

2013-2014 SCHOOL IMPROVEMENT PLAN

Edison Park K 8 Center

500 NW 67TH ST

Miami, FL 33150

305-758-3658

<http://edisonpark.dadeschools.net>

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
99%

Alternative/ESE Center
No

Charter School
No

Minority Rate
99%

School Grades History

2013-14
D

2012-13
C

2011-12
B

2010-11
D

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School

Edison Park K 8 Center

Principal

Carla Patrick

School Advisory Council chair

Jacqueline House

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

Name	Title
Kathleen Fernandez	Assistant Principal
Pamela Brown	Reading Coach
Shaneka Scott-Marcelin	Reading Coach
Marcus Sparks	Math Coach
Joe McIntosh	Science Coach
Althea Dixon-Hooks	SPED Chair

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

PRINCIPAL - 1, ALTERNATE PRINCIPAL – 1, UTD STEWARD – 1, TEACHERS – 5, ALTERNATE TEACHER – 1, PARENT – 5, ALTERNATE PARENT – 3, BCR – 3, STUDENT – 1, ALTERNATE STUDENT – 1, EDUCATIONAL SUPPORT – 1, ALTERNATE EDUCATIONAL SUPPORT - 1

Involvement of the SAC in the development of the SIP

Assist in the preparation and evaluation of SIP.

Activities of the SAC for the upcoming school year

Update roster, review by-laws, address SIP, review school's annual budget, review committee requests.

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

Enhance PBS program and student achievement incentives

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Need to hold an initial meeting to vote on a EESAC Chairperson scheduled for October 18, 2013

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:

Carla Patrick

Principal

Years as Administrator: 11

Years at Current School: 5

Credentials

Bachelor of Arts in English; Master of Science in Education;
Educational Leadership certification;
Specialist in Curriculum and Instruction

Performance Record

2013 – School Grade C
Rdg. Proficiency, 34%
Math Proficiency, 42%
Rdg. Lrg. Gains, 62 points
Math Lrg. Gains, 47 points
Rdg. Imp. of Lowest 25% -
74 points
Math Imp. of Lowest 25% -
57 points
Rdg. AMO –49
Math AMO–57
2012– School Grade B
Rdg. Proficiency, 35%
Math Proficiency, 49%
Rdg. Lrg. Gains, 69 points
Math Lrg. Gains, 70 points
Rdg. Imp. of Lowest 25% -
95 points
Math Imp. of Lowest 25% -
71 points
Rdg. AMO –43
Math AMO–52
'11 '10 '09 '08
School Grade D D B D
AMO N/A N/A N/A N/A
High Standards Rdg. 50 46 53 36
High Standards Math 57 52 60 37
Lrng Gains-Rdg. 59 50 63 52
Lrng Gains-Math 62 52 69 60
Gains-Rdg-25% 40 42 70 61
Gains-Math-25% 67 65 87 69

Kathleen Fernandez

Asst Principal

Years as Administrator: 4

Years at Current School: 1

Credentials

Bachelor of Science in Elementary Education;
 Master of Science in Elementary Education
 Educational Leadership Certification

Performance Record

2013 – School Grade C
 Rdg. Proficiency, 34%
 Math Proficiency, 42%
 Rdg. Lrg. Gains, 62 points
 Math Lrg. Gains, 47 points
 Rdg. Imp. of Lowest 25% -
 74 points
 Math Imp. of Lowest 25% -
 57 points
 Rdg. AMO –49
 Math AMO–57
 2012 – School Grade A
 Rdg. Proficiency, 76%
 Math Proficiency, 74%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains, 76 points
 Rdg. Imp. of Lowest 25% -
 62 points
 Math Imp. of Lowest 25% -
 62 points
 Rdg. AMO –49
 Math AMO–57

Instructional Coaches**# of instructional coaches**

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Pamela Brown		
Full-time / School-based	Years as Coach: 6	Years at Current School: 13
Areas	Reading/Literacy, RtI/MTSS	
Credentials	Bachelor of Science in Elementary Education; Master of Science and Certification in Guidance and Counseling; Educational Specialist and Certification in Educational Leadership; Reading and ESOL Endorsements	
Performance Record	<p>2013 – School Grade C</p> <p>Rdg. Proficiency, 34%</p> <p>Math Proficiency, 42%</p> <p>Rdg. Lrg. Gains, 62 points</p> <p>Math Lrg. Gains, 47 points</p> <p>Rdg. Imp. of Lowest 25% - 74 points</p> <p>Math Imp. of Lowest 25% - 57 points</p> <p>Rdg. AMO –49</p> <p>Math AMO–57</p> <p>2012– School Grade B</p> <p>Rdg. Proficiency, 35%</p> <p>Math Proficiency, 49%</p> <p>Rdg. Lrg. Gains, 69 points</p> <p>Math Lrg. Gains, 70 points</p> <p>Rdg. Imp. of Lowest 25% - 95 points</p> <p>Math Imp. of Lowest 25% - 71 points</p> <p>Rdg. AMO –43</p> <p>Math AMO–52</p> <p>'11 '10 '09 '08</p> <p>School Grade D D B D</p> <p>AMO N/A N/A N/A N/A</p> <p>High Standards Rdg. 50 46 53 36</p> <p>High Standards Math 57 52 60 37</p> <p>Lrng Gains-Rdg. 59 50 63 52</p> <p>Lrng Gains-Math 62 52 69 60</p> <p>Gains-Rdg-25% 40 42 70 61</p> <p>Gains-Math-25% 67 65 87 69</p>	

Marcus Sparks		
Full-time / School-based	Years as Coach: 4	Years at Current School: 7
Areas	Mathematics	
Credentials	Bachelor of Science in Elementary Education; Masters of Science in Math Education; ESOL Endorsement	
Performance Record	<p>2013 – School Grade C Rdg. Proficiency, 34% Math Proficiency, 42% Rdg. Lrg. Gains, 62 points Math Lrg. Gains, 47 points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 57 points Rdg. AMO –49 Math AMO–57</p> <p>2012– School Grade B Rdg. Proficiency, 35% Math Proficiency, 49% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 95 points Math Imp. of Lowest 25% - 71 points Rdg. AMO –43 Math AMO–52</p> <p>'11 '10 '09 '08 School Grade D D B D AMO N/A N/A N/A N/A High Standards Rdg. 50 46 53 36 High Standards Math 57 52 60 37 Lrng Gains-Rdg. 59 50 63 52 Lrng Gains-Math 62 52 69 60 Gains-Rdg-25% 40 42 70 61 Gains-Math-25% 67 65 87 69</p>	

Shaneka Scott-Marcelin

Full-time / School-based

Years as Coach: 1

Years at Current School: 5

Areas

Reading/Literacy

Credentials

Bachelor of Arts in Elementary Education; Master of Science in Reading; Certification in Elementary Education K-6

Performance Record

2013 – School Grade C
 Rdg. Proficiency, 34%
 Math Proficiency, 42%
 Rdg. Lrg. Gains, 62 points
 Math Lrg. Gains, 47 points
 Rdg. Imp. of Lowest 25% - 74 points
 Math Imp. of Lowest 25% - 57 points
 Rdg. AMO –49
 Math AMO–57
 2012– School Grade B
 Rdg. Proficiency, 35%
 Math Proficiency, 49%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 70 points
 Rdg. Imp. of Lowest 25% - 95 points
 Math Imp. of Lowest 25% - 71 points
 Rdg. AMO –43
 Math AMO–52
 '11 '10 '09 '08
 School Grade D D B D
 AMO N/A N/A N/A N/A
 High Standards Rdg. 50 46 53 36
 High Standards Math 57 52 60 37
 Lrng Gains-Rdg. 59 50 63 52
 Lrng Gains-Math 62 52 69 60
 Gains-Rdg-25% 40 42 70 61
 Gains-Math-25% 67 65 87 69

Joe McIntosh

Full-time / School-based

Years as Coach: 1

Years at Current School: 1

Areas

Mathematics, Science

Credentials

Bachelor of Science in Elementary Education K-6; Bachelor of Arts in Special Education; Master of Science in Guidance and Counseling; Reading and ESOL Endorsements

Performance Record**Classroom Teachers**

of classroom teachers

35

receiving effective rating or higher

1, 3%

Highly Qualified Teachers

0%

certified in-field

35, 100%

ESOL endorsed

18, 51%

reading endorsed

5, 14%

with advanced degrees

6, 17%

National Board Certified

0, 0%

first-year teachers

3, 9%

with 1-5 years of experience

8, 23%

with 6-14 years of experience

26, 74%

with 15 or more years of experience

3, 9%

Education Paraprofessionals**# of paraprofessionals**

5

Highly Qualified

5, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above****# receiving effective rating or higher****Teacher Recruitment and Retention Strategies**

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

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Attend professional development that address individual needs
2. Monthly Teacher Recognition for student achievement and positive efforts
3. Regular meetings with new teachers and principal to review strengths and address areas of concern or need

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

New teachers to the building were assigned a mentor teacher for guidance, school policies and procedures and safety procedures. New teachers were assigned mentors (MINT)

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 use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

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

Tier 2

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

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

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

across Tiers.

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

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

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

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

Principal: Develops a purpose and goals that reflects continuous improvement to meet the needs of Tier 1, 2, and 3 intervention students. Facilitates the process and efforts of the MTSS Leadership Team and monitors efficiency of the implementation.

Assistant Principal: Ensures that school site stakeholders are implementing the MTSS/Rtl process, monitor implementation and intervention support, conduct assessment of MTSS efforts, and ensure adequate professional development to support MTSS/Rtl implementation, Retention/PMP Implementation/academic strategies to implement with Tier I, Tier 2, and Tier 3 students.

SPED Chairperson: Provides information about varying exceptionalities and align intervention efforts with Individual Educational Plans (IEP). Facilitate SPED meetings to disaggregate student data, and support weak performing teachers regarding instruction/intervention.

Interventionist: Instructs Tiered students with an individualized intensive strategies that will provide opportunities for students to develop skills necessary to become proficient.

Reading, Math & Science Coaches: Provides guidance on the implementation of the current Florida Sunshine State Standards (S.S.S) and research-based instructional strategies. Coaches will assist instructional staff in data collection and analysis; support least proficient teachers through modeling and/or co-teaching; facilitate or orchestrate professional development on differentiating instruction and incorporating remedial activities across the curriculum.

School Psychologist: Assists in providing assessments and consultation services for Tier I, Tier 2, and Tier 3 students who are experiencing extreme instructional and/or behavioral difficulties.

Speech Language Pathologist: Services students who are in need of language development. Provides strategies to teachers and interventionist that will be incorporated during small group instruction.

Student Services Personnel: Supplies teachers with emotional, behavioral, and academic strategies to implement with Tier I, Tier 2, and Tier 3 students. Progress monitoring will be occurring and positive interventions will be applied for individual students.

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

The following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS/Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
 - What will all students learn? (curriculum based on standards)
 - What progress is expected in each core area?
 - How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
 - How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
 - How will we respond when students have learned or already know? (enrichment opportunities).

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 Sources

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- EasyCBM
- STAR reading assessment
- Oral Reading Fluency Measures
- Reading Wonders Works Phonemic Awareness and Phonics measures
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

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

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

The school will participate in the MTSS district professional development which consists of;

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI.

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:** 180

Grades 2-7 are departmentalized to ensure teachers expertise in subjects being taught.

-Classes being provided with the infusion of technology to target students at levels 3-5 on the FCAT as well as additional clubs and activities.

-Common Planning is built into the schedule as well as intensive planning provided with instructional coaches.

-ELL students are tutored Before and After school by paid certified teachers.

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 is collected after assessment are admire to students and it disaggregated by reporting categories to analyze students strengths and weaknesses. Strategies are put into place to remediate deficiencies and to drive classroom instruction.

Who is responsible for monitoring implementation of this strategy?

Administrators, coaches, and teachers collaborate during this process.

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

Name	Title
Carla Patrick	Principal
Kathleen Fernandez	Assistant Principal
Pamela Brown	Reading Coach
Shaneka Scott-Marcelin	Reading Coach
Sharon Simmons	Media Specialist
Marjorie Marseille	Community Involvement Specialist
Minna Larsson	Writing Teacher

How the school-based LLT functions

The LLT meets on a monthly basis and serves as the school's professional development team by building a school-wide literacy culture among students and teachers.

Major initiatives of the LLT

Promoting Accelerated Reader

Providing Professional Development in Reading and Writing

Every Teacher Contributes to Reading Instruction

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

Direct instruction and Response to Intervention (RtI) is built into the reading block, participation in Accelerated Reader (AR) is mandatory and assessed regularly using the STAR assessment. Reading teachers administer the F.A.I.R. assessment (3) times a year and use data for differentiated instruction. Primary teachers are trained to use FCRR activities. During Common Planning time teachers meet with Reading Coaches and use strategies to ensure usage of the reading process.

Preschool Transition

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

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

Title I Administration assists Edison Park K-8 Center by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In Edison Park K-8 Center, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children. The Houghton Mifflin Early Growth Indicators Benchmark Assessment is administered to all prekindergarten learners as an initial, mid-year and final diagnostic to guide learning and kindergarten readiness. Once identified, the certified teacher and highly qualified paraprofessional work with low performing students using the Houghton Mifflin Curriculum and High/Scope strategies

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

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

Strategies for improving student readiness for the public postsecondary level

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	43%	34%	No	49%
American Indian				
Asian				
Black/African American	42%	32%	No	48%
Hispanic	70%	62%	No	73%
White				
English language learners	32%	21%	No	39%
Students with disabilities	61%	50%	No	65%
Economically disadvantaged	44%	34%	No	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	16%	33%
Students scoring at or above Achievement Level 4	15	9%	16%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Level 7	16	53%	54%

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)		74%	77%

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)	37	35%	42%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	13	12%	21%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		18%

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.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	11	26%	33%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%	42%	No	57%
American Indian				
Asian				
Black/African American	50%	40%	No	55%
Hispanic	78%	69%	No	80%
White				
English language learners	43%	28%	No	49%
Students with disabilities	66%	57%	No	69%
Economically disadvantaged	53%	41%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	26%	41%
Students scoring at or above Achievement Level 4	16	9%	16%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	12	40%	41%
Students scoring at or above Level 7	13	43%	44%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		47%	52%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		57%	61%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		17%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		11%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		10
Participation in STEM-related experiences provided for students	239	70%	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	63	15%	14%
Students retained, pursuant to s. 1008.25, F.S.	22	6%	5%
Students who are not proficient in reading by third grade	46	77%	69%
Students who receive two or more behavior referrals	61	14%	13%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	18	4%	3%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Provide increased Professional Development for parents.
Increase language/bilingual development workshops.
Provide continuing educational courses.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
FCAT Parent Night		25%	50%
Technology Professional Development		25%	50%
PTA/PTSA & EESAC Meetings		5%	10%
Title I Orientation		10%	20%

Area 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

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

- G1.** Students in the Total, Black, ELL, SWD and ED subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 3 – Literary Analysis Fiction/Nonfiction and Reporting Category 4 Informational Text/Research Process.
- G2.** Following the FCIM monthly narrative and expository writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/Rtl teams in order to monitor students' progress in the identified areas of need and to regroup for instruction
- G3.** Students in the Total, Black, ELL, SWD and ED subgroups' 2013 FCAT performance data indicates that there is a deficiency in following reporting categories: Number Operations and Problems, Number Base Ten and Fractions, Expressions, Equations, and Statis
- G4.** Areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Science test Reporting Category is Nature of Science and Physical Science

Goals Detail

G1. Students in the Total, Black, ELL, SWD and ED subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 3 – Literary Analysis Fiction/Nonfiction and Reporting Category 4 Informational Text/Research Process.

Targets Supported

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

Resources Available to Support the Goal

- Instructional Reading coaches will model and co-teach lessons that will provide knowledge and skills with metacognitive strategies to improve comprehension.
- Instructional reading coaches will model grade-level standard-based reading strategies and skills (Focus: phonemic awareness, phonics, fluency, vocabulary, and comprehension).
- Teachers will utilize differentiated reading activities such as FCRR activities and McGraw-Hill Wonders throughout the compass reading block.
- Students will receive differentiated instruction at their reading level during small group reading sessions, during independent reading activities, at literacy work stations, and with the use of technology.
- Teachers will label centers and write their daily expectations on the common board configuration for students to see daily to focus their instruction
- Administrators and instructional coaches will implement and monitor the effective use of data driven instruction through walk-throughs, observation, modeling, co-teaching, and professional development.
- Teachers will be provided in-service professional development to assist them in administering & analyzing data, unwrapping common core standards, and using data effectively to drive instruction.

Targeted Barriers to Achieving the Goal

- Students experience difficulties in explaining and identifying the purpose of text features (LA.3-5.2.2.1) and (LA.3-5.6.1.1) Read and organize informational text and text features to perform a task.

Plan to Monitor Progress Toward the Goal

- Students will receive differentiated instruction at their reading level during small group reading sessions, during independent reading activities, at literacy work stations, and with the use of technology.

Person or Persons Responsible

LLT along with the MTSS/Rtl team and Teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessments: Monthly SuccessMaker report, District Interim Assessment

G2. Following the FCIM monthly narrative and expository writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/Rtl teams in order to monitor students' progress in the identified areas of need and to regroup for instruction

Targets Supported

- Writing

Resources Available to Support the Goal

- An extra 30 minutes was added to the writing block. Certified teachers are being utilized to provide support, model lessons and feedback across the grade levels.

Targeted Barriers to Achieving the Goal

- Students came in not equipped with the necessary skills required to achieve higher standards expected for the 2012-2013 school year.

Plan to Monitor Progress Toward the Goal

Baseline and Monthly Writing prompts

Person or Persons Responsible

Teachers and Instructional Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Use Data to drive instruction

G3. Students in the Total, Black, ELL, SWD and ED subgroups' 2013 FCAT performance data indicates that there is a deficiency in following reporting categories: Number Operations and Problems, Number Base Ten and Fractions, Expressions, Equations, and Statis

Targets Supported

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

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Anticipated barrier – The areas of deficiency were the following reporting categories: Number Operations and Problems, Number Base Ten and Fractions, Expressions, Equations, and Statistics and Geometry and Measurement.

Plan to Monitor Progress Toward the Goal

Use data to drive instructions. Have data chats and create an instructional focus calendar (IFC) for benchmarks not mastered.

Person or Persons Responsible

Instructional Coach and Administrators

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Baseline, Fall, Winter, and Chapter Assessments

G4. Areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Science test Reporting Category is Nature of Science and Physical Science

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- By increasing the rigor in science writing through the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards students will increase achievement.

Targeted Barriers to Achieving the Goal

- Students require additional assistance in analyzing science scenarios and incorporating inquiry-based science experiments. There is insufficient evidence of effective conclusion writing in investigations and/or hands on activities.

Plan to Monitor Progress Toward the Goal

- Fifth grade teacher will work with students to identify community issues that can be addressed through service learning.
- Provide opportunities for students to identify relationships between structures and functions of organisms.
- Encourage students to participate in applied STEM activities, i.e., Science Fair, SECME, and other types of science competitions.
- After each grading period or semester, choose 1 day for a mini-science camp to address through hands-on activities all major benchmarks from the grading period

Person or Persons Responsible

Teacher, Instructional Coach, Administrator

Target Dates or Schedule:

Ongoing

Evidence of Completion:

The 2014 FCAT 2.0 results will be used to determine the completion

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students in the Total, Black, ELL, SWD and ED subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 3 – Literary Analysis Fiction/Nonfiction and Reporting Category 4 Informational Text/Research Process.

G1.B1 Students experience difficulties in explaining and identifying the purpose of text features (LA.3-5.2.2.1) and (LA.3-5.6.1.1) Read and organize informational text and text features to perform a task.

G1.B1.S1 2. Implement and monitor targeted intervention and enrichment opportunities

Action Step 1

Conduct meeting to introduce/ review the intervention curriculum, utilize school-wide and strategic data, and other issues pertaining to student progress. a. Ensure the active participation of the assistant principal and principal in the meeting.

Person or Persons Responsible

Principal, Assistant Principal, and Instructional Coaches

Target Dates or Schedule

Week of 9/23/13

Evidence of Completion

Agenda & Data Materials and Templates

Action Step 2

Follow up on implementation of the effective use of the intervention curriculum and targeted data, identifying and providing additional coaches support for teachers in need.

Person or Persons Responsible

Principal & Assistant Principal

Target Dates or Schedule

10/4/13

Evidence of Completion

Walk through documentation Lesson Plans Intervention schedules and attendance roster

Action Step 3

Conduct coaches cycles and model the effective use of the intervention curriculum and targeted data during instruction based on teacher need.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

10/7/13

Evidence of Completion

Coaching Calendar Coaching Logs Debriefing Logs

Action Step 4

Conduct classroom walk through to monitor the effective use of intervention curriculum and targeted data in the classroom.

Person or Persons Responsible

Principal & Assistant Principal

Target Dates or Schedule

10/14/13

Evidence of Completion

Walk through documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document

Action Step 5

Debrief with the instructional coaches on the implementation of teachers effective use of intervention curriculum and targeted data and collaboratively determine next steps based on the debrief.

Person or Persons Responsible

Principal & Assistant Principal

Target Dates or Schedule

10/18/13

Evidence of Completion

Walk through documentation Coach/ Administration feedback notes Development of next steps (for teachers in need of support)

Action Step 6

Consistently monitor implementation of the effective use of the intervention curriculum and targeted data to meet student needs.

Person or Persons Responsible

Principal, Assistant Principal, Instructional Supervisor, and Executive Director

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk through documentation Administrative feedback and reflection on coaching logs ETO
feedback and reflection on support document Implementation Plan

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S2 1. Plan for and deliver lessons that follow an instructional routine

Action Step 1

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

Person or Persons Responsible

Principal & Assistant Principal

Target Dates or Schedule

10/9/13

Evidence of Completion

Walk through documentation Lesson Plans Student Discourse

Action Step 2

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

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

10/18/13

Evidence of Completion

Coaching Calendar Coaching Logs Debriefing Logs

Action Step 3

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

Person or Persons Responsible

Principal & Assistant Principal

Target Dates or Schedule

10/23/13

Evidence of Completion

Walk through documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document

Action Step 4

Debrief with the instructional coaches on the implementation of teachers use of lesson planning and delivery to include explicit instruction and the Gradual Release model and collaboratively determine next steps based on the debrief.

Person or Persons Responsible

Principal & Assistant Principal

Target Dates or Schedule

10/25/13

Evidence of Completion

Walk through documentation Coach/Administration feedback notes

Action Step 5

Consistently monitor implementation of the use of lesson planning and delivery to include explicit instruction and the Gradual Release model to meet student needs.

Person or Persons Responsible

Principal, Assistant Principal, Instructional Supervisor, and Executive Director

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk through documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document Implementation Plan

Action Step 6

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release model. a. Ensure the active participation of the assistant principal and the principal in the professional development session.

Person or Persons Responsible

Instructional coaches; ETO (CSS)

Target Dates or Schedule

9/25/13 - Collaborative planning sessions and faculty meetings.

Evidence of Completion

Professional Development Rosters and Agendas Professional Development Deliverable (PD presentation, handouts, materials, home learning activity)

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Following the FCIM monthly narrative and expository writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/RtI teams in order to monitor students' progress in the identified areas of need and to regroup for instruction

G2.B1 Students came in not equipped with the necessary skills required to achieve higher standards expected for the 2012-2013 school year.

G2.B1.S1 Following the FCIM monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/RtI teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Action Step 1

Certified teachers are being utilized to provide support, model lessons and feedback across the grade levels

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: Monthly writing prompts, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

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

Review district and school data reports to ensure student progress is being made and make necessary adjustments

Person or Persons Responsible

Administration and Instructional Coacher walkthroughs

Target Dates or Schedule

Ongoing

Evidence of Completion

Review students writing work folders to ensure adequate progress and to adjust instruction.

Plan to Monitor Effectiveness of G2.B1.S1

Monitor that writing strategies and mini lessons are being used in the classroom to meet the needs of the students through classroom walkthroughs

Person or Persons Responsible

Teachers and Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Review district and school data reports to ensure student progress is being made and make necessary adjustments

G3. Students in the Total, Black, ELL, SWD and ED subgroups' 2013 FCAT performance data indicates that there is a deficiency in following reporting categories: Number Operations and Problems, Number Base Ten and Fractions, Expressions, Equations, and Statis

G3.B1 Anticipated barrier – The areas of deficiency were the following reporting categories: Number Operations and Problems, Number Base Ten and Fractions, Expressions, Equations, and Statistics and Geometry and Measurement.

G3.B1.S1 Develop and understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand. Engage students in activities to use technology (Success Maker, GIZMO, etc.) Use literature in mathematics to provide the necessary meaning for children to successfully grasp measurement concepts and allow students to make connections with real-world situations. Solve real-world problems involving perimeter, which may include using an appropriate tool to measure the dimensions of the object. Describe and apply the inverse property to solve real-world problem and to check the solution of a problem involving multiplication or division. Describe and generalize an algebraic rule for a graphic or numeric pattern or relationship, including functions with two operations. Relate halves, fourths, tenths, and hundredths to percents, and vice versa. Interpret solutions to division situations, including remainders. Identify and graph integers on a number line; compare and order integers. Determine the volume of prisms and determine the surface area of prisms given a graphic or net. Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of fractions, ratios, proportional relationships, and statistics.

Action Step 1

Provide contexts for mathematical exploration and development of students understanding of number and operations through the use of manipulatives and engaging opportunities for practice. Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts of whole numbers, fractions, and decimals

Person or Persons Responsible

Teachers and Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Baseline, Fall, Winter, and Chapter Assessments

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

Walkthroughs

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Review students work folders to ensure adequate progress and to adjust instruction.

Plan to Monitor Effectiveness of G3.B1.S1

Review district and school data reports to ensure student progress is being made and make necessary adjustments. Monitor that manipulatives are being used in the classroom to meet the needs of the students through classroom walkthroughs.

Person or Persons Responsible

Instructional Coach and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Review students work folders to ensure adequate progress and to adjust instruction.

G4. Areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Science test Reporting Category is Nature of Science and Physical Science

G4.B1 Students require additional assistance in analyzing science scenarios and incorporating inquiry-based science experiments. There is insufficient evidence of effective conclusion writing in investigations and/or hands on activities.

G4.B1.S1 • Journals will be utilized daily to explore current issues in science. Teachers will attend PD in writing with evidence. Student generated conclusions will be evaluated using a school developed rubric. • The Science Coach, Science Leader and Leadership Team will review lab reports and conclusions at biweekly grade level meetings. • Data from bi weekly benchmark assessments will be analyzed to monitor effectiveness and student progress. District interim data will be analyzed. The 2014 FCAT 2.0 results will be used to determine the effectiveness of this strategy. • Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw sound conclusions, apply key instructional concepts, and to experience the scientific method by participating in Hands-On Inquiry based lessons, Science With a Twist (SWAT) activity night, Discovery Education technology lessons and GIZMOS, Morning tutoring, SECME

Action Step 1

The students enter 5th grade with varying experiences and interests in science. Teachers will provide opportunities for students to engage in peer to peer and community service learning through projects within the classroom, school, and or community that increase awareness of current issues in science.

Person or Persons Responsible

Instructional Coach and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from bi weekly benchmark assessments will be analyzed to monitor effectiveness and student progress

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

Instructional Walkthroughs

Person or Persons Responsible

Instructional Coach and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders and Weekly/Monthly Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Data from the District Interim will be analyzed to monitor effectiveness and student progress

Person or Persons Responsible

Instructional Coach, Teachers and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

The 2014 FCAT 2.0 results will be used to determine the effectiveness of this strategy

Coordination and Integration

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

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

Title I, Part A

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

Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL

training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

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

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in

reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

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

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

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.

Appendix 2: Budget to Support School Improvement Goals