education
 Doctoral Degree in Educational Leadership
 Certification in ESOL, Elementary Education 1-6, Reading K-12,
 Educational Leadership K-12

Performance Record

2013 – School Grade – F
 Rdg. Proficiency, 23%
 Math Proficiency, 33%
 Rdg. Lrg. Gains, 57 points
 Math Lrg. Gains, 43 points
 Rdg. Imp. of Lowest 25% - 65points
 Math Imp. of Lowest 25% - 38 points
 Rdg. AMO – N
 Math AMO– N
 2012 – School Grade – F
 Rdg. Proficiency, 25%
 Math Proficiency, 22%
 Rdg. Lrg. Gains, 55 points
 Math Lrg. Gains, 47 points
 Rdg. Imp. of Lowest 25% - 56 points
 Math Imp. of Lowest 25% - 55 points
 Rdg. AMO – NO
 Math AMO– NO
 ‘11 ‘10 ‘09
 School Grades B A A
 AYP N N N
 High Standards Rdg 53% 68% 67%
 High Standards Math 57% 68% 66%
 Lrng Gains-Rdg 62% 66% 69%
 Lrng Gains-Math 69% 63% 68%
 Gains-Rdg-25% 68% 59% 71%
 Gains-Math-25% 71% 78% 67%

Instructional Coaches**# of instructional coaches**

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Kristen Nemec		
Full-time / School-based	Years as Coach: 4	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Curriculum Instruction and Technology Certification in ESOL, Reading K-12, Elementary Education	
Performance Record	<p>2013 – School Grade – C Rdg. Proficiency, 43 Math Proficiency, 55 Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 63 points Lowest 25% - 70 pts Lowest 25% - 71 pts Rdg. AMO – N Math AMO–N</p> <p>2012 – School Grade – C Rdg. Proficiency, 43% Math Proficiency, 54% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 68 pts Math Imp. of Lowest 25% - 73 pts Rdg. AMO – N Math AMO– N</p> <p>‘11 ‘10 ‘09 School Grades B N/A B AYP Y Y/N Y Rdg Proficiency 56% % 71% Math Proficiency 66% % 78% Rdg Lrng Gains 61% % 76% Math Lrng Gains 66% % 72% Rdg Imp of Lwst25% 66% % 67% Mth Imp of Lwst25% 73% % 69%</p>	

Patrick Villoria		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Mathematics	
Credentials	Bachelor of Arts in Elementary Education & Psychology Master of Science in Educational Leadership ESOL Endorsement	
Performance Record	2013 – School Grade – F Rdg. Proficiency, 23% Math Proficiency, 33% Rdg. Lrg. Gains, 57 points Math Lrg. Gains, 43 points Rdg. Imp. of Lowest 25% - 65points Math Imp. of Lowest 25% - 38 points Rdg. AMO – N Math AMO– N 2012 – School Grade – C Rdg. Proficiency, 44% Math Proficiency, 45% Rdg. Lrg. Gains, 70 points Math Lrg. Gains, 63 points Rdg. Imp. of Lowest 25% - 77 points Math Imp. of Lowest 25% - 66 points Rdg. AMO – NO Math AMO– NO ‘11 ‘10 ‘09 School Grades C A A AYP N N N High Standards Rdg 63% 68% 67% High Standards Mth 69% 68% 66% Lrng Gains Rdg 59% 66% 69% Lrng Gains Mth 57% 63% 68% Gains-Rdg-25% 56% 59% 71% Gains-Math-25% 59% 78% 67%	

Brentnold Batson		
Full-time / School-based	Years as Coach: 4	Years at Current School: 1
Areas	Science	
Credentials	B.S. Animal Science (K12) Tuskegee Institute M.S. Educational Leadership K-12, Nova Southeastern University	
Performance Record	2013 – School Grade – Rdg. Proficiency, Math Proficiency, Rdg. Lrg. Gains, points Math Lrg. Gains, points Rdg. Imp. of Lowest 25% - points Math Imp. of Lowest 25% - points Rdg. AMO – N Math AMO– N 2012 – School Grade – Rdg. Proficiency, % Math Proficiency, % Rdg. Lrg. Gains, points Math Lrg. Gains, points Rdg. Imp. of Lowest 25% - points Math Imp. of Lowest 25% - points Rdg. AMO – NO Math AMO– NO ‘11 ‘10 ‘09 School Grade P C C AYP NA No No High Standards Rdg . 45% 44% 46% High Standards Math 52% 75% 74% Lrng Gains-Rdg. 62% 47% 54% Lrng Gains-Math 58% 72% 77% Gains-Rdg-25% 64% 47% 53% Gains-Math-25% 59% 60% 65%	

Classroom Teachers**# of classroom teachers**

16

receiving effective rating or higher

14, 88%

Highly Qualified Teachers

81%

certified in-field

13, 81%

ESOL endorsed

14, 88%

reading endorsed

3, 19%

with advanced degrees

9, 56%

National Board Certified

2, 13%

first-year teachers

1, 6%

with 1-5 years of experience

4, 25%

with 6-14 years of experience

11, 69%

with 15 or more years of experience

7, 44%

Education Paraprofessionals**# of paraprofessionals**

0

Highly Qualified

0

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

Through District sponsored job fairs, as well as postings on the Human Resources home page, we hope to recruit highly qualified teachers who are certified-in-field and promote effective teaching practices. The latter is the responsibility of the School Principal. Retention of these teachers is promoted through job embedded opportunities for professional development as well as the implementation of the Coaching Continuum in all subject areas.

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

Teachers with less than five years' experience are paired up with a mentor teacher within the same Grade Level or Department. Some of the mentoring activities include that of Common Planning Sessions, Side-by-Side Coaching, Classroom Walkthroughs and Note Taking/Note Making sessions.

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

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

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

The MTSS Leadership Team meets biweekly to disaggregate data and provide information for differentiated instruction with fidelity. During these meetings, specific students and their academic and/or emotional/behavioral needs are discussed. These meetings allow for the team to help determine students in need of the RtI process. This team also reviews FAIR data and links it to instructional decisions; it reviews progress monitoring data to identify students who are meeting/exceeding benchmarks or are at high risk of academic deficiencies. Based on the information discussed during these meetings, the team identifies professional development resources. This team collaborates regularly in order to problem solve, share effective practices, evaluate implementation, make informed decisions and practice new processes and skills for both Tier 2 and Tier 3 Academic/Behavior interventions. Team members conduct classroom observations of students and provide teachers with recommendations for immediate intensive intervention.

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

The MTSS Leadership Team is comprised of the following members who hold the following responsibilities:

Ms. Jacqua Little, Principal – Coordinate and schedule RtI Meetings

Dr. Mayra Ventura, Assistant Principal – Assist Principal in coordinating RtI Meetings, Schedule SST meetings, Collect Tier 2 Academic & Behavior Data

Ms. Kristen Nemec & Ms. Janine Bryant, Reading Coaches – provide most recent Reading Data and Reading Intervention practices

Mr. Patrick Villoria, Mathematics Coach – provide most recent Math Data and Math Intervention practices

Ms. Milagro Ruiz, Science Coach – provide most recent Science Data and Science Intervention practices

Ms. Ana Alberdi, School Counselor – Support Assistant Principal with scheduling of SST Meetings and collection of Academic/Behavior Tier 2 Data. Conduct student observations and provide specific counseling services.

Ms. Mercedes Herold, SPED teacher- Conduct student observations, share best teaching practices for students with academic deficiencies.

Dr. Susan Glazer, School Psychologist – Conduct student evaluations, collect and review Tier 3 Data, conduct student observations, provide insight on cognitive and behavioral science

Mr. Alex Laucerica, School Social Worker – Collects social history data for specific students.

Ms. Mary Fontaine, Speech/Language Pathologist – Screen students for speech and language deficiencies, provide insight on speech and language practices, conduct student observations.

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

The MTSS Team conducts monthly Data Chats with teachers in order to discuss students' academic progress, analyze behavior trends, and discuss all other early warning signs. Intervention is realigned as needed, and SIP strategies are revisited in order to reflect all current practices.

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

Academic Achievement Data – Tier 1
 2012 FCAT Scores
 Edusoft Reports - District Baseline Assessments
 2012 FCAT Writing Scores
 STAR Reading
 Academic Achievement Data – Tier 2
 Edusoft Reports - District Interim Assessments (Fall-Winter)
 PMRN Reports - Florida Assessment for Instruction in Reading (FAIR) AP 2 & 3
 Successmaker Reports
 Monthly Writing Assessment Scores
 Voyager Reading Benchmark Assessments
 Accelerated Reader Reports
 Riverdeep
 Behavior Management Data Tier 1
 Student Case Management Referral Report
 End of Year 2012 Suspensions/Expulsion Report
 Attendance Report
 Behavior Management Data Tier2
 Positive Behavior Support (PBS) Logs
 Functional Assessment of Behavior/Behavior Intervention Plan Anecdotal/Charts

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

The MTSS Team, and its goals, will be supported through scheduled Teacher/Administrator Data Chats, Common Planning Sessions in each Subject Area, and through the implementation of the SST process with a focus on individual student data and its instructional implications. All current staff has been trained on the implementation of the MTSS/RtI process.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students**Minutes added to school year:** 10,800

In order for the school to increase the amount and quality of learning time while maintaining an enriched and accelerated curriculum, the following will be implemented as extended learning opportunities:

- Extended School Day
- After School Tutoring
- Teacher Push-In Collaboration during Differentiated Instruction
- Pull Out Tutoring during Special Area Classes

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data in the areas of Behavior, Reading, Writing, Math, and Science is collected on a monthly basis. Data is reported to the School Principal by the School's Curriculum Coaches, then disaggregated through Monthly Teacher Data Chats conducted by the School Principal.

Who is responsible for monitoring implementation of this strategy?

School Principal, Assistant Principal, Curriculum Coaches and Teachers.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Jacqua Little	Principal
Mayra Ventura	Assistant Principal
Kristen Nemec	Reading Coach
Patrick Villoria	Math Coach
Cynthia Hernandez	Media Specialist
Ana Alberdi	Counselor
Mercedes Herold	SPED Teacher

How the school-based LLT functions

The Literacy Leadership Team meets monthly to solicit input from members as pertains to their area of expertise. The group analyzes data from various assessments to determine opportunities for intervention or enrichment as they relate to Literacy. Throughout the school year, the group will monitor progress of student achievement and review which strategies are successful and which need adjustment. Finally, the LLT will assist in coordinating and promoting school wide Literacy activities that involve all stakeholders.

Major initiatives of the LLT

The Literacy Leadership Team will continue to focus on increasing student achievement through classroom walkthroughs, modeling lessons, analyzing data and use of technology in the classroom and

computer labs. The LLT will focus on the development and sponsorship of a school-wide Accelerated Reader incentive program. Accelerated Reader Center activities and reading resources will be provided to enable teachers to address individual student needs.

Every Teacher Contributes to Reading Instruction

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

Through the Extended Day Intervention program, all teachers will have the opportunity to teach the school's Reading Intervention program to a select group of students. The latter will take place through the homogenous cross grouping of students at all Grade Levels.

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

Some of the strategies employed to assist the pre-school and Head Start children from neighboring Early Childhood centers in transitioning to our Elementary School include allowing the staff and students from outside prekindergarten programs visit our campus to observe kindergarten classrooms. Kindergarten meetings are held to review registration procedures, attendance policy and skills used in kindergarten. Parents and younger siblings have the opportunity to visit a kindergarten classroom and receive information regarding the kindergarten curriculum, expectations and the Florida Readiness Screener (FLKRS). Parent meetings are conducted by kindergarten and prekindergarten teachers. Parents are given the opportunity to ask questions and address concerns regarding the upcoming school year. Through the Head Start program, the school has begun to recruit students from the community in the hopes that they will transition into the K-5 program. Finally, Pre-K and Head Start Teachers attend all curriculum trainings and professional development sessions in order to guide the articulation process and ensure the teaching of foundational skills.

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

Through the implementation of quarterly STEM activities, the school hopes to incorporate applied and integrated learning opportunities to help students see the relationships between subjects and relevance to their future.

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

The school promotes academic and career planning, including advising on course selections, through the following:

- Schoolwide Career Day
- Middle School Presentations
- Magnet Program Recruitment Presentations
- Field Trips

Strategies for improving student readiness for the public postsecondary level

Strategies for improving student readiness for the public postsecondary level are as follows:

- Students use a Token Economy that supports the Positive Behavior Discipline Plan
- Students apply for positions of service at the school level such as News Anchor and Safety Patrol.

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	47%	23%	No	52%
American Indian				
Asian				
Black/African American	40%	19%	No	46%
Hispanic	71%	50%	No	74%
White				
English language learners				
Students with disabilities	27%	0%	No	34%
Economically disadvantaged	46%	22%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	14%	35%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		17%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	53	57%	61%
Students in lowest 25% making learning gains (FCAT 2.0)	19	65%	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)	12	44%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		37%

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	11	38%	44%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	33%	No	53%
American Indian				
Asian				
Black/African American	40%	29%	No	46%
Hispanic	80%	50%	No	82%
White				
English language learners				
Students with disabilities	32%	5%	No	39%
Economically disadvantaged	47%	32%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	25%	38%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		15%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	43	43%	49%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	38	38%	44%

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>		16%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		6
Participation in STEM-related experiences provided for students	29	12%	30%

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	29	9%	8%
Students retained, pursuant to s. 1008.25, F.S.	42	16%	15%
Students who are not proficient in reading by third grade	37	88%	79%
Students who receive two or more behavior referrals	71	27%	26%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	15	5%	4%

Goals Summary

- G1.** Math Teachers will implement effective teaching instruction aligned to the NGSS and CSS through the use of the Gradual Release Model.
- G2.** Increase opportunities for the students to engage in collaborative strategies and conversations during Instruction.
- G3.** Increase the learning opportunities for students to engage in analytic writing activities, as well as in writing as a process, through the use of Interactive Journals.
- G4.** Science Teachers will implement effective teaching instruction aligned to the NGSSS and inclusive of an instructional framework that includes hands on activities reflective of the Scientific Process.
- G5.** Reading Teachers will implement effective teaching instruction that is aligned to NGSS and CCSS, follows a structured Instructional Framework, and is modified according to student academic needs or instructional levels.

Goals Detail

G1. Math Teachers will implement effective teaching instruction aligned to the NGSS and CSS through the use of the Gradual Release Model.

Targets Supported

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

Resources Available to Support the Goal

- Go Math!
- Everglades
- Wileys
- Successmaker

Targeted Barriers to Achieving the Goal

- Teachers lack the pedagogical knowledge necessary to ensure the delivery of lessons through a smooth and seamless framework.

Plan to Monitor Progress Toward the Goal

Conduct classroom observations with focus on the instructional framework.

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Bi-Weekly

Evidence of Completion:

Student Generated Work, Lesson Plans, Coaching Logs, Walkthrough Logs

G2. Increase opportunities for the students to engage in collaborative strategies and conversations during Instruction.

Targets Supported

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

Resources Available to Support the Goal

- Go Math!
- "Mechanically Inclined"
- "The Revision Toolbox"
- McGraw Hill Reader/Writers Workshop
- Collaborative Strategies Bank

Targeted Barriers to Achieving the Goal

- Lack of pedagogical content knowledge.
- Teachers do not have established systems or procedures that allow for strong classroom management practices.

Plan to Monitor Progress Toward the Goal

Tally the frequency of observations denoting the use of Collaborative Strategies within the Instructional Framework.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

Monthly

Evidence of Completion:

Student Generated Work, Lesson Plans, Coaching Logs, Walkthrough Logs

G3. Increase the learning opportunities for students to engage in analytic writing activities, as well as in writing as a process, through the use of Interactive Journals.

Targets Supported

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

Resources Available to Support the Goal

-
- "Mechanically Inclined"
- "The Revision Toolbox"
- McGraw Hill Reader/Writers Workshop
- Collaborative Strategies Bank

Targeted Barriers to Achieving the Goal

- Lack of pedagogical content knowledge in the area of Writing and the use of Writing across the curriculum.

Plan to Monitor Progress Toward the Goal

Tally the frequency of observations denoting the use of Interactive Journals for analytic writing or process writing within the Instructional Framework.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

Monthly

Evidence of Completion:

Student Generated Work, Lesson Plans, Coaching Logs, Walkthrough Logs

G4. Science Teachers will implement effective teaching instruction aligned to the NGSSS and inclusive of an instructional framework that includes hands on activities reflective of the Scientific Process.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- P-SELL Curriculum
- Essential Labs

Targeted Barriers to Achieving the Goal

- Teachers lack content and pedagogical knowledge in the area of Science.

Plan to Monitor Progress Toward the Goal

Analyze for frequency student generated work in student journals that include corrective feedback, and have evidence of Gradual Release of Responsibility during the implementation of Essential Labs.

Person or Persons Responsible

Administrator, Science Coach

Target Dates or Schedule:

Monthly

Evidence of Completion:

Student Generated Work, Student Assessment Data, School Based Monthly Assessments, Teacher Lesson Plans

G5. Reading Teachers will implement effective teaching instruction that is aligned to NGSS and CCSS, follows a structured Instructional Framework, and is modified according to student academic needs or instructional levels.

Targets Supported

Resources Available to Support the Goal

- MDCPS Comprehensive Research Based Reading Plan
- Wonders McGraw Hill Reading Series
- Saxon Phonics and Wonder Works
- Reading A-Z Decodable Books
- Successmaker
- Reading Plus
- Accelerated Reader
- FCRR Student Center Activities
- Hourly Interventionists

Targeted Barriers to Achieving the Goal

- Teachers lack pedagogical and content knowledge in the area of Reading Instruction.

Plan to Monitor Progress Toward the Goal

Analyze student generated work and student journals for frequency of evidence of an Instructional Framework, and evidence of differentiated instructional practices.

Person or Persons Responsible

Administrators, Reading Coaches

Target Dates or Schedule:

October 2, 2013

Evidence of Completion:

Student Assessment Data, Teacher Lesson Plans

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Math Teachers will implement effective teaching instruction aligned to the NGSS and CSS through the use of the Gradual Release Model.

G1.B1 Teachers lack the pedagogical knowledge necessary to ensure the delivery of lessons through a smooth and seamless framework.

G1.B1.S1 Utilize the NGSS/CCS when planning and delivering lessons utilizing the Gradual Release of Responsibility Model.

Action Step 1

Plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency

Person or Persons Responsible

Teachers, Math Coach, ETO CSS

Target Dates or Schedule

10/09/13

Evidence of Completion

Detailed lesson plans Coaching Logs CSS Support Documentation Walkthroughs

Action Step 2

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

Person or Persons Responsible

Teachers, Math Coach, ETO CSS

Target Dates or Schedule

10/09/13

Evidence of Completion

Detailed lesson plans Coaching Logs CSS Support Documentation Walkthroughs

Action Step 3

Develop lessons promoting a Gradual Release Of Responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings

Person or Persons Responsible

Teachers, Math Coach, ETO CSS

Target Dates or Schedule

10/09/13

Evidence of Completion

Detailed lesson plans Coaching Logs CSS Support Documentation Walkthroughs

Action Step 4

Use the Essential Question (derived from the Standards) to develop lesson plans.

Person or Persons Responsible

Teachers, Math Coach, ETO CSS

Target Dates or Schedule

10/09/13

Evidence of Completion

Detailed lesson plans Coaching Logs CSS Support Documentation Walkthroughs

Action Step 5

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

Person or Persons Responsible

Teachers, Math Coach, ETO CSS

Target Dates or Schedule

02/14/13

Evidence of Completion

Instructional Framework, Lesson Plans

Action Step 6

Work collaboratively during planning to create lesson plans using backward planning promoting a Gradual Release of Responsibility to scaffold instruction.

Person or Persons Responsible

Teachers, Math Coach, ETO CSS

Target Dates or Schedule

02/14/13

Evidence of Completion

Lesson Plans, Common Planning Artifact Sheets

Action Step 7

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

Person or Persons Responsible

Math Coach ETO CSS Principal, Assistant Principal

Target Dates or Schedule

2/14/2014

Evidence of Completion

Lesson Plans

Action Step 8

Plan lessons infusing collaborative strategies during the "They Do" portion of the Gradual Release Delivery Model.

Person or Persons Responsible

Math Coach ETO CSS Principal, Assistant Principal

Target Dates or Schedule

02/14/2014

Evidence of Completion

Lesson Plans

Action Step 9

Implement and monitor Instructional Routines that include: setting the purpose of instruction, timed bellringers, following the model of explicit instruction, incorporating small group instruction, and including closure of the lesson.

Person or Persons Responsible

Math Coach ETO CSS Principal, Assistant Principal

Target Dates or Schedule

02/14/2014

Evidence of Completion

Lesson Plans, Administrative feedback and reflection on coaching logs, ETO feedback and reflection on support document

Action Step 10

Provide direct support utilizing the coaching cycle, to model the Gradual Release of Responsibility Model as well as the implementation of collaborative strategies during instruction

Person or Persons Responsible

Math Coach ETO CSS Principal, Assistant Principal

Target Dates or Schedule

02/14/2014

Evidence of Completion

Coaching Logs and coaching cycle documentation

Action Step 11

Increase student engagement by utilizing videos and technology to engage the students in the lesson being taught.

Person or Persons Responsible

Math Coach ETO CSS Principal, Assistant Principal

Target Dates or Schedule

02/14/2014

Evidence of Completion

Lesson Plans

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

Conduct informal classroom observations and provide immediate feedback to teachers through Common Planning and Grade Level Meetings.

Person or Persons Responsible

Administrators, Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Student Generated Work, Lesson Plans, Coaching Logs, Walkthrough Logs

Plan to Monitor Effectiveness of G1.B1.S1

Analyze student generated work and student journals for corrective feedback and evidence of Gradual Release.

Person or Persons Responsible

Administrators, Math Coach

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student Generated Work, Lesson Plans, Coaching Logs, Walkthrough Logs

G1.B1.S2 Use data to set goals and provide differentiate instruction through small group centers.

Action Step 1

Conduct Coach and teacher data chats to analyze the interim data and identify the secondary benchmarks for the Instructional Focus Calendar.

Person or Persons Responsible

Math Coach ETO CSS Principal, Assistant Principal

Target Dates or Schedule

02/14/13

Evidence of Completion

Lesson Plans, Administrative feedback and reflection on coaching logs, ETO feedback and reflection on support document

Action Step 2

Hold individual data chats with students to set goals following each Interim assessment

Person or Persons Responsible

Teachers Math Coach ETO CSS Principal, Assistant Principal

Target Dates or Schedule

02/14/13

Evidence of Completion

Student Data Chat Protocol Sheets Administration Walk-through Logs

Action Step 3

Use relevant and current data to create flexible student groups for each secondary benchmark

Person or Persons Responsible

Teachers Math Coach ETO CSS Principal, Assistant Principal

Target Dates or Schedule

02/14/13

Evidence of Completion

Lesson Plans, Differentiated Instruction Grouping Template, Administration Walk-through Logs

Action Step 4

Plan for and provide hands on explicit instruction that is aligned to students' specific needs and addresses the prerequisite skills and secondary benchmark in the Teacher Led Center.

Person or Persons Responsible

Math Coach ETO CSS Principal, Assistant Principal

Target Dates or Schedule

02/14/2014

Evidence of Completion

Lesson Plans

Action Step 5

Structure independent centers so that students have engaging partner activities aligned with the secondary benchmark.

Person or Persons Responsible

Math Coach ETO CSS Principal, Assistant Principal

Target Dates or Schedule

02/14/2014

Evidence of Completion

Lesson Plans, Differentiated Instruction Grouping Template, Administration Walk-through Logs

Action Step 6

"Track and monitor student progress on the secondary benchmark through the use of an established Ongoing Progress Monitoring system. "

Person or Persons Responsible

02/14/2014

Target Dates or Schedule

Math Coach ETO CSS Principal, Assistant Principal

Evidence of Completion

Data Reports, Data Chat Protocols

Action Step 7

" Provide professional development on Small Group Differentiated Instruction. "

Person or Persons Responsible

Math Coach ETO CSS Principal, Assistant Principal

Target Dates or Schedule

02/14/2014

Evidence of Completion

Agendas, Sign In Sheets, PD Artifacts, Completed Grouping Templates

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Increase opportunities for the students to engage in collaborative strategies and conversations during Instruction.

G2.B1 Lack of pedagogical content knowledge.

G2.B1.S1 Develop, execute and monitor the use of an Instructional Framework, focusing on appropriate pacing, and the use of collaborative strategies for student engagement.

Action Step 1

Conduct classroom observations and walkthroughs with a focus on the implementation of the Instructional Framework and collaborative strategies.

Person or Persons Responsible

Curriculum Coaches, Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Coaching Logs, Note Taking/Note Making Tools, Walkthrough Logs

Action Step 2

Provide Professional Development in the use of the Instructional Framework.

Person or Persons Responsible

Curriculum Coaches, Education Transformation Office CSS

Target Dates or Schedule

October 7, 2013

Evidence of Completion

Lesson Plans, Sign In Sheets, Agendas

Facilitator:

Curriculum Coaches

Participants:

Classroom Teachers

Action Step 3

Develop an Instructional Framework for Reading, Math, and Science

Person or Persons Responsible

Curriculum Coaches, Education Transformation Office Curriculum Support Specialists

Target Dates or Schedule

September 30, 2013

Evidence of Completion

The instructional framework document

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

Administrators will conduct weekly Leadership Meetings in order to ascertain the status of implementation.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas, Sign In Sheets, Meeting Minutes, Coaching Logs

Plan to Monitor Effectiveness of G2.B1.S1

Student Generated Work, Lesson Plans, Anchor Charts, Journals, Coaching Logs

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

October 24, 2013

Evidence of Completion

Actual Observations of Collaborative Strategies (student dialogue, engagement)

G3. Increase the learning opportunities for students to engage in analytic writing activities, as well as in writing as a process, through the use of Interactive Journals.

G3.B1 Lack of pedagogical content knowledge in the area of Writing and the use of Writing across the curriculum.

G3.B1.S1 Provide instruction of the various modes of writing throughout the entire writing process.

Action Step 1

Plan for and implement an instructional framework that will allow students to develop prompts from planning to publishing.

Person or Persons Responsible

Curriculum Coaches, Teachers, Administrators

Target Dates or Schedule

September 23, 2013

Evidence of Completion

Planning Agendas Planning sign-in sheets Lesson Plans created during planning Walkthrough documentation

Action Step 2

Conduct coaching cycles to model all components of the writing process ensuring that the process is aligned and evident throughout the entire lesson.

Person or Persons Responsible

Curriculum Coaches, Education Transformation Office CSS

Target Dates or Schedule

September 23, 2013

Evidence of Completion

Coaching calendar Coaching log Debriefing notes

Facilitator:

Curriculum Coaches

Participants:

Classroom Teachers

Action Step 3

Conduct classroom walkthroughs to monitor the implementation of the writing process within student journals.

Person or Persons Responsible

Curriculum Coaches, Education Transformation Office Curriculum Support Specialists, Administrators

Target Dates or Schedule

October 22, 2013

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document

Action Step 4

Plan for and implement an instructional framework that will allow students to develop prompts from planning to publishing.

Person or Persons Responsible

Reading Coach, ETO CSS

Target Dates or Schedule

02/14/2014

Evidence of Completion

Planning Agendas, instructional framework and lesson plans

Action Step 5

Conduct coaching cycles to model all components of the writing process ensuring that the process is aligned and evident throughout the entire lesson.

Person or Persons Responsible

Reading Coach, ETO CSS

Target Dates or Schedule

02/14/2014

Evidence of Completion

Coaching Logs and Calendar

Action Step 6

Conduct Coaching cycles and model the implementation of the Gradual Release Model within the writing instructional block.

Person or Persons Responsible

Reading Coach, ETO CSS

Target Dates or Schedule

02/14/2014

Evidence of Completion

Coaching Logs and Calendar

Action Step 7

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

Person or Persons Responsible

Reading Coach, ETO CSS

Target Dates or Schedule

02/14/2014

Evidence of Completion

Student journals and lesson plans

Action Step 8

Model the writing process using student writing pieces, mentor text, and teacher-generated writing pieces.

Person or Persons Responsible

Reading Coach, ETO CSS

Target Dates or Schedule

02/14/2014

Evidence of Completion

Coaching Logs and Calendar

Action Step 9

Identify mini-lesson focus for whole group instruction based on monthly assessment data.

Person or Persons Responsible

Reading Coach, ETO CSS

Target Dates or Schedule

02/14/2014

Evidence of Completion

Lesson Plans for mini-lessons, Monthly OPM data and student journals

Action Step 10

Conduct classroom walkthroughs to monitor the implementation of the writing process within student journals.

Person or Persons Responsible

ETO IS, Assistant Principal and Principal

Target Dates or Schedule

02/14/2014

Evidence of Completion

Administrative feedback and reflection on coaching logs, ETO feedback and reflection on support document

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

Administrators will conduct weekly Leadership Meetings in order to ascertain the status of implementation.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas, Sign In Sheets, Meeting Minutes, Coaching Logs

Plan to Monitor Effectiveness of G3.B1.S1

Student Generated Work, Lesson Plans, Anchor Charts, Journals, Coaching Logs

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

October 24, 2013

Evidence of Completion

Actual Observations of Collaborative Strategies (student dialogue, engagement)

G4. Science Teachers will implement effective teaching instruction aligned to the NGSSS and inclusive of an instructional framework that includes hands on activities reflective of the Scientific Process.

G4.B1 Teachers lack content and pedagogical knowledge in the area of Science.

G4.B1.S1 Utilize the Next Generation Sunshine State Standards/Common Core Standards when planning and delivering lessons.

Action Step 1

Conduct classroom walkthroughs to monitor lesson plans and delivery of the lesson.

Person or Persons Responsible

Teachers, Administrators, ETO CSS, Science Coach

Target Dates or Schedule

10/08/13

Evidence of Completion

Teachers adhering to their science instructional block. Complete lesson plans. Explicit/rigorous instruction throughout the instructional block.

Action Step 2

Provide direct support utilizing the coaching cycle on various instructional and collaborative strategies.

Person or Persons Responsible

Teachers, Administrators, ETO CSS, Science Coach

Target Dates or Schedule

10/08/13

Evidence of Completion

Provide professional development with unwrapping the benchmark and lesson planning. Facilitate collaborative planning

Action Step 3

Conduct professional development on the collaborative planning process.

Person or Persons Responsible

Teachers, Science Coach, ETO CSS, Administrators

Target Dates or Schedule

10/08/13

Evidence of Completion

Agenda/ Sign-in sheet. Utilize consistent collaborative planning to create explicit gradual release lesson plans. Utilize agenda's, follow-ups, and walk-throughs to ensure lessons are being implemented and delivered effectively.

Action Step 4

During planning, collaborate on developing activities for students to make connections to the benchmark- aligned.

Person or Persons Responsible

Teachers, Administrators, ETO CSS, Science Coach

Target Dates or Schedule

10/08/13

Evidence of Completion

Students complete the entire Essential Lab. Teachers plan and prepare for upcoming Science lessons by reviewing the content (front-load) prior to each lesson. Conduct all essential lab activities in accordance to the pacing guide in grades K-5th utilizing the essential lab checklist. Increase time spent on drawing conclusions after each lab to ensure the students are connecting the investigation to the science content utilizing appropriate writing strategies. Allow students the opportunity to answer the FCAT-like questions before & after each Essential Lab utilizing appropriate reading strategies.

Action Step 5

Facilitate collaborative planning sessions with Science CSS and the instructional coach to produce lessons that are aligned to the pacing guide and NGSSS.

Person or Persons Responsible

Teachers, Administrators, ETO CSS, Science Coach

Target Dates or Schedule

02/14/2014

Evidence of Completion

Planning Agendas, Pacing Guides, Scope and Sequence, Item Specifications

Action Step 6

During planning, collaborate on developing activities that will compliment the interactive journal (essential labs, informational text, graphic organizers, writing).

Person or Persons Responsible

Teachers, Administrators, ETO CSS, Science Coach

Target Dates or Schedule

02/14/2014

Evidence of Completion

Focused lesson plans, aligned activites, a variety of student work in the interactive journals

Action Step 7

Provide direct support utilizing the coaching cycle during science instruction and collaborative planning sessions.

Person or Persons Responsible

Teachers, Administrators, ETO CSS, Science Coach

Target Dates or Schedule

02/14/2014

Evidence of Completion

Reflections in the coaching log, coaching cycle documentation

Action Step 8

Conduct follow-up support to provide feedback and monitor lesson planning and delivery.

Person or Persons Responsible

Teachers, Administrators, ETO CSS, Science Coach

Target Dates or Schedule

02/14/2014

Evidence of Completion

Feedback in student journals

Action Step 9

Identify appropriate informational text during collaborative planning.

Person or Persons Responsible

Teachers, Administrators, ETO CSS, Science Coach

Target Dates or Schedule

02/14/2014

Evidence of Completion

Common Planning Agenda, Lesson Plans

Action Step 10

Provide a mini Professional Development to identify appropriate reading strategies to implement during science instruction.

Person or Persons Responsible

Teachers, Administrators, ETO CSS, Science Coach

Target Dates or Schedule

02/14/2014

Evidence of Completion

Agendas, Sign In Sheets, PD Artifacts

Action Step 11

Ensure reading strategies are used in the journals, bell ringers and assessments consistently.

Person or Persons Responsible

Teachers, Administrators, ETO CSS, Science Coach

Target Dates or Schedule

02/14/2014

Evidence of Completion

Student work samples (bell ringers, journals, assessments)

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

Review Coaching Logs, Lesson Plans, and Student Journals for evidence of implementation.

Person or Persons Responsible

Administrators, Science Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Coaching Logs, Student Generated Work

Plan to Monitor Effectiveness of G4.B1.S1

Review Student Journals for evidence of the Gradual Release of Responsibility and the implementation of Essential Labs.

Person or Persons Responsible

Administrators, Science Coach

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student Generated Work, Lab Reports

G5. Reading Teachers will implement effective teaching instruction that is aligned to NGSS and CCSS, follows a structured Instructional Framework, and is modified according to student academic needs or instructional levels.

G5.B1 Teachers lack pedagogical and content knowledge in the area of Reading Instruction.

G5.B1.S1 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

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

Person or Persons Responsible

Administrators, Reading Teachers, Reading Coach, ETO CSS

Target Dates or Schedule

02/14/2014

Evidence of Completion

Sign-In Sheets, Agendas, Classroom Walkthrough Logs, Lesson Plans

Action Step 2

Implement and monitor Instructional Routines that include: setting the purpose of instruction following the model of explicit instruction demonstrating gradual release incorporating closure of the lesson

Person or Persons Responsible

Administrators, Reading Teachers, Reading Coach, ETO CSS

Target Dates or Schedule

02/14/2014

Evidence of Completion

Sign-In Sheets, Agendas, Classroom Walkthrough Logs, Lesson Plans

Action Step 3

Conduct coaching cycles and model instructional routines using the McGraw-Hill Reading Series.

Person or Persons Responsible

Administrators, Reading Teachers, Reading Coach, ETO CSS

Target Dates or Schedule

02/14/2014

Evidence of Completion

Coaching Logs and Calendars

Action Step 4

Develop and implement lessons that incorporate all components of the Gradual Release Model within the instructional framework.

Person or Persons Responsible

Administrators, Reading Teachers, Reading Coach, ETO CSS

Target Dates or Schedule

02/14/2014

Evidence of Completion

Classroom Walkthrough Logs, Lesson Plans

Action Step 5

Utilize relevant and current data to create flexible student groups using a grouping template.

Person or Persons Responsible

Administrators, Reading Teachers, Reading Coach, ETO CSS

Target Dates or Schedule

02/14/2014

Evidence of Completion

Data binder and grouping templates

Action Step 6

Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students' specific needs.

Person or Persons Responsible

Administrators, Reading Teachers, Reading Coach, ETO CSS

Target Dates or Schedule

02/14/2014

Evidence of Completion

DI Lesson Plans

Action Step 7

Conduct coaching cycles and model the implementation of small group instruction aligned to data.

Person or Persons Responsible

Administrators, Reading Teachers, Reading Coach, ETO CSS

Target Dates or Schedule

02/14/2014

Evidence of Completion

Coaching Logs, Coaching Calendar

Action Step 8

Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional resources and data to meet student needs.

Person or Persons Responsible

Administrators, Reading Coach, ETO CSS

Target Dates or Schedule

02/14/2014

Evidence of Completion

Classroom Walkthrough Logs

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

Conduct formal and informal Classroom Walkthroughs and review Teacher Lesson Plans and Student Data

Person or Persons Responsible

Administrators

Target Dates or Schedule

October 2, 2013

Evidence of Completion

Teacher Lesson Plans, Classroom Walkthrough Logs, Coaching Logs, Coaching Calendar, Data Binders

Plan to Monitor Effectiveness of G5.B1.S1

Conduct formal and informal Classroom Walkthroughs, while reviewing Teacher Lesson Plans and their alignment to the current student data.

Person or Persons Responsible

Administrators

Target Dates or Schedule

October 2, 2013

Evidence of Completion

Teacher Lesson Plans, Classroom Walkthroughs, Student Data

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

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); 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

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out 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 endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless..
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Our school counselor will serve as the school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- 4) The school participates in the Fresh Fruit and Vegetable Program which provides the students with fresh fruit/vegetable snacks three times per week.

Head Start

Head Start programs provide a learning environment that supports children's growth in the following domains:

- language and literacy;
- cognition and general knowledge;
- physical development and health;
- social and emotional development;
- approaches to learning.

Through the Head Start program, the school has begun to recruit students from the community in the hopes that they will transition into the K-5 program. The school currently serves students between the ages of three and four.

Other

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

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G2. Increase opportunities for the students to engage in collaborative strategies and conversations during Instruction.

G2.B1 Lack of pedagogical content knowledge.

G2.B1.S1 Develop, execute and monitor the use of an Instructional Framework, focusing on appropriate pacing, and the use of collaborative strategies for student engagement.

PD Opportunity 1

Provide Professional Development in the use of the Instructional Framework.

Facilitator

Curriculum Coaches

Participants

Classroom Teachers

Target Dates or Schedule

October 7, 2013

Evidence of Completion

Lesson Plans, Sign In Sheets, Agendas

G3. Increase the learning opportunities for students to engage in analytic writing activities, as well as in writing as a process, through the use of Interactive Journals.

G3.B1 Lack of pedagogical content knowledge in the area of Writing and the use of Writing across the curriculum.

G3.B1.S1 Provide instruction of the various modes of writing throughout the entire writing process.

PD Opportunity 1

Conduct coaching cycles to model all components of the writing process ensuring that the process is aligned and evident throughout the entire lesson.

Facilitator

Curriculum Coaches

Participants

Classroom Teachers

Target Dates or Schedule

September 23, 2013

Evidence of Completion

Coaching calendar Coaching log Debriefing notes

Appendix 2: Budget to Support School Improvement Goals