



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Irving & Beatrice Peskoe K 8 Center

301 WESTWARD DR

Miami Springs, FL 33166

305-242-8340

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

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## School Demographics

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**School Type**  
Combination School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
92%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
95%

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## School Grades History

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**2013-14**  
B

**2012-13**  
B

**2011-12**  
A

**2010-11**  
D

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## SIP Authority and Template

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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

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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

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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

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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

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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

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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

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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 |
|-------------|--------|-----|
| Not in DA   | N/A    | N/A |

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Irving & Beatrice Peskoe K 8 Center

##### Principal

Madelyn Sierra Hernandez

##### School Advisory Council chair

Jennifer Brooks

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

| Name                  | Title               |
|-----------------------|---------------------|
| Marie Bleus           | Assistant Principal |
| Rochelle Bethel       | Reading Coach       |
| Judith Rose-Singh     | Reading Coach       |
| Adrian Lewis          | Mathematics Coach   |
| Kerstin Milner-Stubbs | Science Coach       |

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

Include each position title and the number of people in that position: principal - 1, UTD steward – 1, teachers – 6, parents – 6, educational support - 2, student – 2, BCR – 3

#### Involvement of the SAC in the development of the SIP

SAC members contributed pertinent information, created the schedule of activities for the upcoming school year, and reviewed the section relation to School Advisory Council. Further, through the problem solving approach, input was provided that influenced the decision-making into the upcoming year's school improvement plan. Once the current plan is written, the School Advisory Council will review it, offer their input or be provided clarification where necessary.

#### Activities of the SAC for the upcoming school year

The SAC will meet monthly to be informed of current practices. From data presented, the council provides input or feedback in a reflective manner to support the current school improvement plan. Therefore, the SAC communicates with constituents to collect data opinions for decision-making, makes decisions that benefit all students, and creates a plan to designate funds for small priced items, such as food related to student incentives.

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

The projected use of the school improvement funds are to assist with the purchases of instructional supplies, library books and workbooks. Utilizing the FTE funds of \$3,500.00, the following amount will be allocated for each project:

Instructional supplies \$1,500.00

Library books \$800.00

Workbooks \$1,200.00

**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**

NA

**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:**

**Madelyn Sierra Hernandez**

Principal

Years as Administrator: 12

Years at Current School: 1

**Credentials**

Elem. Ed., Ed. Leadership

**Performance Record**

2013 – School Grade - B  
 Rdg. Proficiency, 46%  
 Math Proficiency, 48%  
 Rdg. Lrg. Gains, 62%  
 Math Lrg. Gains, 61%  
 Rdg. Imp. of Lowest 25 Per, 63%  
 Math Imp. of Lowest 25 Per, 60%  
 Rdg. AMO , 47%  
 Math AMO, 32%

2012 – School Grade – A  
 Rdg. Proficiency, 72%  
 Math Proficiency, 62%  
 Rdg. Lrg. Gains, 66 points  
 Math Lrg. Gains, 54 points  
 Rdg. Imp. of Lowest 25% - 68 points  
 Math Imp. of Lowest 25% - 63 points  
 Rdg. AYP – No  
 Math AYP – No

2011 – School Grade – B  
 Rdg. Proficiency, 81%  
 Math Proficiency, 77%  
 Rdg. Lrg. Gains, 70 points  
 Math Lrg. Gains, 62 points  
 Rdg. Imp. of Lowest 25% - 55 points  
 Math Imp. of Lowest 25%-61 points  
 Rdg. AYP – No  
 Math AYP – No

2010 – School Grade – A  
 Rdg. Proficiency, 74%  
 Math Proficiency, 77%  
 Rdg. Lrg. Gains, 72 points  
 Math Lrg. Gains, 77 points  
 Rdg. Imp. of Lowest 25% - 61 points  
 Math Imp. of Lowest 25%-69 points  
 Rdg. AYP – No  
 Math AYP – No

2009 – School Grade – B  
 Rdg. Proficiency, 66%  
 Math Proficiency, 71%  
 Rdg. Lrg. Gains, 63 points  
 Math Lrg. Gains, 65 points  
 Rdg. Imp. of Lowest 25% - 61 points  
 Math Imp. of Lowest 25%-75 points  
 Rdg. AYP – No  
 Math AYP – No



**Marie Bleus**

Asst Principal

Years as Administrator: 8

Years at Current School: 5

**Credentials**

Elementary Ed., Ed. Leadership

**Performance Record**

2013 – School Grade - B

Rdg. Proficiency, 46%

Math Proficiency, 48%

Rdg. Lrg. Gains, 62%

Math Lrg. Gains, 61%

Rdg. Imp. of Lowest 25 Per, 63%

Math Imp. of Lowest 25 Per, 60%

Rdg. AMO , 47%

Math AMO, 32%

2012 – School Grade – A

Rdg. Proficiency, 46%

Math Proficiency, 46%

Rdg. Lrg. Gains, 72 points

Math Lrg. Gains, 87 points

Rdg. Imp. of Lowest 25% - 72 points

Math Imp. of Lowest 25%-90 points

Rdg. AMO – Yes

Math AMO – Yes

2011 – School Grade – D

Rdg. Proficiency, 61%

Math Proficiency, 47%

Rdg. Lrg. Gains, 61 points

Math Lrg. Gains, 25 points

Rdg. Imp. of Lowest 25% - 65 points

Math Imp. of Lowest 25% - 25 points

Rdg. AYP – No

Math AYP – No

2010 – School Grade – A

Rdg. Proficiency, 67%

Math Proficiency, 74%

Rdg. Lrg. Gains, 67 points

Math Lrg. Gains, 59 points

Rdg. Imp. of Lowest 25% - 72 points

Math Imp. of Lowest 25%-65 points

Rdg. AYP – No

Math AYP – No

2009 – School Grade – A

Rdg. Proficiency, 49%

Math Proficiency, 55%

Rdg. Lrg. Gains, 59 points

Math Lrg. Gains, 55 points

Rdg. Imp. of Lowest 25% - 46 points

Math Imp. of Lowest 25%-45 points

Rdg. AYP – No

Math AYP – No

Asst Principal

Years as Administrator:

Years at Current School:

**Credentials**

**Performance Record**

**Instructional Coaches**

**# of instructional coaches**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

| <b>Rochelle Bethel</b>    |   |                             |
|---------------------------|---|-----------------------------|
| Full-time / School-based  | Years as Coach: 13  | Years at Current School: 20 |
| <b>Areas</b>              | Reading/Literacy  |                             |
| <b>Credentials</b>        | Degrees:<br>BS in Elementary Ed.<br>MS in Exceptional Student Education Specialist in Reading<br>Certifications:<br>Elementary Education<br>Exceptional Student Education<br>ESOL Endorsement<br>Reading  |                             |
| <b>Performance Record</b> | 2013 – School Grade - B<br>Rdg. Proficiency, 46%<br>Math Proficiency, 48%<br>Rdg. Lrg. Gains, 62%<br>Math Lrg. Gains, 61%<br>Rdg. Imp. of Lowest 25 Per, 63%<br>Math Imp. of Lowest 25 Per, 60%<br>Rdg. AMO , 47%<br>Math AMO, 32%<br>2012 – School Grade – A<br>Rdg. Proficiency, 46%<br>Rdg. Lrg. Gains, 72 points<br>Rdg. Imp. of Lowest 25% - 72 points<br>Rdg. AMO – Yes<br>2011 – School Grade – D<br>Rdg. Proficiency, 61%<br>Rdg. Lrg. Gains, 61 points<br>Rdg. Imp. of Lowest 25% - 65 points<br>Rdg. AYP – No<br>2010 – School Grade – A<br>Rdg. Proficiency, 67%<br>Rdg. Lrg. Gains, 67 points<br>Rdg. Imp. of Lowest 25% - 72 points<br>Rdg. AYP – No<br>2009 – School Grade – A<br>Rdg. Proficiency, 49%<br>Rdg. Lrg. Gains, 59 points<br>Rdg. Imp. of Lowest 25% - 46 points<br>Rdg. AYP – No |                             |

| <b>Judith Rose-Singh</b>  |   |                             |
|---------------------------|---|-----------------------------|
| Full-time / School-based  | Years as Coach: 7   | Years at Current School: 12 |
| <b>Areas</b>              | Reading/Literacy  |                             |
| <b>Credentials</b>        | B.Ed. Administration & Elementary<br>MS. Ed. Elementary Ed.<br>Ed. S. Mathematics Education<br>K-6 Elementary Ed<br>ESOL K-12 - Endorsed<br>Reading K-12 - Endorsed<br>Educational Leadership - K-12  |                             |
| <b>Performance Record</b> | 2013 – School Grade - C<br>Rdg. Proficiency, 42%<br>Rdg. Lrg. Gains, 72%<br>Rdg. Imp. of Lowest 25 Per, 77%<br>Rdg. AMO , 37%<br>2012 – School Grade – C<br>Rdg. Proficiency, 35%<br>Rdg. Lrg. Gains, 69 points<br>Rdg. Imp. of Lowest 25% - 73 points<br>Rdg. AMO – Progress<br>2011 – School Grade – A<br>Rdg. Proficiency, 29%<br>Rdg. Lrg. Gains, 45 points<br>Rdg. Imp. of Lowest 25% - 49 points<br>Rdg. AYP – No<br>2010 – N/A |                             |

| Part-time / District-based | Years as Coach: | Years at Current School: |
|----------------------------|-----------------|--------------------------|
| <b>Areas</b>               | Mathematics     |                          |
| <b>Credentials</b>         |                 |                          |
| <b>Performance Record</b>  |                 |                          |

**Adrian Lewis**

Full-time / School-based

Years as Coach: 1

Years at Current School: 1

**Areas**

Science

**Credentials**

Degrees:

BS in Psychology

Certifications:

Elementary Education

**Performance Record**

2012 – School Grade – C

Rdg. Proficiency, 59%

Math Proficiency, 62%

Rdg. Lrg. Gains, 59 points

Math Lrg. Gains, 50 points

Rdg. Imp. of Lowest 25% - 67 points

Math Imp. of Lowest 25% - 50 points

Rdg. AYP – No

Math AYP – No

2011 – School Grade – C

Rdg. Proficiency, 72%

Math Proficiency, 62%

Rdg. Lrg. Gains, 66 points

Math Lrg. Gains, 54 points

Rdg. Imp. of Lowest 25% - 68 points

Math Imp. of Lowest 25%-63 points

Rdg. AYP – No

Math AYP – No

2010 – School Grade – B

Rdg. Proficiency, 65%

Math Proficiency, 63%

Rdg. Lrg. Gains, 62 points

Math Lrg. Gains, 59 points

Rdg. Imp. of Lowest 25% - 54 points

Math Imp. of Lowest 25%-67 points

Rdg. AYP – No

Math AYP – No

2009 – School Grade – B

Rdg. Proficiency, 77%

Math Proficiency, 65%

Rdg. Lrg. Gains, 68 points

Math Lrg. Gains, 58 points

Rdg. Imp. of Lowest 25% - 63 points

Math Imp. of Lowest 25%-65 points

Rdg. AYP – No

Math AYP – No

| <b>Kerstin Milner-Stubbs</b> |  |                            |
|------------------------------|--|----------------------------|
| Full-time / School-based     | Years as Coach: 2  | Years at Current School: 7 |
| <b>Areas</b>                 | [none selected]  |                            |
| <b>Credentials</b>           | Degrees:<br>Masters in Elementary Ed.<br>Certifications:<br>Elementary Education<br>ESOL Endorsement   |                            |
| <b>Performance Record</b>    | 2013 – School Grade - B<br>Science. Proficiency, 37%<br>2012 – School Grade – A<br>Science. Proficiency, 36%<br>2011 – School Grade – D<br>Science. Proficiency, 29% |                            |

**Classroom Teachers**

|   |          |
|---|----------|
| <b># of classroom teachers</b>                | 52       |
| <b># receiving effective rating or higher</b> | 25, 48%  |
| <b># Highly Qualified Teachers</b>            | 75%      |
| <b># certified in-field</b>                   | 58, 112% |
| <b># ESOL endorsed</b>                        | 33, 63%  |
| <b># reading endorsed</b>                     | 6, 12%   |
| <b># with advanced degrees</b>                | 24, 46%  |
| <b># National Board Certified</b>             | 0, 0%    |
| <b># first-year teachers</b>                  | 1, 2%    |
| <b># with 1-5 years of experience</b>         | 10, 19%  |
| <b># with 6-14 years of experience</b>        | 26, 50%  |

**# with 15 or more years of experience**

20, 38%

**Education Paraprofessionals****# of paraprofessionals**

7

**# Highly Qualified**

7, 100%

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

3

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

Irving and Beatrice Peskoe K-8 Center has an active Beginning Teacher Program in place to provide new teachers and teachers new to the building with the assistance, administrative support, collaborative decision-making, and conducive teaching and learning conditions. This includes monthly meetings with the Curriculum Leadership Team and grade level meetings. These levels of support are available consistently. Ms. Jennifer Brooks is assigned to the new beginning teacher.

**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**

All new teachers are provided with mentors to assist them as they begin their career. All new teachers are provided with professional learning opportunities through professional development and ongoing planning and curriculum support at the school site and through the district's MINT program - Mentoring and Induction for New Teachers. Ms. Jennifer Brooks has multiple years of teaching experience and relevant teaching background and is the Kindergarten Chairperson. Therefore, Ms. Kristina Hamaty, the new kindergarten teacher is paired with Ms. Brooks for guidance and support.

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

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

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

The MTSS Leadership Team at Irving and Beatrice Peskoe K-8 uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus of the CORE instruction.
  2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
  3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
  4. Respond when grades, subject areas, classes, or individual students have not shown a positive response?  
(MTSS problem solving process and monitoring progress of instruction)
  5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
  6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
  7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
- For students not responding to the Tier 2 or Tier 3 interventions, problem solving sessions are scheduled with the teacher and the Student-Based Leadership/Intervention Team. Current response to intervention are reviewed and a new action plan is created for implementation or the team may recommend moving forward with an in-depth evaluation.

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

#### Function and Responsibility:

The principal provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS/Rtl, conducts assessment of MTSS/Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities.

The Assistant Principal assists in the implementation of the Principal's vision to use data-based decision making; ensures that the school-based team is implementing MTSS/Rtl, conducts assessment of MTSS/Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities.

Principal, Assistant Principal, Reading Coaches, Science Coach, Math Coach, Writing Facilitator, Gifted Teacher, Student Service Personnel, School Psychologist, and Speech and Language Pathologist provide information about core instruction; participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff members to implement Tier 2 intervention, and integrate Tier 1 materials/intervention with Tier 2/3 activities.

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

Monthly data chats are conducted with the administrative team and teachers to analyze student performance and ensure adequate student progress.

### **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**

1. Data are used to guide instructional decisions for all teachers to:
  - adjust the delivery of curriculum and instruction to meet the specific needs of students
  - adjust the delivery of behavior management system



- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data sources include:

Academic

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- CELLA
- Student grades
- School site specific assessments

Behavioral

- 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
- Referrals to Special Education programs

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

Professional development will be provided through online training, during teacher common planning time and small sessions throughout the year. The MTSS/RtI team will provide additional staff PD as needed. In-house parent meetings will be conducted throughout the year as necessary to keep the parents abreast of ongoing progress.

### **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:** 120

Utilizing the Florida Continuous Improvement Model (FCIM) the following research-based strategies have been implemented:

- SECME
- Title III
- After-School Tutoring
- Push-In
- Pull-Out
- Voyager
- Wonder Works
- Reading Plus
- Journeys
- Science Enrichment (Savvy Scientist)
- \* Professional Development
- SuccessMaker
- Accelerated Reader
- Professional Learning Communities (PLC)

**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?**

Data are collected on an ongoing basis (i.e., Baseline, Interims, Teacher-Developed Assessments, FAIR, CELLA, Progress Monitoring Benchmarks, etc.). Data chats, grade level meetings, and cross-curricular planning (middle school) are used to determine and validate student placement and progress. Persons responsible are administration, leadership team, and teachers.

**Who is responsible for monitoring implementation of this strategy?**

Madelyn Sierra-Hernandez (Principal), Marie Bleus (Assistant Principal), Rochelle Bethel (Elementary and Secondary Reading Coaches), Mayra Mora (ESOL Chairperson), Agnes Blalock (Media Specialist), Elissa Guillen (Writing Teacher), Sonia Ambrose (Student Services/Counselor)

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

| <b>Name</b>              | <b>Title</b>        |
|--------------------------|---------------------|
| Madelyn Sierra-Hernandez | Principal           |
| Marie Bleus              | Assistant Principal |
| Rochelle Bethel          | Reading Coach       |
| Kerstin Milner-Stubbs    | Science Coach       |
| Adrian Lewis             | Mathematics Coach   |

| Name              | Title         |
|-------------------|---------------|
| Judith Rose-Singh | Reading Coach |

### How the school-based LLT functions

The Literacy Leadership Team (LLT) will cultivate the vision for increased school-wide literacy across all content areas by actively participating in all Reading Leadership Team meetings and activities. The LLT will allocate and commit resources to build staff support, internal capacity and sustainability over time. The reading coach will work with the Leadership Team to guarantee fidelity of the implementation of the K-12 CRRP.

The principal will ensure that the reading coach uses the online coach's log, ETO Coaching Log and calendar on the Progress Monitoring Reporting Network (PMRN) analyzing the biweekly entries in the PMRN and monitoring the time spent on specific activities to ensure alignment to the K-12 CRRP.

The LLT will monitor implementation of the K-12 CRRP through a variety of methods including weekly classroom walkthroughs, monthly grade/departmental meetings, and reading leadership team meetings. In addition, student performance data in reading will be reviewed regularly during Data Team meetings. The Principal Reading Walkthrough Guidelines from the Just Read, Florida! office provide principals with a tool to effectively structure classroom visits in order to observe effective reading instruction. The indicators focus on the learning environment and include instructional strategies essential for reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The LLT will conference with all teachers individually to review the indicators observed during classroom visitations of the lesson plans and delivery of instruction. At these meetings, the principal, LLT and teacher will analyze the students' data to determine strength and weaknesses. The teacher will be encouraged to incorporate any area in need to the Individual Professional Development Plan (IPDP).

The LLT will create a reading goal, specific objectives and action steps in their School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of AYP. By participating in the analysis of student data and interpreting various reports that drive instructional implications across the curriculum, the LLT will serve as literacy leaders.

### Major initiatives of the LLT

The principal, the reading coaches and the LLT will consider student assessment data, classroom observational data, and the professional development listed on the teachers' IPDP form, and School Improvement Plan, when planning professional development for the school. The principal and reading coaches will meet regularly to collaborate about the needs of teachers and students. During these meetings the reading coaches will advise the principal regarding professional development planned based on follow up visits from classroom observations. The principal will also update the reading coaches about district and state reading requirements that could impact reading instruction at the school. Additionally, the principal and the reading coaches will collaborate with Region and District reading support staff to deliver targeted professional development needed at the school.

The principal will monitor collection and utilization of assessment data, including progress monitoring data (FAIR Assessments), District interim assessment data, observational data, and in-program assessment data. Progress monitoring and interim data will be collected a minimum of three times per year. Observational data is collected via principal classroom walkthroughs. In-program assessments will be administered as the program dictates (weekly or monthly). This data will be used to determine intervention and support needs of students by:

- participating in the Data Analysis Team meetings after each FAIR assessment period;
- analyzing the progress monitoring data with reading coaches;
- directing the reading coaches to meet with grade level/departments to review their progress monitoring (FAIR) data
- Ensuring that the reading coaches use the data to differentiate teachers support as evidenced by the coach's log, daily/weekly schedule, classroom visitations.
- monitoring the teacher's use of data driven instruction during classroom visits.

The principal will provide time for the media specialist to attend grade-level planning meetings so that collaborative planning between the media specialist and the classroom teachers can occur. Increasing collaborative planning and teaching between the classroom teacher and the media specialist will positively impact the media center for the purpose of instruction and checking out library materials. The principal will take an active role in promoting the library resources and services through faculty meetings, PTA meetings, and encouraging participation in school-wide media center reading promotion campaigns. Additionally, the principal and the media specialist will review circulation statistics provided through the Destiny Library Management System to identify circulation trends and set circulation goals.

## Every Teacher Contributes to Reading Instruction

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

All subject area teachers are provided with Professional Development on the following topics to ensure every teacher contributes to the reading improvement of every student: Literacy Across the Curriculum, Tier I and II Vocabulary, Writing Across the Curriculum, ESOL Strategies, Reading Plus, SuccessMaker, Achieve 3000, and Differentiated Instruction.

Across all disciplines, students are exposed to:

- \* Concept mapping with graphic organizers to elicit meaning of key concepts in text,
- \* CRISS strategies - Creating Independence through Student-owned Strategies,
- \* Opportunities to explore their thinking writing,
- \* A variety of QAR- Question-answer relationships that require them to use explicit and implicit information in the text,
- \* Real-world documents such as, how to articles, brochures, magazines, and websites enabling to identify and use text features to locate, interpret, and organize information, and
- \* variety of instructional strategies and activities that include responding to high order thinking questions and summarizing to interpret text.

## Preschool Transition

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

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

At Irving and Beatrice Peskoe K-8 Center we have two different Pre-Kindergarten programs of which one is designed to provide intensive speech and language support. Each unit has a teacher and a paraprofessional.. Mid year we have Pre-K articulation meetings designed to create a plan to assist the students with transition. The Pre-K transition from neighboring daycare centers and early childhood programs to the Kindergarten program takes place annually towards the end of the school year. Pre-K teachers and the receiving Kindergarten teachers are highly instrumental with this transition.

During the first forty-five days of school, Kindergarten students are screened using FLKRS, and FAIR assessments. Data from these assessments are used to determine the students' development and readiness for school as well as the effectiveness of the transition plan. Testing results indicate that most of the students that had the benefit of the Pre-K program are on grade level, whereas those that are below grade level did not attend a Pre-K program and arrive below grade level. Children scoring what is considered below level for their age are remediated to bring their academics up to what is considered on grade level. The teachers also work closely and collaborate with the kindergarten teachers to ensure vertical coherence.

## College and Career Readiness

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

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

NA

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

NA

**Strategies for improving student readiness for the public postsecondary level**

NA

## Expected Improvements

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%           | 46%           | No          | 52%           |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     | 36%           | 36%           | Yes         | 42%           |
| Hispanic                   | 50%           | 48%           | No          | 55%           |
| White                      | 58%           | 64%           | Yes         | 63%           |
| English language learners  | 44%           | 43%           | No          | 50%           |
| Students with disabilities | 28%           | 20%           | No          | 36%           |
| Economically disadvantaged | 47%           | 46%           | No          | 52%           |

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 97            | 27%           | 31%           |
| Students scoring at or above Achievement Level 4 | 60            | 17%           | 19%           |

#### Florida Alternate Assessment (FAA)

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

#### Learning Gains

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA)       |               | 62%           | 66%           |
| Students in lowest 25% making learning gains (FCAT 2.0) |               | 63%           | 67%           |

**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) | 116           | 57%           | 61%           |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)   | 57            | 28%           | 35%           |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)  | 48            | 23%           | 31%           |

**Postsecondary Readiness**

|   | 2012 Actual # | 2012 Actual %                              | 2014 Target % |
|---|---------------|--|---------------|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. |               | <i>[data excluded for privacy reasons]</i> |               |

**Area 2: Writing**

|   | 2013 Actual # | 2013 Actual %                              | 2014 Target % |
|---|---------------|--|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 47            | 60%  | 64%           |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4               |               | <i>[data excluded for privacy reasons]</i> | 0%            |

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

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 32%           | 48%           | Yes         | 39%           |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     | 29%           | 39%           | Yes         | 36%           |
| Hispanic                   | 33%           | 50%           | Yes         | 39%           |
| White                      | 42%           | 45%           | Yes         | 48%           |
| English language learners  | 34%           | 48%           | Yes         | 41%           |
| Students with disabilities | 23%           | 28%           | Yes         | 31%           |
| Economically disadvantaged | 31%           | 47%           | Yes         | 38%           |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 107           | 30%           | 34%           |
| Students scoring at or above Achievement Level 4 | 56            | 16%           | 18%           |

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains  |               | 61%           | 65%           |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) |               | 60%           | 64%           |

**Middle School Acceleration**

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Middle school participation in high school EOC and industry certifications | <i>[data excluded for privacy reasons]</i> |               | 0%            |
| Middle school performance on high school EOC and industry certifications   | <i>[data excluded for privacy reasons]</i> |               | 0%            |

**Algebra I End-of-Course (EOC) Assessment**

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Achievement Level 3          | <i>[data excluded for privacy reasons]</i> |               | 100%          |
| Students scoring at or above Achievement Level 4 | <i>[data excluded for privacy reasons]</i> |               | 100%          |

**Geometry End-of-Course (EOC) Assessment**

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Achievement Level 3          | <i>[data excluded for privacy reasons]</i> |               | 0%            |
| Students scoring at or above Achievement Level 4 | <i>[data excluded for privacy reasons]</i> |               | 0%            |



**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          | 24            | 25%           | 29%           |
| Students scoring at or above Achievement Level 4 | 10            | 11%           | 13%           |

**Florida Alternate Assessment (FAA)**

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

**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual #                       | 2013 Actual % | 2014 Target % |
|--|-------------------------------------|---------------|---------------|
| Students scoring at Achievement Level 3          | [data excluded for privacy reasons] |               |               |
| Students scoring at or above Achievement Level 4 | [data excluded for privacy reasons] |               |               |

**Florida Alternate Assessment (FAA)**

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

**Biology I End-of-Course (EOC) Assessment**

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

**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) | 3             |               | 5           |
| Participation in STEM-related experiences provided for students  | 3             | 100%          | 100%        |

**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  | 78            | 13%           | 10%           |
| Students retained, pursuant to s. 1008.25, F.S.   | 24            | 4%            | 3%            |
| Students who are not proficient in reading by third grade   | 28            | 31%           | 28%           |
| Students who receive two or more behavior referrals   | 45            | 7%            | 5%            |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 36            | 6%            | 4%            |

**Middle School Indicators**

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

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

N/A – Title I School (PIP Used.)

**Specific Parental Involvement Targets**

| Target                           | 2013 Actual # | 2013 Actual % | 2014 Target % |
|----------------------------------|---------------|---------------|---------------|
| N/A – Title I School (PIP Used.) |               |               |               |

**Area 10: Additional Targets**

**Additional targets for the school**

NA

**Specific Additional Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--------|---------------|---------------|---------------|
| NA     |               |               |               |

## Goals Summary

- G1.** Increase student achievement during instructional delivery through standards based planning in Professional Learning Communities - Lesson Study.
- G2.** We understand that student academic development is correlated to student attendance. In monitoring the early warning systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instruction.
- G3.** Students scoring at 3 or above on the 2014 FCAT 2.0 will increase by 6 percentage points to 52%.
- G4.** Students scoring at 3.5 or above on the 2014 FCAT 2.0 will increase by 4 percentage points to 64%.
- G5.** Students scoring at 3 or above on the 2014 FCAT 2.0 will increase by 3 percentage points to 39%.
- G6.** To engage students in STEM-related experiences to develop higher order thinking skills and the problem solving process.
- G7.** NA at this time
- G8.** To increase Parental Involvement by 3 percentage points as evidenced by logs and sign-in sheets.
- G9.** Students scoring at 3 or above on the 2014 FCAT 2.0 will increase by 3 percentage points to 39%.

## Goals Detail

**G1. Increase student achievement during instructional delivery through standards based planning in Professional Learning Communities - Lesson Study.**

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, 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
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- STEM
- STEM - All Levels
- STEM - High School

**Resources Available to Support the Goal**

- Writer's workshop training and resources, additional materials and supplies

**Targeted Barriers to Achieving the Goal**

- Lack of training and resources to include rigorous lesson planning, and or classroom common assessments.

**Plan to Monitor Progress Toward the Goal**

Effective PLC groups

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule:**

On-going

**Evidence of Completion:**

PLCs involved in Planning for Learning and Responding to Learning Cycles.

**G2.** We understand that student academic development is correlated to student attendance. In monitoring the early warning systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instruc

**Targets Supported**

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

**Resources Available to Support the Goal**

- Connect ED system and counselor contacts to Parents

**Targeted Barriers to Achieving the Goal**

- Many parents do not have current phone numbers or change their telephone numbers on an ongoing basis and do not inform the school. Many families have high transition and causes inconsistency and/or a break in the child's education. In addition, student absences, tardies, and early releases are ongoing.

**Plan to Monitor Progress Toward the Goal**

To increase student success.

**Person or Persons Responsible**

Counselor and Administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Increase in attendance and decrease in behavior incidents

**G3. Students scoring at 3 or above on the 2014 FCAT 2.0 will increase by 6 percentage points to 52%.**

**Targets Supported**

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

**Resources Available to Support the Goal**

- Resources will include providing monthly professional development sessions to target additional instructional strategies. In addition, intervention during art, music, and PE will be provided as pull-out remediation. After school tutorial will be provided two hours a week. The SECME program will target 20 students in KG-grade 5 and provided additional enrichment. Title I funds will be utilized for additional support personnel and the hourly after school tutoring.

**Targeted Barriers to Achieving the Goal**

- One of the barriers to attaining this goal is the students' lack of ability to utilize critical thinking skills to analyze complex texts.
- Students lack the ability to locate, interpret and organize information in literary non-fiction texts.
- Students lack participation in Differentiated Instruction (DI) and Intervention programs.
- The students are deficient in language acquisition skills. Parent involvement and insufficient home support are some of the barriers to many of our students achieving proficiency in the Listening and Speaking, Reading, and the Writing portions of the CELLA.

**Plan to Monitor Progress Toward the Goal**

Progress made toward goal evidenced by DATA.

**Person or Persons Responsible**

Teachers, Coaches, Administrators

**Target Dates or Schedule:**

Daily, Monthly, Quarterly

**Evidence of Completion:**

Benchmark assessments, District Assessment Data, student work folders, school site formative mini assessments will serve as measures of effectiveness and progress. Instruction will be adjusted as needed.

**G4. Students scoring at 3.5 or above on the 2014 FCAT 2.0 will increase by 4 percentage points to 64%.**

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Resources will include providing monthly professional development sessions to target additional instructional strategies. In addition, push-in assistance will be provided to the Writing Teachers. Title I funds will be utilized for additional support personnel .

**Targeted Barriers to Achieving the Goal**

- Focus and grammar were the areas of deficiency as noted on the 2013 administration of FCAT Writing test. Students need guidance in applying elaboration and detail into their writing.

## Plan to Monitor Progress Toward the Goal

Administer monthly writing prompts and monitor students' progress; adjust remedial strategies as needed. ? Student scores on monthly writing assessments and District pre- and mid-year writing assessments and 2014 FCAT Writing will serve as indicators of progress.

### Person or Persons Responsible

Coaches and Administration

### Target Dates or Schedule:

Daily, Monthly, Administration

### Evidence of Completion:

Continued growth on assessments given

**G5.** Students scoring at 3 or above on the 2014 FCAT 2.0 will increase by 3 percentage points to 39%.

### Targets Supported

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

### Resources Available to Support the Goal

- Resources will include providing quarterly professional development sessions to target additional instructional strategies. In addition, the SECME program will target 20 students in KG-grade 5 and provided additional enrichment.

### Targeted Barriers to Achieving the Goal

- The area of deficiency according to four years of trend data has been Nature of Science. Students lack prior knowledge.
- Students lack higher order thinking skills which hinders their ability to master science concepts and utilize inquiry-based learning.

## Plan to Monitor Progress Toward the Goal

Formative Assessment: School site assessments and Interim Assessments ? Summative Assessment; 2014 FCAT

### Person or Persons Responsible

Coaches and Administrators

### Target Dates or Schedule:

Daily, Monthly, and Quarterly

### Evidence of Completion:

Increase in DATA as a result of assessments.



**G6.** To engage students in STEM-related experiences to develop higher order thinking skills and the problem solving process.

**Targets Supported**

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

**Resources Available to Support the Goal**

- Resources will include providing monthly professional development sessions to target additional instructional strategies. The SECME program will target 20 students in grades K-5 and provide additional enrichment. Title 1 funds will be utilized for additional support personnel and the hourly after school tutoring.

**Targeted Barriers to Achieving the Goal**

- Students lack of higher order thinking skills hinder the ability to plan and carry out investigations, construct explanations, and design solutions.

**Plan to Monitor Progress Toward the Goal**

Data from the district interim assessments, monthly assessments, completed projects, and FCAT

**Person or Persons Responsible**

Teachers and Instructional Coaches

**Target Dates or Schedule:**

Duration of the academic school year

**Evidence of Completion:**

Data from the district interim assessments, monthly assessments, completed projects, and FCAT should indicate student proficiency.

**G7.** NA at this time

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

- NA

**Targeted Barriers to Achieving the Goal**

- NA

## Plan to Monitor Progress Toward the Goal

NA

### Person or Persons Responsible

NA

### Target Dates or Schedule:

NA

### Evidence of Completion:

NA

**G8.** To increase Parental Involvement by 3 percentage points as evidenced by logs and sign-in sheets.

### Targets Supported

- Parental Involvement

### Resources Available to Support the Goal

- We are currently a Title I school which receives funding from the Federal Government. With these funds, personnel and additional resources are purchased to supplement our academic programs.

### Targeted Barriers to Achieving the Goal

- Our school is currently 94% Title I. Many of our parents are working parents that cannot provide our students the assistance they need. In addition, we have a large ELL population and our students' parents do not have the language acquisition to provide additional assistance. The socio-economic status of many of our students' parents prevents them from having Internet at home, which also hinders the educational environment.

## Plan to Monitor Progress Toward the Goal

Parental involvement

### Person or Persons Responsible

Administrators

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Increase of parental involvement

**G9. Students scoring at 3 or above on the 2014 FCAT 2.0 will increase by 3 percentage points to 39%.**

### **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 Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

### **Resources Available to Support the Goal**

- Resources will include providing monthly professional development sessions to target additional instructional strategies. In addition, intervention during art, music, and PE will be provided as pull-out remediation. After school tutorial will be provided two hours a week. The SECME program will target 20 students in KG-grade 5 and provided additional enrichment. Title I funds will be utilized for additional support personnel and the hourly after school tutoring

### **Targeted Barriers to Achieving the Goal**

- The areas of deficiency according to the 2013 FCAT Mathematics scores for Level 3 are number operations and expressions due to limited applications to real world concepts and use of manipulative to grasp mathematical concepts.
- The areas of deficiency according to the 2013 FCAT Mathematics scores for Level 4 and above are geometry and measurement due to limited use of hand-on and inquiry-based activities.
- The area of deficiency for students making learning gains is the limited use of hands-on and inquiry based activities in the areas of geometry and measurement.
- Students in the lowest 25% making learning gains demonstrate deficiency due to the timeframe of our intervention program.

### **Plan to Monitor Progress Toward the Goal**

Review data from formative assessments to ensure progress is being made and to adjust instruction as needed. ? District and school site assessment data, authentic student work, student performance reports and Interim assessments to measure progress

#### **Person or Persons Responsible**

Coaches and Administrators

#### **Target Dates or Schedule:**

Daily, Monthly, Quarterly

#### **Evidence of Completion:**

Review DATA after each assessment.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase student achievement during instructional delivery through standards based planning in Professional Learning Communities - Lesson Study.

**G1.B1** Lack of training and resources to include rigorous lesson planning, and or classroom common assessments.

**G1.B1.S1** Build knowledge and understanding of CCSS.

### Action Step 1

Data will be analyzed; district assessments and classroom assessments. Problem-solving sessions

#### Person or Persons Responsible

All teachers

#### Target Dates or Schedule

Early Release day

#### Evidence of Completion

Data of all subjects across grade levels as well as individual classes

#### Facilitator:

Judith Rose-Singh and Rochelle Bethel

#### Participants:

Professional Learning Community, grade levels, Reading and Language Arts teachers

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

Reflection opportunities

#### Person or Persons Responsible

All members of LLT, grade level chairs/PLC facilitators

#### Target Dates or Schedule

Twice per month - Early Release Days

#### Evidence of Completion

Lesson plans for explicit writing, accountable talk during our meetings, walkthroughs, and student conferencing

## Plan to Monitor Effectiveness of G1.B1.S1

Writing samples shared and graded amongst teams of teachers vs, independent grading

### Person or Persons Responsible

All teachers

### Target Dates or Schedule

on-going through schedule of instruction

### Evidence of Completion

Rubric based scoring, debriefing

**G2.** We understand that student academic development is correlated to student attendance. In monitoring the early warning systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instruction.

**G2.B1** Many parents do not have current phone numbers or change their telephone numbers on an ongoing basis and do not inform the school. Many families have high transition and causes inconsistency and/or a break in the child's education. In addition, student absences, tardies, and early releases are ongoing.

**G2.B1.S1** • Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl team. The MTSS/Rtl team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

### Action Step 1

Monitor attendance reports and SCM documentation.

### Person or Persons Responsible

Counselor and Administrators

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Increase in student attendance, decrease in SCM's.

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

Monitor Attendance reports and Behaviors incidents.

**Person or Persons Responsible**

Counselor and Adminsitrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Increase in attendance and decrease in behavior incidents.

### **Plan to Monitor Effectiveness of G2.B1.S1**

Ensure students who are within the Early Warning Systems category have an increase in attendance and a decrease in behavior incidents.

**Person or Persons Responsible**

Teachers and Counselor

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Increase in attendance and decrease in behavior incidents.

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G2.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G2.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G2.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G3.** Students scoring at 3 or above on the 2014 FCAT 2.0 will increase by 6 percentage points to 52%.

**G3.B1** One of the barriers to attaining this goal is the students' lack of ability to utilize critical thinking skills to analyze complex texts.

**G3.B1.S1** Expose students to additional close read of complex texts and establish an instructional routine.

### **Action Step 1**

Using the gradual release model, teachers will challenge students with higher order questioning and design professional development for teachers.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

During Instructional Day and After School Tutorial

#### **Evidence of Completion**

Benchmark assessments, District Assessment Data, student work folders, school site formative mini assessments will serve as measures of effectiveness and progress. Instruction will be adjusted as needed.

#### **Facilitator:**

Reading Coach

#### **Participants:**

Teachers

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

Ongoing classroom walkthroughs, use of Common Board Configuration, DI folders, Interactive journals

#### **Person or Persons Responsible**

Coaches and Administration

#### **Target Dates or Schedule**

Daily, Monthly, Quarterly

#### **Evidence of Completion**

Benchmark assessments, District Assessment Data, student work folders, school site formative mini assessments will serve as measures of effectiveness and progress. Instruction will be adjusted as needed.



### Plan to Monitor Effectiveness of G3.B1.S1

Benchmark assessments, District Assessment Data, student work folders, school site formative mini assessments will serve as measures of effectiveness and progress. Instruction will be adjusted as needed.

#### Person or Persons Responsible

Coaches and Administration

#### Target Dates or Schedule

Daily, Monthly, Quarterly

#### Evidence of Completion

Increase of effectiveness of strategy as evidenced by DATA.

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

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

### Plan to Monitor Effectiveness of G3.B1.S2

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G3.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G3.B1.S4**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G3.B1.S4**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G3.B1.S5**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G3.B1.S5**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G4.** Students scoring at 3.5 or above on the 2014 FCAT 2.0 will increase by 4 percentage points to 64%.

**G4.B1** Focus and grammar were the areas of deficiency as noted on the 2013 administration of FCAT Writing test. Students need guidance in applying elaboration and detail into their writing.

**G4.B1.S1** Through professional development, modeling and small groups, guided writing will be created to provide students the support needed to produce a focused writing piece. Provide instruction of various modes of writing.

### **Action Step 1**

Student will be given explicit instruction in the use of graphic organizers to plan their writings in order to produce a draft with a logical sequence of beginning, middle and end.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Daily, Monthly, Quarterly

#### **Evidence of Completion**

Administer monthly writing prompts and monitor students' progress; adjust remedial strategies as needed. ? Student scores on monthly writing assessments and District pre- and mid-year writing assessments and 2014 FCAT Writing will serve as indicators of progress.

#### **Facilitator:**

Rochelle Bethel and Judith Rose-Singh

#### **Participants:**

Grade 4 and 8 Reading/Language Arts Teachers

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

Ongoing classroom walkthroughs, use of Common Board Configuration, DI folders, Interactive journals

#### **Person or Persons Responsible**

Coaches and Administrators

#### **Target Dates or Schedule**

Daily, Monthly, Quarterly

#### **Evidence of Completion**

Administer monthly writing prompts and monitor students' progress; adjust remedial strategies as needed. ? Student scores on monthly writing assessments and District pre- and mid-year writing assessments and 2014 FCAT Writing will serve as indicators of progress.

### Plan to Monitor Effectiveness of G4.B1.S1

Administer monthly writing prompts and monitor students' progress; adjust remedial strategies as needed. ? Student scores on monthly writing assessments and District pre- and mid-year writing assessments and 2014 FCAT Writing will serve as indicators of progress.

#### Person or Persons Responsible

Coaches and Administrators

#### Target Dates or Schedule

Daily, Monthly, Quarterly

#### Evidence of Completion

Increase in overall scores at each administration of the assessments.

**G5.** Students scoring at 3 or above on the 2014 FCAT 2.0 will increase by 3 percentage points to 39%.

**G5.B1** The area of deficiency according to four years of trend data has been Nature of Science. Students lack prior knowledge.

**G5.B1.S1** Provide opportunities for students to explore their surrounding for evidence of cause and effect relationships that exist in Nature of Science by incorporating lab investigations and field studies, utilizing the NGSSS and Common Core Standards.

#### Action Step 1

Students will participate in twice weekly science investigations.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Formative Assessment: School site assessments and Interim Assessments ? Summative Assessment; 2014 FCAT

#### Facilitator:

Science Coach

#### Participants:

Teachers

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

The Leadership Team will review the results of the school-site assessment data to monitor student progress.

**Person or Persons Responsible**

Coaches and Adminsitrators

**Target Dates or Schedule**

Daily, Monthly, Quarterly

**Evidence of Completion**

Formative Assessment: School site assessments and Interim Assessments ? Summative Assessment; 2014 FCAT

### Plan to Monitor Effectiveness of G5.B1.S1

Formative Assessment: School site assessments and Interim Assessments ? Summative Assessment; 2014 FCAT

**Person or Persons Responsible**

Coaches and Administrators

**Target Dates or Schedule**

Daily, Monthly, Quarterly

**Evidence of Completion**

Increase in results of assessment.

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Effectiveness of G5.B1.S2

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

**G6.** To engage students in STEM-related experiences to develop higher order thinking skills and the problem solving process.

**G6.B1** Students lack of higher order thinking skills hinder the ability to plan and carry out investigations, construct explanations, and design solutions.

**G6.B1.S1** Engage students in collaborative group activities, problem-solving experiences, and open-ended questions to encourage divergent thinking. Provide multiple, varied opportunities to support differing learning styles such as hands-on activities for application of critical thinking.

### Action Step 1

Design learning activities that engage students in hands-on collaborative group experiences and create a learning environment that fosters student engagement in higher-order thinking.

#### Person or Persons Responsible

Teachers, Instructional Coaches

#### Target Dates or Schedule

Duration of the academic year.

#### Evidence of Completion

Students response to multiple-choice items, multiple-choice items with justification, performance test, completion of assigned STEM-based projects.

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

Observe, instruct, facilitate, and re-adjust lessons as needed.

#### **Person or Persons Responsible**

Teachers and instructional Coaches

#### **Target Dates or Schedule**

Duration of the academic school year

#### **Evidence of Completion**

Testing and project completion

### **Plan to Monitor Effectiveness of G6.B1.S1**

Consistently engage students in collaborative group activities and projects, and utilize question stems to encourage critical thinking,

#### **Person or Persons Responsible**

Teachers and Instructional Coaches

#### **Target Dates or Schedule**

Duration of the academic school year

#### **Evidence of Completion**

Data from assessments and completed projects.



## G7. NA at this time

### G7.B1 NA

#### G7.B1.S1 NA

##### **Action Step 1**

Establish a plan and timeline for the development of student projects and increase student participation in SECME Olympiad, Dream in Green, Science Fair, and Fairchild Challenge.

##### **Person or Persons Responsible**

Administrators, Math and Science Coaches, and Teachers

##### **Target Dates or Schedule**

October to May

##### **Evidence of Completion**

Formative District Interim Assessment data will serve as measures of effectiveness and progress.

##### **Facilitator:**

##### **Participants:**

Administrators, Math and Science Coaches, and Teachers

#### **Plan to Monitor Fidelity of Implementation of G7.B1.S1**

Systematic participation of students will be monitored via attendance records.

##### **Person or Persons Responsible**

Administrators, Math and Science Coaches, Teachers

##### **Target Dates or Schedule**

monthly

##### **Evidence of Completion**

Formative District Interim Assessment data will serve as measures of effectiveness and progress.

**Plan to Monitor Effectiveness of G7.B1.S1**

NA

**Person or Persons Responsible**

NA

**Target Dates or Schedule**

NA

**Evidence of Completion**

NA

**G8.** To increase Parental Involvement by 3 percentage points as evidenced by logs and sign-in sheets.

**G8.B1** Our school is currently 94% Title I. Many of our parents are working parents that cannot provide our students the assistance they need. In addition, we have a large ELL population and our students' parents do not have the language acquisition to provide additional assistance. The socio-economic status of many of our students' parents prevents them from having Internet at home, which also hinders educational environment

**G8.B1.S1** Provide a Parent Resource Center to assist Parents with communication from the school, sign up to be a school volunteer, and/or additional assistance needed.

**Action Step 1**

Increase parental involvement

**Person or Persons Responsible**

All Stakeholders

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Sign In sheets/logs

## Action Step 2

Increase parental involvement

### Person or Persons Responsible

All Stakeholders

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Sing In sheets/logs

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

Parent Meetings, Connect-ED messages, Parent Resource Center

### Person or Persons Responsible

Administrators

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Increase in participation of parents at school events.

## Plan to Monitor Effectiveness of G8.B1.S1

Parental involvement/participation in school events.

### Person or Persons Responsible

Administrators

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Increase in parental participation

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G8.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G8.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Effectiveness of G8.B1.S3

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

**G9.** Students scoring at 3 or above on the 2014 FCAT 2.0 will increase by 3 percentage points to 39%.

**G9.B1** The areas of deficiency according to the 2013 FCAT Mathematics scores for Level 3 are number operations and expressions due to limited applications to real world concepts and use of manipulative to grasp mathematical concepts.

**G9.B1.S1** Allow students to make connections with real world situations and create mathematical journals to develop problem solving skills, infusing writing strategies.

### Action Step 1

Use manipulative as needed to engage students in mathematical explorations.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing with applicable lessons

#### Evidence of Completion

Review data from formative assessments to ensure progress is being made and to adjust instruction as needed. ? District and school site assessment data, authentic student work, student performance reports and Interim assessments to measure progress

#### Facilitator:

#### Participants:

Teachers

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

Ongoing classroom walkthroughs, use of Common Board Configuration, Interactive journals

#### **Person or Persons Responsible**

Coaches and Administrators

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Ongoing classroom walkthroughs, use of Common Board Configuration, Interactive journals

### **Plan to Monitor Effectiveness of G9.B1.S1**

Review data from formative assessments to ensure progress is being made and to adjust instruction as needed. ? District and school site assessment data, authentic student work, student performance reports and Interim assessments to measure progress

#### **Person or Persons Responsible**

Coaches and Administrators

#### **Target Dates or Schedule**

Daily, Monthly, Quarterly

#### **Evidence of Completion**

Increase in scores on each assessment.

### **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**

**Plan to Monitor Fidelity of Implementation of G9.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G9.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G9.B1.S4**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G9.B1.S4**

**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

At Irving and Beatrice Peskoe K-8 Center, the administrative team in conjunction with the leadership team will oversee the coordination of all programs and services. Students in need of support and remediation will be given extended learning opportunities such as pull-out tutoring and/or after-school programs or summer school. 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. They assist with whole school screening in order to provide early intervention services for children to be considered “at risk”. They assist with the design and implementation of progress monitoring, data collection and data analysis. They participate in the design and delivery of professional development and provide continuous support. The school also has parental participation program, Title I CHES and special support services for the special-needs population such as homeless, migrant (as appropriate), and neglected and delinquent students.

#### Title I, Part C- Migrant

The District Migrant Liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the needs of these students are met.

#### 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 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

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners at Irving & Beatrice Peskoe K-8 Center.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12)
- professional development on Best Practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers (K-12)
- reading and supplementary instructional materials (K-12)
- hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL and immigrant students (K-12, RFP Process)

#### Title VI, Part B - NA

#### Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for Irving & Beatrice Peskoe K-8 Center students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

#### Supplemental Academic Instruction (SAI)

Irving & Beatrice Peskoe K-8 Center will continue to provide Supplemental Academic Instruction (SAI) as part of our After-School Tutoring (AFT) program.

#### Violence Prevention Programs

Irving & Beatrice Peskoe K-8 Center offers a non-violence and anti-drug program for students incorporating field trips, community service, drug tests, and counseling.

#### Nutrition Programs

1) Irving & Beatrice Peskoe K-8 Center adheres to and implements the nutrition requirements mandated by the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through the physical education curriculum.

Housing Programs - N/A

Head Start – N/A

Adult Education – N/A

Career and Technical Education – N/A

Job Training – N/A

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

**G1.** Increase student achievement during instructional delivery through standards based planning in Professional Learning Communities - Lesson Study.

**G1.B1** Lack of training and resources to include rigorous lesson planning, and or classroom common assessments.

**G1.B1.S1** Build knowledge and understanding of CCSS.

### **PD Opportunity 1**

Data will be analyzed; district assessments and classroom assessments. Problem-solving sessions

#### **Facilitator**

Judith Rose-Singh and Rochelle Bethel

#### **Participants**

Professional Learning Community, grade levels, Reading and Language Arts teachers

#### **Target Dates or Schedule**

Early Release day

#### **Evidence of Completion**

Data of all subjects across grade levels as well as individual classes

**G3.** Students scoring at 3 or above on the 2014 FCAT 2.0 will increase by 6 percentage points to 52%.

**G3.B1** One of the barriers to attaining this goal is the students' lack of ability to utilize critical thinking skills to analyze complex texts.

**G3.B1.S1** Expose students to additional close read of complex texts and establish an instructional routine.

### **PD Opportunity 1**

Using the gradual release model, teachers will challenge students with higher order questioning and design professional development for teachers.

#### **Facilitator**

Reading Coach

#### **Participants**

Teachers

#### **Target Dates or Schedule**

During Instructional Day and After School Tutorial

#### **Evidence of Completion**

Benchmark assessments, District Assessment Data, student work folders, school site formative mini assessments will serve as measures of effectiveness and progress. Instruction will be adjusted as needed.

**G4.** Students scoring at 3.5 or above on the 2014 FCAT 2.0 will increase by 4 percentage points to 64%.

**G4.B1** Focus and grammar were the areas of deficiency as noted on the 2013 administration of FCAT Writing test. Students need guidance in applying elaboration and detail into their writing.

**G4.B1.S1** Through professional development, modeling and small groups, guided writing will be created to provide students the support needed to produce a focused writing piece. Provide instruction of various modes of writing.

### **PD Opportunity 1**

Student will be given explicit instruction in the use of graphic organizers to plan their writings in order to produce a draft with a logical sequence of beginning, middle and end.

#### **Facilitator**

Rochelle Bethel and Judith Rose-Singh

#### **Participants**

Grade 4 and 8 Reading/Language Arts Teachers

#### **Target Dates or Schedule**

Daily, Monthly, Quarterly

#### **Evidence of Completion**

Administer monthly writing prompts and monitor students' progress; adjust remedial strategies as needed. ? Student scores on monthly writing assessments and District pre- and mid-year writing assessments and 2014 FCAT Writing will serve as indicators of progress.

**G5.** Students scoring at 3 or above on the 2014 FCAT 2.0 will increase by 3 percentage points to 39%.

**G5.B1** The area of deficiency according to four years of trend data has been Nature of Science. Students lack prior knowledge.

**G5.B1.S1** Provide opportunities for students to explore their surrounding for evidence of cause and effect relationships that exist in Nature of Science by incorporating lab investigations and field studies, utilizing the NGSSS and Common Core Standards.

**PD Opportunity 1**

Students will participate in twice weekly science investigations.

**Facilitator**

Science Coach

**Participants**

Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Formative Assessment: School site assessments and Interim Assessments ? Summative Assessment; 2014 FCAT

## G7. NA at this time

### G7.B1 NA

#### G7.B1.S1 NA

##### **PD Opportunity 1**

Establish a plan and timeline for the development of student projects and increase student participation in SECME Olympiad, Dream in Green, Science Fair, and Fairchild Challenge.

##### **Facilitator**

##### **Participants**

Administrators, Math and Science Coaches, and Teachers

##### **Target Dates or Schedule**

October to May

##### **Evidence of Completion**

Formative District Interim Assessment data will serve as measures of effectiveness and progress.

**G9.** Students scoring at 3 or above on the 2014 FCAT 2.0 will increase by 3 percentage points to 39%.

**G9.B1** The areas of deficiency according to the 2013 FCAT Mathematics scores for Level 3 are number operations and expressions due to limited applications to real world concepts and use of manipulative to grasp mathematical concepts.

**G9.B1.S1** Allow students to make connections with real world situations and create mathematical journals to develop problem solving skills, infusing writing strategies.

### **PD Opportunity 1**

Use manipulative as needed to engage students in mathematical explorations.

#### **Facilitator**

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing with applicable lessons

#### **Evidence of Completion**

Review data from formative assessments to ensure progress is being made and to adjust instruction as needed. ? District and school site assessment data, authentic student work, student performance reports and Interim assessments to measure progress



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

| Goal  | Description  | Total   |
|-------|--|---------|
| G1.   | Increase student achievement during instructional delivery through standards based planning in Professional Learning Communities - Lesson Study. | \$3,500 |
| G3.   | Students scoring at 3 or above on the 2014 FCAT 2.0 will increase by 6 percentage points to 52%.   | \$4,000 |
| G4.   | Students scoring at 3.5 or above on the 2014 FCAT 2.0 will increase by 4 percentage points to 64%.   | \$2,000 |
| Total |  | \$9,500 |

### Budget Summary by Funding Source and Resource Type

| Funding Source | Evidence-Based Program | Total   |
|----------------|------------------------|---------|
| SAC funds      |                        | \$3,500 |
| Title I        |                        | \$6,000 |
| Total          |                        | \$9,500 |

### Budget Details

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

**G1.** Increase student achievement during instructional delivery through standards based planning in Professional Learning Communities - Lesson Study.

**G1.B1** Lack of training and resources to include rigorous lesson planning, and or classroom common assessments.

**G1.B1.S1** Build knowledge and understanding of CCSS.

#### Action Step 1

Data will be analyzed; district assessments and classroom assessments. Problem-solving sessions

#### Resource Type

Evidence-Based Program

#### Resource

Additional instructional materials, library books, and workbooks are needed.

#### Funding Source

SAC funds

#### Amount Needed

\$3,500

**G3.** Students scoring at 3 or above on the 2014 FCAT 2.0 will increase by 6 percentage points to 52%.

**G3.B1** One of the barriers to attaining this goal is the students' lack of ability to utilize critical thinking skills to analyze complex texts.

**G3.B1.S1** Expose students to additional close read of complex texts and establish an instructional routine.

**Action Step 1**

Using the gradual release model, teachers will challenge students with higher order questioning and design professional development for teachers.

**Resource Type**

Evidence-Based Program

**Resource**

Provide Professional Development among each grade level for the McGraw Hill Series.

**Funding Source**

Title I

**Amount Needed**

\$4,000

**G4.** Students scoring at 3.5 or above on the 2014 FCAT 2.0 will increase by 4 percentage points to 64%.

**G4.B1** Focus and grammar were the areas of deficiency as noted on the 2013 administration of FCAT Writing test. Students need guidance in applying elaboration and detail into their writing.

**G4.B1.S1** Through professional development, modeling and small groups, guided writing will be created to provide students the support needed to produce a focused writing piece. Provide instruction of various modes of writing.

**Action Step 1**

Student will be given explicit instruction in the use of graphic organizers to plan their writings in order to produce a draft with a logical sequence of beginning, middle and end.

**Resource Type**

Evidence-Based Program

**Resource**

Provide Professional Development in the area of writing for Reading/Language Arts Teachers.

**Funding Source**

Title I

**Amount Needed**

\$2,000