



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Seminole Elementary School

121 SW 78TH PL

Miami, FL 33144

305-261-7071

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

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
87%

Alternative/ESE Center
No

Charter School
No

Minority Rate
97%

School Grades History

2013-14
A

2012-13
B

2011-12
A

2010-11
A

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
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

Seminole Elementary School

Principal

Lourdes Lopez A

School Advisory Council chair

Anne Palacio

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

Name	Title
Lourdes Lopez	Principal
Ileana Oria	Reading Coach
Kalonda Alvin-Rucker	Teacher
Ana Fraga	Teacher
Margarita Matamoros	Teacher
Belkis Puns	Assistant Principal

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Lourdes Lopez, Principal -1, Ileana Oria, UTD Steward – 1, Arisel Llanes, Kalonda Alvin-Rucker, Anne Palacio, Margarita Matamoros, Ana Fraga, Teachers – 5, Belky LaRoz, Nilca Garcia, Alex Hernandez, Jeanette Espinosa, Marta Castellon, Parents – 5, Nancy Alvarez, Educational Support – 1, Kevin Navas, Student – 1, Eddy Barea, Anthony Perez, Mike Hernandez, BCR – 3, Frances Power, Alternate Teacher – 1, Esther Mendez, Alternate Parent – 1, Zoila Ortiz, Alternate Educational Support – 1, Stephen Espinosa, Alternate Student – 1.

COUNCIL MEMBERS

1. Composition

The Seminole EESAC shall be made up of teachers, parents, student, education support employee, business/community representative, union steward and principal. With the exception of the principal and the business/community representative, all other members shall be elected by their constituent groups.

Teachers, parents, students, and education support employee shall also elect an alternate representative. The Council will be representative of the ethnic, racial, linguistic, and economic community served by Seminole Elementary School. Any member with two consecutive unexcused absences from Council meetings shall be considered to have resigned. The member shall be replaced following election/selection procedures.

2. Increased Representation

The Seminole Elementary Educational Excellence School Advisory Council will adhere to the Bylaws guidelines in Section II, Composition and Procedural Requirements. (See Attachment 1)

3. Eligibility

All teachers, students, services personnel, and the media specialist employed by the school are eligible to be elected teacher representatives to the Council. All other persons employed by the school, including paraprofessionals, and those who are not defined as instructional or administrative personnel and whose duties required 20 or more hours in each normal working week are eligible to be elected as education support employee representatives. All parents and/or guardians are eligible to be elected as parent representatives, with the exception of those parents who are also employed by Miami-Dade County Public School.

ELECTION PROCESS

1. Parents

All parent representatives to the Educational Excellence School Advisory Council will be determined through an election in which all parents have an opportunity to participate. LEP parents will be included where possible. Elections will take place at a designated general school meeting which will be scheduled at a time which allows for majority parent participation. Floor nominations will be welcomed.

2. Student

The student representative to the Educational Excellence School Advisory Council will be determined through an election in which students have an opportunity to participate. A fourth grade student representative will be elected by his/her peers. A third grade alternate student representative will be elected by his/her peers. Elections will take place during a designated school day and outcome determined during the same school day.

3. Teacher

Teacher (classroom teachers, special area teachers, media specialist and/or counselor) representatives of the Educational Excellence School Advisory Council will be determined through an election in which all teachers have an opportunity to participate. Election will take place at a faculty meeting to allow for total teacher participation.

4. Education Support

Education support employee representative to Educational Excellence School Advisory Council will be determined through an election process in which all educational support employees have an opportunity to participate. Election will take place at a faculty meeting to allow for total education support employee participation.

5. Alternates

One alternate for each group listed above will be selected in the same manner used to elect representative for that group.

6. Chair/ Co-Chairs

The chair and/or co-chairs will be elected by the EESAC members from among the members of the council at the designated EESAC meeting. Floor nominations will be welcomed. The position will be held by the elected member(s) for one year from the day elected.

The school shall give proper notice of the election of council members in accordance with the Florida Government Sunshine Law. The school shall also make its best effort to hold elections for each constituent group.

Involvement of the SAC in the development of the SIP

The Educational Excellence School Advisory Council (EESAC) will assist in creating and analyzing the school data and participate in the development of the School Improvement Plan. In addition, SAC will be part of the monitoring of the plan throughout the school year.

Activities of the SAC for the upcoming school year

EESAC will:

- Reach out to community to obtain more partners
- Organize FCAT Family Night Events/Workshop(s)
- Sponsor drives along with the Parent Teacher Association to increase parental involvement
- Assist the school to create and analyze school climate surveys for parents and students
- Monitor the implementation of the School Improvement Plan

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

The proposal for the utilization of EESAC funds (\$2,578) will be used for school supplies such as ink, printers and hardware needs such as bulb for projectors or any other deemed by EESAC.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Lourdes Lopez A

Principal

Years as Administrator: 15

Years at Current School: 4

Credentials

Bachelor of Arts in
Elementary Education, Florida International University; Master of
Science in Teaching English to Speakers of Other Languages,
University of Miami;
Educational Specialist in Educational Leadership, Florida
International University
Certification:
Elementary Education, ESOL (K-12) , Educational Leadership

Performance Record

2013 – School Grade
Rdg. Proficiency, 65%
Math Proficiency, 68%
Rdg. Lrg. Gains, 60 points
Math Lrg. Gains, 71 points
Rdg. Imp. of Lowest 25% -
70 points
Math Imp. of Lowest 25% -
78 points
Rdg. AMO –No
Math AMO–No
2012 – School Grade
Rdg. Proficiency, 61%
Math Proficiency, 67%
Rdg. Lrg. Gains, 65 points
Math Lrg. Gains, 56 points
Rdg. Imp. of Lowest 25% -
69 points
Math Imp. of Lowest 25% -
75 points
Rdg. AMO –No
Math AMO - No
'11/Seminole El.
'10/Seminole El
'09/Dr. Bowman Foster Ashe El
School Grade A('11) A('10) A('09)
AMO
High Standards Rdg. 88('11) 82('10) 83('09)
High Standards Math 87('11) 81('10) 83('09)
Lrng Gains-Rdg. 65('11) 72('10) 73('09)
Lrng Gains-Math 57('11) 56('10) 76('09)
Gains-Rdg-25% 51('11) 67('10) 64('09)
Gains-Math-25% 55('11) 68('10) 68('09)

Belkis Puns

Asst Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

Bachelor of Arts in
Elementary Education, Florida International University; Master of
Science in Educational Leadership K-12, Nova Southeastern
University.
Certification:
Elementary Education,
Reading Endorsement

Performance Record

2013 – School Grade
Rdg. Proficiency, 65%
Math Proficiency, 68%
Rdg. Lrg. Gains, 60 points
Math Lrg. Gains, 71 points
Rdg. Imp. of Lowest 25% -
70 points
Math Imp. of Lowest 25% -
78 points
Rdg. AMO –No
Math AMO–No
2012 – School Grade
Rdg. Proficiency, 61%
Math Proficiency, 67%
Rdg. Lrg. Gains, 65 points
Math Lrg. Gains, 56 points
Rdg. Imp. of Lowest 25% -
69 points
Math Imp. of Lowest 25% -
75 points
Rdg. AMO –No
Math AMO–No
'11/Joe Hall EI
'10/Joe Hall EI
'09/Joe Hall EI
School Grade A('11) A('10) A('09)
High Standards Rdg. 91('11) 89('10) 86('09)
High Standards Math 92('11) 90('10) 88('09)
Lrng Gains-Rdg. 69('11) 71('10) 73('09)
Lrng Gains-Math 69('11) 69('10) 74('09)
Gains-Rdg-25% 68('11) 61('10) 65('09)
Gains-Math-25% 75('11) 67('10) 63('09)

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Ileana Oria**

Full-time / School-based

Years as Coach: 5

Years at Current School: 25

Areas

Reading/Literacy

Credentials

Bachelor of Arts in Primary and Elementary Education,
 Certification:
 Elementary Education,
 Primary Education,
 ESOL Endorsement,
 National Board Certified – Reading/Language Arts

Performance Record

2013 – School Grade
 Rdg. Proficiency, 65%
 Math Proficiency, 68%
 Rdg. Lrg. Gains, 60 points
 Math Lrg. Gains, 71 points
 Rdg. Imp. of Lowest 25% -
 70 points
 Math Imp. of Lowest 25% -
 78 points
 Rdg. AMO –No
 Math AMO–No
 2012 – School Grade
 Rdg. Proficiency, 61%
 Math Proficiency, 67%
 Rdg. Lrg. Gains, 65 points
 Math Lrg. Gains, 56 points
 Rdg. Imp. of Lowest 25% -
 69 points
 Math Imp. of Lowest 25% -
 75 points
 Rdg. AMO –No
 Math AMO–No
 '11/Seminole EI
 '10/Seminole EI
 '09/Seminole EI
 School Grade A('11) A('10) A('09)
 AMO
 High Standards Rdg. 88('11) 82('10) 83('09)
 High Standards Math 87('11) 81('10) 83('09)
 Lrng Gains-Rdg. 65('11) 72('10) 73('09)
 Lrng Gains-Math 57('11) 56('10) 76('09)
 Gains-Rdg-25% 51('11) 67('10) 64('09)
 Gains-Math-25% 55('11) 68('10) 68('09)

Classroom Teachers**# of classroom teachers**

35

receiving effective rating or higher

35, 100%

Highly Qualified Teachers

100%

certified in-field

35, 100%

ESOL endorsed

35, 100%

reading endorsed

1, 3%

with advanced degrees

14, 40%

National Board Certified

4, 11%

first-year teachers

0, 0%

with 1-5 years of experience

3, 9%

with 6-14 years of experience

19, 54%

with 15 or more years of experience

16, 46%

Education Paraprofessionals**# of paraprofessionals**

2

Highly Qualified

2, 100%

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

10

receiving effective rating or higher

100, 1000%

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

Seminole Elementary administration retains and recruits teachers by providing support and incentives. The school has 100 percent of teachers highly qualified and certified-in-field.

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

Seminole Elementary implements a teacher mentoring plan, as needed. The school has a very high percentage of teacher retention; however, there is a plan in place for beginning and new teachers. They are paired with experienced teachers within the same grade level. Time is allocated for the mentoring to take place, in addition to, resources, modeling of best practices and time to discuss improvement in classroom/instructional practices.

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

The function and responsibility of each team member as it relates to MTSS and the SIP includes:

Administrator(s) (Lourdes Lopez and Belkis Puns) who will schedule and facilitate regular Rtl meetings, ensure

attendance of team members, ensure follow up of action steps, allocate resources.

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

- School reading, math, science, and behavior specialists (Ileana Oria and Ana Fraga)
- Special education personnel (Barbara Bryant)
- School guidance counselor (John Siddons)
- School psychologist (Maria Sahdala)
- School social worker (Wendy Carulla)
- Member of advisory group, community stakeholders, parents (Belky LaRoz)

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (specify frequency) to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected (Belkis Puns, Ileana Oria, Ana Fraga, Classroom Teacher) members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected (specify) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The Tier 1 and Tier 2 worksheets document aimlines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- STAR reading assessment

- Oral Reading Fluency Measures
- Success Maker Utilization and Progress Reports
- Baseline assessments
- Interim assessments
- State/Local Math and Science assessments
- SAT-10
- FCAT
- Student grades
- Behavior
- School site specific assessments behavior
- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Referrals to special education programs
- Office referrals per day per month
- Team climate surveys

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. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using suggested tools can be found at (http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html) to reach a rating of at least 80% MTSS implementation in the school.
4. The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at <http://rti.dadeschools>).
5. A description of MTSS and MTSS parent resources will be available on the school's web site.

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:** 1,170

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth will be able to participate in before school tutorial programs in the areas of reading and mathematics.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected and analyzed on an on-going basis by the tutoring teacher assigned to carry out the tutoring program in the areas of reading and mathematics. Adjustments will be made regularly to meet the individual needs of students.

Who is responsible for monitoring implementation of this strategy?

The Assistant Principal along with the Reading Coach will meet with tutoring teachers every two weeks to review student data in the areas of reading and mathematics. Instruction will be adjusted based on results.

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

Name	Title
Lourdes A. Lopez	Principal
Belkis Puns	Assistant Principal
Ileana Oria	Reading Coach
Barbara Bryant	Special Education
Ana Fraga	ELL Teacher
Ernesto Morejon	Gifted
John Siddons	Counselor

How the school-based LLT functions

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

The team will meet monthly throughout the school year. The LLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

The LLT will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Major initiatives of the LLT

The major initiatives of the LLT this year will be to address: 1.) address declining reading achievement in certain grade levels, SWD and the lowest 25%; 2.) monitor the fidelity of implementation of intervention programs; and, 3.) assist with instructional refinement through professional development in increased rigor of Common Core Sunshine Standards. 4) continue to address the reading and mathematics achievement of learning gains with the use and implementation of the McGraw Hill Reading Series and Houghton Mifflin Mathematics Program.

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 the school 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 an environment that gives them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, 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.

Seminole Elementary School offers a Pre-K Program. The VPK program is designed to prepare four-year-old students for kindergarten. The VPK program provides each child an opportunity to perform better in school. This first-rate program includes high literacy standards, accountability, appropriate curricula, substantial instruction periods, manageable class size, and one qualified instructor and paraprofessional.

Establish the "Transition to Kindergarten" annually to build partnership with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the registration of students at the school. The principal will also meet with the directors of neighborhood centers.

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	73%	65%	No	76%
American Indian				
Asian				
Black/African American				
Hispanic	73%	64%	No	76%
White				
English language learners	68%	59%	No	71%
Students with disabilities	52%	41%	No	57%
Economically disadvantaged	71%	65%	No	74%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	79	31%	34%
Students scoring at or above Achievement Level 4	80	31%	32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		60%	64%
Students in lowest 25% making learning gains (FCAT 2.0)		70%	73%

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)	142	51%	56%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	87	32%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	90	32%	39%

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	52	52%	57%
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	80%	68%	No	82%
American Indian				
Asian				
Black/African American				
Hispanic	79%	69%	No	81%
White				
English language learners	77%	65%	No	79%
Students with disabilities	60%	52%	No	64%
Economically disadvantaged	78%	68%	No	80%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	32%	34%
Students scoring at or above Achievement Level 4	86	33%	34%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		71%	74%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		79%	81%

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	19	26%	30%
Students scoring at or above Achievement Level 4	16	22%	24%

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)	1		2
Participation in STEM-related experiences provided for students	1	100%	80%

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	59	10%	9%
Students retained, pursuant to s. 1008.25, F.S.	5	1%	1%
Students who are not proficient in reading by third grade	22	27%	24%
Students who receive two or more behavior referrals	27	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Goals Summary

- G1.** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 65% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase student achievement to 76%.
- G2.** The results of the 2012-2013 FCAT 2.0 Writing Test indicate that 52% of students scored at 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage of students achieving at or above proficiency FCAT Level 3.5 or higher to 57%.
- G3.** The results of the 2013-2013 FCAT 2.0 Mathematics Test indicate that 68% of students achieved proficiency. Our goal for the 2013--2014 school year is to increase student achievement to 82%.
- G4.** On the 2012-2013 administration of the FCAT Science Test, 26% of the students achieved Level 3. The expected level of performance for the 2013- 2014 is to increase student proficiency to 30%.
- G5.** STEM activities from the 2012-2013 indicated that there is a need to Increase the opportunities for students to participate in Project Based Learning in STEM activities during the 2013-2014 school year.
- G6.** Early Warning signs indicated during the 2012-2013 school year that there is a need to focus on school attendance, student retention, proficiency by grade 3 and suspension rates for the 2013-2014 in order to promote student achievement.

Goals Detail

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 65% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase student achievement to 76%.

Targets Supported

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

Resources Available to Support the Goal

- SuccessMaker Reading Plus McGraw Hill Reading Series

Targeted Barriers to Achieving the Goal

- Performance data from the 2013 FCAT 2.0 Reading indicates that 31% achieved Level 3. Students demonstrate deficiency in Reading Application and Vocabulary.
- Performance data from the 2013 FCAT 2.0 Reading indicates that 31% achieved Level 4 and above. Students demonstrate deficiency in Literary Analysis and Informational Text.
- Performance data from the 2013 FCAT 2.0 Reading indicates that 60% of students are demonstrating Learning gains. Students demonstrate deficiencies in Reading Application, Vocabulary, Literary Analysis, and Informational Text.
- Performance data from the 2013 FCAT 2.0 Reading indicates that 70% students in the Lowest 25% are demonstrating gains. Students demonstrate deficiencies in Reading Application, Vocabulary, Literary Analysis, and Informational Text.
- Performance data from the 2013 FCAT 2.0 Reading indicates that 64% of Hispanic students are demonstrating gains. Students demonstrate deficiencies in Reading Application, Vocabulary, Literary Analysis, and Informational Text.
- Performance data from the 2013 FCAT 2.0 Reading indicates that 59% of ELL students are demonstrating gains. Students demonstrate deficiencies in Reading Application, Vocabulary, Literary Analysis, and Informational Text.
- Performance data from the 2013 FCAT 2.0 Reading indicates that 41% of SWD students are demonstrating gains. Students demonstrate deficiencies in Reading Application, Vocabulary, Literary Analysis, and Informational Text.
- Performance data from the 2013 FCAT 2.0 Reading indicates that 65% of ED students are demonstrating gains. Students demonstrate deficiencies in Reading Application, Vocabulary, Literary Analysis, and Informational Text.
- Performance data from the the 2013 administration of the CELLA Listening/Speaking Test indicates 51% of students proficient. Students did not use correct grammar and Speaking Test was using correct subject/verb agreement and the use of irregular verbs correctly.
- Performance data from the the 2013 administration of the CELLA Reading Test indicates 32% students proficient. Students did not demonstrate gains in Reading Application, Vocabulary, Literary Analysis, and Informational Text.
- Performance data from the the 2013 administration of the CELLA Writing Test indicates 32% students proficient. Students are not organizing ideas and using correct grammar/punctuation.

Plan to Monitor Progress Toward the Goal

Follow the Florida Continuous Improvement Model to review reports and adjust instruction, as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

ongoing

Evidence of Completion:

Formative Assessments: Interim Assessments, Classroom Assessments Summative Assessments: FCAT 2.0 Reading Test

G2. The results of the 2012-2013 FCAT 2.0 Writing Test indicate that 52% of students scored at 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage of students achieving at or above proficiency FCAT Level 3.5 or higher to 57%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Classroom Assessments

Targeted Barriers to Achieving the Goal

- Performance data from the 2013 FCAT 2.0 Writing indicates that 52% achieved Level 3.5 or above. Students demonstrate deficiency with organization, supporting details and conventions in writing narrative and expository essays.

Plan to Monitor Progress Toward the Goal

Follow the Florida Continuous Improvement Model to review reports and adjust instruction, as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessment: District Writing Test Summative Assessment: FCAT 2.0 Writing Test

G3. The results of the 2013-2013 FCAT 2.0 Mathematics Test indicate that 68% of students achieved proficiency. Our goal for the 2013--2014 school year is to increase student achievement to 82%.

Targets Supported

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

Resources Available to Support the Goal

- District Interim Assessments

Targeted Barriers to Achieving the Goal

- Performance data from the 2013 FCAT 2.0 Mathematics indicates that 32% achieved Level 3. Students demonstrate deficiency in Number: Operations and Problems and Statistics.
- Performance data from the 2013 FCAT 2.0 Mathematics indicates that 33% achieved Level 4 and above. Students demonstrate deficiency in Number: Base Ten/Fractions and Geometry/Measurement.
- Performance data from the 2013 FCAT 2.0 Mathematics indicates that 71% are demonstrating Learning gains. Students demonstrate deficiency in: Number: Base Ten/Fractions and Geometry/Measurement.
- Performance data from the 2013 FCAT 2.0 Mathematics indicates that 79% in the Lowest 25% are demonstrating gains. Students demonstrate deficiency in: Number: Operations and Problems and Statistics.
- Performance data from the 2013 FCAT 2.0 Mathematics indicates 69% of Hispanic students are demonstrating gains. Students demonstrate deficiency in: Number: Operations/Problems and Statistics, Number: Base Ten/Fractions and Geometry/Measurement.
- Performance data from the 2013 FCAT 2.0 Mathematics indicates 65% of ELL students are demonstrating gains. Students demonstrate deficiency in: Number: Operations/Problems and Statistics, Number: Base Ten/Fractions and Geometry/Measurement.
- Performance data from the 2013 FCAT 2.0 Mathematics indicates 52% of SWD students are demonstrating gains. Students demonstrate deficiency in: Number: Operations/Problems and Statistics, Number: Base Ten/Fractions and Geometry/Measurement.
- Performance data from the 2013 FCAT 2.0 Mathematics indicates 68% of ED students are demonstrating gains. Students demonstrate deficiency in: Number: Operations/Problems and Statistics, Number: Base Ten/Fractions and Geometry/Measurement.

Plan to Monitor Progress Toward the Goal

Follow the Florida Continuous Improvement Model to review reports and adjust instruction, as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessment: Interim Assessment Summative Assessment: FCAT 2.0 Mathematics Test

G4. On the 2012-2013 administration of the FCAT Science Test, 26% of the students achieved Level 3. The expected level of performance for the 2013- 2014 is to increase student proficiency to 30%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- District Interim Assessments

Targeted Barriers to Achieving the Goal

- Performance data from the 2013 FCAT 2.0 Science indicates 26% scored Level 3. Students demonstrate deficiency in Nature of Science.
- Performance data from the 2013 FCAT 2.0 Science indicates 22% scored Level 4 and above. Students demonstrate deficiency in Nature of Science and Physical Science.

Plan to Monitor Progress Toward the Goal

Follow the Florida Continuous Improvement Model to review reports and adjust instruction, as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessment: Interim Assessment, Gizmo Reports Summative Assessment: FCAT 2.0 Science Test

G5. STEM activities from the 2012-2013 indicated that there is a need to Increase the opportunities for students to participate in Project Based Learning in STEM activities during the 2013-2014 school year.

Targets Supported

- STEM

Resources Available to Support the Goal

- District-Sponsored Activities

Targeted Barriers to Achieving the Goal

- Previous records indicate that 100% of STEM activities/experiences took place during the 2012-2013 school year. Students are in need of additional experiences for the upcoming year.
- Previous records indicate that 100% of students selected participated in activities during the 2012-2013 school year. Students will participate in additional experiences for the upcoming year.

Plan to Monitor Progress Toward the Goal

Florida Continuous Improvement Model

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Roster of field trips

G6. Early Warning signs indicated during the 2012-2013 school year that there is a need to focus on school attendance, student retention, proficiency by grade 3 and suspension rates for the 2013-2014 in order to promote student achievement.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Community Involvement Specialist School Counselor McGraw Hill Reading Series Houghton Mifflin Mathematics Program Do The Right Thing Program SPOT for Success

Targeted Barriers to Achieving the Goal

- Data from the 2012-2013 school year indicates 10% of students miss 10% or more of instructional time. Attendance will be targeted and students identified and referred to Counselor, Social Worker and Assistant Principal for services and support.
- Data from the 2012-2013 school year indicates 1% of students are retained pursuant to s. 1008.25, F.S. Students will be identified through the MTTS/Rtl to provide assistance and intervention, as needed.
- Data from the 2012-2013 school year indicates 27% of students are not proficient in reading by third grade. Students will be identified through the MTTS/Rtl to provide assistance and intervention, as needed.
- Data from the 2012-2013 school year indicates 5% of students receive two or more behavior referrals. Students will be identified through the MTTS/Rtl to provide assistance and behavior intervention, as needed.
- Data from the 2012-2013 school year indicates 0% of students receive one or more behavior referrals that lead to suspension, as defined in s. 1003.01(5) F.S. Students will be identified through the MTTS/Rtl, to provide behavior intervention, as needed.

Plan to Monitor Progress Toward the Goal

Follow the Florida Continuous Improvement Model to review reports and adjust interventions, as needed.

Person or Persons Responsible

MTTS/RtI

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Summative: SPOT Success report, Do the Right Thing report

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 65% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase student achievement to 76%.

G1.B1 Performance data from the 2013 FCAT 2.0 Reading indicates that 31% achieved Level 3. Students demonstrate deficiency in Reading Application and Vocabulary.

G1.B1.S1 Students should focus on author's purpose, main idea, cause/effect, compare/contrast, chronological order, identifying topics. Teachers should emphasize these areas in instruction to help students build stronger reading skills and be able to support their answers.

Action Step 1

Use computer-based programs such as Reading Plus and SuccessMaker, as well as, McGraw Hill Reading Series focusing on information related to meaning and locating answers to support the target area(s).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments

Facilitator:

Reading Coach

Participants:

Teachers

Action Step 2

Use common core supplemental materials that focuses on benchmarks to support the target area(s) in reading.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments

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

Follow the Florida Continuous Improvement Model to review reports and adjust instruction, as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: SuccessMaker Reports, Reading Plus Reports Summative Assessment: FCAT 2.0 Reading Test

Plan to Monitor Effectiveness of G1.B1.S1

Follow the Florida Continuous Improvement Model to review reports and adjust instruction, as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: SuccessMaker Reports, Reading Plus Reports Summative Assessment: FCAT 2.0 Reading Test

G2. The results of the 2012-2013 FCAT 2.0 Writing Test indicate that 52% of students scored at 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage of students achieving at or above proficiency FCAT Level 3.5 or higher to 57%.

G2.B1 Performance data from the 2013 FCAT 2.0 Writing indicates that 52% achieved Level 3.5 or above. Students demonstrate deficiency with organization, supporting details and conventions in writing narrative and expository essays.

G2.B1.S1 Implement the writing process: planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as, sharing and responding to writing. Implement the use of graphic organizers to assist student in writing using related ideas and information.

Action Step 1

Implement the use of graphic organizers to assist student in writing using related ideas and information

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments

Facilitator:

Reading Coach

Participants:

Teachers

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

Follow the Florida Continuous Improvement Model to review reports and adjust instruction, as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Summative Assessment: Classroom Assessments Formative Assessment: FCAT 2.0 Writing Test

Plan to Monitor Effectiveness of G2.B1.S1

Follow the Florida Continuous Improvement Model to review reports and adjust instruction, as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: District Writing Test Summative Assessment: FCAT 2.0 Writing Test

G3. The results of the 2013-2013 FCAT 2.0 Mathematics Test indicate that 68% of students achieved proficiency. Our goal for the 2013--2014 school year is to increase student achievement to 82%.

G3.B1 Performance data from the 2013 FCAT 2.0 Mathematics indicates that 32% achieved Level 3. Students demonstrate deficiency in Number: Operations and Problems and Statistics.

G3.B1.S1 Implement understanding of multiplication, division, fractions and activities to develop understanding of mathematics inquiry skills.

Action Step 1

Use computer-based programs such as SuccessMaker, as well as, Houghton Mifflin Mathematics Program focusing on information related to meaning and locating answers to support the target area(s).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: Interim Assessment, Classroom Assessments Summative Assessment: FCAT 2.0 Mathematics Test

Facilitator:

Mathematics Liaison

Participants:

Teachers

Action Step 2

Use common core supplemental materials that focuses on benchmarks to support the target area(s) in mathematics.

Person or Persons Responsible

Ongoing

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: Interim Assessment, Classroom Assessments Summative Assessment: FCAT 2.0 Mathematics Test

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

Follow the Florida Continuous Improvement Model to review reports and adjust instruction, as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: SuccessMaker Reports Summative Assessment: FCAT 2.0 Mathematics Test

Plan to Monitor Effectiveness of G3.B1.S1

Follow the Florida Continuous Improvement Model to review reports and adjust instruction, as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: SuccessMaker Reports Summative Assessment: FCAT 2.0 Mathematics Test

G4. On the 2012-2013 administration of the FCAT Science Test, 26% of the students achieved Level 3. The expected level of performance for the 2013- 2014 is to increase student proficiency to 30%.

G4.B1 Performance data from the 2013 FCAT 2.0 Science indicates 26% scored Level 3. Students demonstrate deficiency in Nature of Science.

G4.B1.S1 Implement understanding science concepts. Provide opportunities implementing lessons using the Scientific Process. Ensure instruction includes teacher demonstration and student-centered environment

Action Step 1

Gizmos

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessment Classroom Assessments

Facilitator:

Science Liaison

Participants:

Teachers

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

Follow the Florida Continuous Improvement Model to review reports and adjust instruction, as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: Interim Assessments, Gizmo Reports Summative Assessment: FCAT 2.0 Science Test

Plan to Monitor Effectiveness of G4.B1.S1

Follow the Florida Continuous Improvement Model to review reports and adjust instruction, as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: Interim Assessments, Gizmo Reports Summative Assessment: FCAT 2.0 Science Test

G5. STEM activities from the 2012-2013 indicated that there is a need to Increase the opportunities for students to participate in Project Based Learning in STEM activities during the 2013-2014 school year.

G5.B1 Previous records indicate that 100% of STEM activities/experiences took place during the 2012-2013 school year. Students are in need of additional experiences for the upcoming year.

G5.B1.S1 Provide opportunities for students to participate STEM activities as they become available.

Action Step 1

Follow the Florida Continuous Improvement Model to review reports and adjust activities, as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Rosters of field trips

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

Follow the Florida Continuous Improvement Model to review reports and adjust activities, as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Roster of field trips

Plan to Monitor Effectiveness of G5.B1.S1

Follow the Florida Continuous Improvement Model to review reports and adjust activities, as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Roster of field trips

G6. Early Warning signs indicated during the 2012-2013 school year that there is a need to focus on school attendance, student retention, proficiency by grade 3 and suspension rates for the 2013-2014 in order to promote student achievement.

G6.B1 Data from the 2012-2013 school year indicates 10% of students miss 10% or more of instructional time. Attendance will be targeted and students identified and referred to Counselor, Social Worker and Assistant Principal for services and support.

G6.B1.S1 The administrators and faculty will utilize the student Code of Conduct as a guide for behavior intervention, as needed and to assist in maintaining a safe learning environment.

Action Step 1

Implement the SPOT Success Recognition and Do the Right Thing program to promote and recognize positive behaviors.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

SPOT Success report, Do the Right Thing report

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

Follow the Florida Continuous Improvement Model to review reports and adjust interventions, as needed.

Person or Persons Responsible

MTTS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: SPOT Success reports, Do the Right Thing reports

Plan to Monitor Effectiveness of G6.B1.S1

Follow the Florida Continuous Improvement Model to review reports and adjust interventions, as needed.

Person or Persons Responsible

MTTS/Rti

Target Dates or Schedule

Ongoing

Evidence of Completion

Summative: SPOT Success report, Do the Right Thing report

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:

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

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on 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 VI, Part B – NA

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.

Housing Programs - N/A

Head Start- N/A

Adult Education- N/A

Career and Technical Education- N/A

Job Training- N/A

Other

Health Connect in Our Schools

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 65% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase student achievement to 76%.

G1.B1 Performance data from the 2013 FCAT 2.0 Reading indicates that 31% achieved Level 3. Students demonstrate deficiency in Reading Application and Vocabulary.

G1.B1.S1 Students should focus on author's purpose, main idea, cause/effect, compare/contrast, chronological order, identifying topics. Teachers should emphasize these areas in instruction to help students build stronger reading skills and be able to support their answers.

PD Opportunity 1

Use computer-based programs such as Reading Plus and SuccessMaker, as well as, McGraw Hill Reading Series focusing on information related to meaning and locating answers to support the target area(s).

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments

G2. The results of the 2012-2013 FCAT 2.0 Writing Test indicate that 52% of students scored at 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage of students achieving at or above proficiency FCAT Level 3.5 or higher to 57%.

G2.B1 Performance data from the 2013 FCAT 2.0 Writing indicates that 52% achieved Level 3.5 or above. Students demonstrate deficiency with organization, supporting details and conventions in writing narrative and expository essays.

G2.B1.S1 Implement the writing process: planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as, sharing and responding to writing. Implement the use of graphic organizers to assist student in writing using related ideas and information.

PD Opportunity 1

Implement the use of graphic organizers to assist student in writing using related ideas and information

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments

G3. The results of the 2013-2013 FCAT 2.0 Mathematics Test indicate that 68% of students achieved proficiency. Our goal for the 2013--2014 school year is to increase student achievement to 82%.

G3.B1 Performance data from the 2013 FCAT 2.0 Mathematics indicates that 32% achieved Level 3. Students demonstrate deficiency in Number: Operations and Problems and Statistics.

G3.B1.S1 Implement understanding of multiplication, division, fractions and activities to develop understanding of mathematics inquiry skills.

PD Opportunity 1

Use computer-based programs such as SuccessMaker, as well as, Houghton Mifflin Mathematics Program focusing on information related to meaning and locating answers to support the target area(s).

Facilitator

Mathematics Liaison

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: Interim Assessment, Classroom Assessments Summative Assessment: FCAT 2.0 Mathematics Test

G4. On the 2012-2013 administration of the FCAT Science Test, 26% of the students achieved Level 3. The expected level of performance for the 2013- 2014 is to increase student proficiency to 30%.

G4.B1 Performance data from the 2013 FCAT 2.0 Science indicates 26% scored Level 3. Students demonstrate deficiency in Nature of Science.

G4.B1.S1 Implement understanding science concepts. Provide opportunities implementing lessons using the Scientific Process. Ensure instruction includes teacher demonstration and student-centered environment

PD Opportunity 1

Gizmos

Facilitator

Science Liaison

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessment Classroom Assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 65% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase student achievement to 76%.	\$1,250
G3.	The results of the 2013-2013 FCAT 2.0 Mathematics Test indicate that 68% of students achieved proficiency. Our goal for the 2013--2014 school year is to increase student achievement to 82%.	\$1,250
Total		\$2,500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
	\$2,500	\$2,500
Total	\$2,500	\$2,500

Budget Details

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

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 65% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase student achievement to 76%.

G1.B1 Performance data from the 2013 FCAT 2.0 Reading indicates that 31% achieved Level 3. Students demonstrate deficiency in Reading Application and Vocabulary.

G1.B1.S1 Students should focus on author's purpose, main idea, cause/effect, compare/contrast, chronological order, identifying topics. Teachers should emphasize these areas in instruction to help students build stronger reading skills and be able to support their answers.

Action Step 2

Use common core supplemental materials that focuses on benchmarks to support the target area(s) in reading.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

\$1,250

G3. The results of the 2013-2013 FCAT 2.0 Mathematics Test indicate that 68% of students achieved proficiency. Our goal for the 2013--2014 school year is to increase student achievement to 82%.

G3.B1 Performance data from the 2013 FCAT 2.0 Mathematics indicates that 32% achieved Level 3. Students demonstrate deficiency in Number: Operations and Problems and Statistics.

G3.B1.S1 Implement understanding of multiplication, division, fractions and activities to develop understanding of mathematics inquiry skills.

Action Step 2

Use common core supplemental materials that focuses on benchmarks to support the target area(s) in mathematics.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

\$1,250