2013-2014 SCHOOL IMPROVEMENT PLAN

Joella Good Elementary School

6350 NW 188TH TER
Hialeah, FL 33015
305-625-2008
http://joella.dadeschools.net

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	81%

Alternative/ESE Center	Charter School	Minority Rate
No	No	97%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	B	A	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
Joella Good Elementary School

Principal
Lizette G O'Halloran

School Advisory Council chair
Ketsey Correa

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

Name	Title
Lizette O'Halloran	Principal
Samantha Schoeck	Reading Coach
Leinys Boada	SPED Teacher
Lizette Miranda	ELL Teacher
Marcelle Farley	Magnet Lead Teacher
Carmen Gonzalez	Counselor
Howard Morgenstern	School Psychologist
Cynthia Alonso	Speech Pathologist
Ellen Maxwell	Media Specialist
Myriam P. Delisma-Pierre	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

Lizette O; Halloran Principal
Bleydis Toledo Parent
Diana Fernandez Parent
Doreen Ridley Parent
Gema Webb Teacher
Nicole Giner Student

Omaira Garcia Parent
Jaylene Correa Alternate Student
Ketsey Correa Teacher and Chair
Lissette Giner Business/Community Representative
Carol Smith Teacher and Secretary
Marcelle Farley Alternate Teacher
Virginia Reyna Parent
Maria Calzadilla Parent
Nathalie Vega Parent
Martha Tarradell Alternate Educational Support
Maryellen Kirwan Union Steward
Melva Pio Teacher
Nori Glickman Business/ Community Representative
Patricia Adams Teacher
Shannan Ighodaro Alternate Parent
Thaimi Payas Educational Support Employee

Involvement of the SAC in the development of the SIP

The SAC committee is completely involved in developing the school improvement plan. SAC committee reviews the data and decides the areas to focus on during the school year.

Activities of the SAC for the upcoming school year

Development of the school improvement plan, deciding upon SAC funds, developing ways to increase parent involvement.

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

The SAC committee allocated the SAC funds, in the amount of $4,460, to be used towards the purchase of projectors, bulbs, and cables to increase the school's use of technology within the classrooms.

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:

Lizette G O'Halloran		
Principal	Years as Administrator: 14	Years at Current School: 8

Credentials	Certificate Expiration Date: 2016 Certifications/Endorsements Elem Ed, ESOL, Ed Leadership
Performance Record	2013 – School Grade Rdg. Proficiency, 57% Math Proficiency, 65% Rdg. Lrg. Gains, 73 points Math Lrg. Gains, 73points Rdg. Imp. of Lowest 25% 74points Math Imp. of Lowest 25% 65points Rdg. AMO 57% Math AMO 65% 2012 Rdg. Proficiency, 60% Math Proficiency, 64% Rdg. Lrg. Gains, 78points Math Lrg. Gains, 74points Rdg. Imp. of Lowest 25% 69points Math Imp. of Lowest 25% 63points Rdg. AMO 60 Math AMO 64 2011 Rdg. Proficiency, 77% Math Proficiency, 79% Rdg. Lrg. Gains, 69points Math Lrg. Gains, 70points Rdg. Imp. of Lowest 25% 63points Math Imp. of Lowest 25% 71points Rdg. AMO 59 Math AMO 62 2010 Rdg. Proficiency, 76% Math Proficiency, 77% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 64points Rdg. Imp. of Lowest 25% 53points Math Imp. of Lowest 25% 58points 2009 Rdg. Proficiency, 78% Math Proficiency, 75% Rdg. Lrg. Gains, 73 points Math Lrg. Gains, 77points Rdg. Imp. of Lowest 25% 71points Math Imp. of Lowest 25% 73points

Lizette G O'Halloran		

Myriam P. Delisma-Pierre		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	Master's Degree in Special Education/English Language Acquisition Specialist Degree in Educational Leadership Certifications: Elem. K-6; ESE K-12; French K-12; Educational Leadership (all levels) ESOL endorsement Certificate expires in 2016.	
Performance Record	2013 – School Grade Rdg. Proficiency, 57% Math Proficiency, 65% Rdg. Lrg. Gains, 73 points Math Lrg. Gains, 73points Rdg. Imp. of Lowest 25% 74points Math Imp. of Lowest 25% 65points Rdg. AMO 57% Math AMO 65%	

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Samantha Schoeck		
Full-time / School-based	Years as Coach: 2	Years at Current School: 6

Areas	Reading/Literacy
Credentials	Certificate Expiration Date:2016 Certifications/Endorsements: Elem Ed, Reading, Gifted, ESOL
Performance Record	2013 – School Grade Rdg. Proficiency, 57% Rdg. Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% 74points Rdg. AMO 57 2012 Rdg. Proficiency, 60% Rdg. Lrg. Gains, 78points Rdg. Imp. of Lowest 25% 69pointsSamantha Rdg. AMO 60 2011 Rdg. Proficiency, 77% Rdg. Lrg. Gains, 69points Rdg. Imp. of Lowest 25% 63points Rdg. AMO 59 2010 – Rdg. Proficiency, 76% Rdg. Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% 53points 2009 – Rdg. Proficiency, 78% Rdg. Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% 71points

Donna Quigley		
Full-time / School-based	Years as Coach: 5	Years at Current School: 9

Areas	Mathematics
Credentials	Certificate Expiration Date: 2011 Certifications/Endorsements: Elem Ed, ESOL
Performance Record	2013 – School Grade Math Proficiency, 65% Math Lrg. Gains, 73points Math Imp. of Lowest 25% 65points Math AMO 65 2012 Math Proficiency, 64% Math Lrg. Gains, 74points Math Imp. of Lowest 25% 63points Math AMO 64 2011 Math Proficiency, 79% Math Lrg. Gains, 70points Math Imp. of Lowest 25% 71points Math AMO 62 2010 Math Proficiency, 77% Math Lrg. Gains, 64points Math Imp. of Lowest 25% 58points 2009 Math Proficiency, 75% Math Lrg. Gains, 77points Math Imp. of Lowest 25% 73points

Classroom Teachers

# of classroom teachers
64

 # receiving effective rating or higher
64, 100%

 # Highly Qualified Teachers
83%

 # certified in-field
64, 100%

 # ESOL endorsed
53, 83%

 # reading endorsed
3, 5%

 # with advanced degrees
17, 27%

 # National Board Certified
3, 5%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
4, 6%

 # with 6-14 years of experience
30, 47%

 # with 15 or more years of experience
29, 45%

Education Paraprofessionals

# of paraprofessionals
4

 # Highly Qualified
3, 75%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
2

 # receiving effective rating or higher
(not entered because basis is < 10)

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

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

Joella C. Good Elementary recruits and retains high qualified, certified-in-field, effective teachers by providing professional development to the staff, as well as providing a mentor teacher for all new teachers.

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

Each new teacher and teacher new to the building receives a mentor teacher. Monthly the mentor teacher and the new teacher meets to review important details about the school and best practices in teaching. The mentors are selected from those teachers that have participated in the MINT program and are in the same grade level or teach the same or similar subjects.

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

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.to 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 team meets monthly to review progress monitoring data to identify students who are meeting benchmarks, at moderate risk, and at high risk for not meeting benchmarks. In additional, debriefing sessions are held to disseminate student assessment data and to plan for school wide intervention and

acceleration activities. Using all the data collected, the team establishes priorities and targets intervention using the problem solving process. Members also attend Professional Learning Community meetings to become better informed of the needs of all stakeholders. Members closely monitor the mobility rate of the student population to ensure that the needs of all students are addressed.

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

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
• Success Maker Utilization and Progress Reports
• Interim assessments
• 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. 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.

The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at http://rti.dadeschools).

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: 4,440

Joella uses Everglades publication and Test Ready publication to provide students with moderate complexity questions to assist in problem solving and decision making strategies.

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 and analyzed through benchmark assessment, previous fcat test, the math series chapter test, teacher created test and successmaker.

Who is responsible for monitoring implementation of this strategy?

The principal along with the reading and math coach are responsible for the implementation.

Literacy Leadership Team (LLT)

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

Name	Title
Lizette O' Halloran	Prinicpal
Samantha Schoeck	Reading Coach
Leinys Boada	SPED Teacher
Lizette Miranda	ELL Teacher
Marchelle Farley	Magnet Teacher
Carmen Gonzalez	Counselor
Howard Morgenstern	School Psychologist
Ellen Maxwell	Media Specialist

How the school-based LLT functions

The team meets monthly to review progress monitoring data to identify students who are meeting benchmarks, at moderate risk, and at high risk for not meeting benchmarks. In additional, debriefing sessions are held to disseminate student assessment data and to plan for school wide intervention and acceleration activities. Using all the data collected, the team establishes priorities and targets intervention using the problem solving process. Members also attend Professional Learning Community meetings to become better informed of the needs of all stakeholders. Members closely monitor the mobility rate of the student population to ensure that the needs of all students are addressed.

Major initiatives of the LLT

The team meets with the ESSAC Committee and the Principal to develop the SIP. The team identifies intervention targets and progress monitoring plans for those students who scored a Level 1 on the 2012 FCAT 2.0. The Principal and Literacy Leadership Team will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student work samples will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing. Special attention will be given to special needs populations such SPED, ELL and sub-groups.
The reading coach, administration, and grade level chairpersons will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The reading coach will also help with the process of grading, recording, and charting student scores. The reading coach will work with the Reading Leadership Team to guarantee fidelity of implementation of the K-12 CRR. The reading coach with the Media Specialist will provide motivation and promote a spirit of collaboration within the Reading Leadership Team to create a school wide focus on literacy and reading achievement by establishing model classrooms; morning announcements promoting effective Reading practices; conferencing with teachers and administrators and providing professional development.

Every Teacher Contributes to Reading Instruction

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

Each teacher supports the reading program by applying various reading strategies to their content area. For example students use informational text strategies in art as they learn about various artist.

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

Joella C. Good Elementary School has a Montessori Magnet Program consisting of approximately 160 students of which eighteen are in Pre-Kindergarten. The Montessori Pre-Kindergarten class is funded by the Office of Schools of Choice and Parental Options. The effectiveness of the program is monitored throughout the year by classroom walkthroughs, observations, assessments and site-visits from the Office of Schools of Choice and Parental Options, and it abides by the American Montessori Society guidelines. Through these means at-risk students are targeted early for further intervention. Once areas in need are known, certified American Montessori Society (AMS) Montessori teachers and paraprofessionals work with the students by providing individualized instruction in all academic areas. 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 environments that give 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.

Kindergarten teachers will use the FLKRS school readiness test to assess all students' readiness skills within the first thirty days of school. FLKRS includes measures of Letter Naming and Phonemic Awareness, which are included in the VPK Education Standards. These data are used to calculate a student's Probability of Success in Reading score. Furthermore, the FAIR is also used school wide to monitor student progress in the basic literacy skills. The FAIR which also measures Letter Naming and Phonemic Awareness in Kindergarten. FAIR is administered three times a year with ongoing progress monitoring of at risk students.

The Montessori Pre-Kindergarten classroom is participating in activities with the general education curriculum, such as breakfast and lunch sessions, and general assemblies. The Pre-Kindergarten classroom is a multi-age classroom, which facilitates the articulation process from Pre-Kindergarten to Kindergarten. Throughout the school year, Pre-Kindergarten students spend time working on a myriad of activities, presented according to the appropriateness and achievement level of the student regardless of age. Montessori education aims to provide for the unique developmental needs of each child as they emerge, Montessori teachers spend a great deal of their time observing children. Scientific observations of the child's development is constantly carried out and recorded by the teacher. These observations are made on the level of concentration of each child, the introduction to and mastery of each piece of material, the social development and physical health. Opportunities for the familiarization of the personality are considered as important as academic education. Children are given the opportunity to take care of themselves, each other, and the environment through activities which include gardening, cooking, building, moving gracefully and speaking politely.

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	66%	57%	No	69%
American Indian				
Asian				
Black/African American	65%	55%	No	69%
Hispanic	66%	56%	No	69%
White	63%	47%	No	66%
English language learners	49%	36%	No	54%
Students with disabilities	34%	26%	No	41%
Economically disadvantaged	63%	54%	No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	124	26%	29%
Students scoring at or above Achievement Level 4	144	30%	31%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		73%	76%
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)	101	52%	57%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	65	33%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	52	26%	33%

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	88	54%	59%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		

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	68%	65%	No	72%
American Indian				
Asian				
Black/African American	63%	57%	No	67%
Hispanic	69%	67%	No	72%
White	78%	67%	No	80%
English language learners	63%	56%	No	66%
Students with disabilities	43%	41%	No	49%
Economically disadvantaged	65%	62%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	139	29%	32%
Students scoring at or above Achievement Level 4	165	34%	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		73%	76%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		65%	69%

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	38	24%	27%
Students scoring at or above Achievement Level 4	53	34%	35%

Florida Alternate Assessment (FAA)

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

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	70	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	10	1%	1%
Students who are not proficient in reading by third grade	78	49%	44%
Students who receive two or more behavior referrals	81	9%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	8	1%	1%

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

Please see PIP Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. The results of the 2013 FCAT 2.0 reading assessment indicate that 57% of students achieved FCAT Level 3 or above proficiency. Our goal for the 2014 FCAT 2.0 reading assessment is to increase the percent of students scoring Level 3 and above to 69%.

G2. The results of the 2013 writing assessment indicated that 54% of the students achieved FCAT Level 3.5 or above. Our goal for the 2014 FCAT writing assessment is to increase the percent of students scoring Level 3.5 or above to 59%.

G3. The results of the 2013 FCAT 2.0 math assessment indicate that 65% of students achieved FCAT level 3 or above proficiency. Our goal for the 2014 FCAT 2.0 math assessment is to increase the percent of students scoring level 3 and above to 72%.

G4. The results of the 2013 FCAT 2.0 science assessments indicate that 24% of the students achieved FCAT level 3. Our goal for the 2014 FCAT 2.0 science assessment is to increase the percentage of students scoring level 3 to 27%.

G5. During the 2012-2013 school year, 49% of the students were not proficient in reading. The goal for the 2013-2014 school year is to reduce the number of students not proficient to 44%.

Goals Detail

G1. The results of the 2013 FCAT 2.0 reading assessment indicate that 57% of students achieved FCAT Level 3 or above proficiency. Our goal for the 2014 FCAT 2.0 reading assessment is to increase the percent of students scoring Level 3 and above to 69%.

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

Resources Available to Support the Goal
- Wonder Intervention materials, successmaker, reading plus

Targeted Barriers to Achieving the Goal
- 2013 FCAT performance data indicate that students in the Black, Hispanic, White and Economically Disadvantaged subgroups are deficient in Category 2-Reading Application [LA.3-5.1.7.5] Identifying the text structure an author uses. Students experienced difficulty in using compare and contrast to explain how it impacts meaning in the text.
- 2013 FCAT performance data indicate that students in the English Language Learners (ELL) subgroup are deficient in Category 1-Vocabulary [LA.3-5.1.6.7] Base words and affixes. Students experienced difficulty in using familiar base words and affixes to determine meanings of unfamiliar complex words.
- 2013 FCAT performance data indicate that students in the Students With Disabilities (SWD) subgroups are deficient in Category 1-Vocabulary [LA.3-5.1.6.8] Antonyms, synonyms and homophones. Students experienced difficulty in using antonyms, synonyms and homophones to determine meaning of words.

Plan to Monitor Progress Toward the Goal

Students will complete weekly assignments

Person or Persons Responsible
LLT

Target Dates or Schedule:
Weekly

Evidence of Completion:
Weekly teacher assignments on vocabulary

G2. The results of the 2013 writing assessment indicated that 54% of the students achieved FCAT Level 3.5 or above. Our goal for the 2014 FCAT writing assessment is to increase the percent of students scoring Level 3.5 or above to 59%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Writer's Workshop

Targeted Barriers to Achieving the Goal
- 2013 FCAT Writing performance data indicate that students in all subgroups are deficient in revising [LA 4.3.3.3] creating precision and interest by expressing ideas vividly.

Plan to Monitor Progress Toward the Goal

Writing samples

Person or Persons Responsible
Teacher, LLT and MTSS/RtI

Target Dates or Schedule:
Weekly

Evidence of Completion:
Sample writing

G3. The results of the 2013 FCAT 2.0 math assessment indicate that 65% of students achieved FCAT level 3 or above proficiency. Our goal for the 2014 FCAT 2.0 math assessment is to increase the percent of students scoring level 3 and above to 72%.

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

Resources Available to Support the Goal
- GO Math Florida Common Core text, successmaker

Targeted Barriers to Achieving the Goal
- 2013 FCAT performance data indicate that students in the Black, White, Hispanic, and Economically Disadvantage subgroups are deficient in Reporting Category- Geometry and Measurement. Students experience difficulty in selecting appropriate units, strategies, and tools to solve problems involving perimeter, areas and volume.

- 2013 FCAT performance data indicate that students in the English Language Learners (ELL) and Students With Disabilities (SWD) are deficient in Reporting Category-Number Operations, Problems and Statistics. Students experience difficulty in model multiplication and division problems.

Plan to Monitor Progress Toward the Goal

Student participation in the program and classroom assignments

Person or Persons Responsible
Administrators and math coach

Target Dates or Schedule:
Monthly

Evidence of Completion:
Successmaker and think central program usage

G4. The results of the 2013 FCAT 2.0 science assessments indicate that 24% of the students achieved FCAT level 3. Our goal for the 2014 FCAT 2.0 science assessment is to increase the percentage of students scoring level 3 to 27%.

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- P-Sell, experiment kits

Targeted Barriers to Achieving the Goal
- 2013 FCAT performance data indicate that students are deficient in student understanding of the nature of science.

Plan to Monitor Progress Toward the Goal

Students gaining knowledge of natural science

Person or Persons Responsible
Teacher, LLT and MTSS/RtI

Target Dates or Schedule:
Monthly

Evidence of Completion:
Teacher reports and District Interim Assessments

G5. During the 2012-2013 school year, 49% of the students were not proficient in reading. The goal for the 2013-2014 school year is to reduce the number of students not proficient to 44%.

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- Wonders Intervention, Successmaker. PMRN resources

Targeted Barriers to Achieving the Goal
- 49% of students were not proficient in reading by third grade. Students need additional practice in reading to improve reading proficiency.

Plan to Monitor Progress Toward the Goal

Students should be making significant reading progress in the area of weakness

Person or Persons Responsible
Teacher, LLT and MTSS/RtI

Target Dates or Schedule:
Weekly

Evidence of Completion:
Reading plus reports and intervention reports from Wonders

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. The results of the 2013 FCAT 2.0 reading assessment indicate that 57% of students achieved FCAT Level 3 or above proficiency. Our goal for the 2014 FCAT 2.0 reading assessment is to increase the percent of students scoring Level 3 and above to 69%.

G1.B1 2013 FCAT performance data indicate that students in the Black, Hispanic, White and Economically Disadvantaged subgroups are deficient in Category 2-Reading Application [LA.3-5.1.7.5] Identifying the text structure an author uses. Students experienced difficulty in using compare and contrast to explain how it impacts meaning in the text.

G1.B1.S1 . Students will be provided opportunities to use be familiar with text structures such as compare/contrast, cause/effect and identify topics and themes within the text

Action Step 1

Students will be assigned customized courses through SuccessMaker that will focus on text structures. The teacher will also engage students in explicit instruction on how to compare and contrast information within a text. The teacher will also provide additional practice in cause and effect relationships through guided practices from the Wonders text.

Person or Persons Responsible

Students will practice compare/contrast and cause/effect with teacher guidance.

Target Dates or Schedule

During weekly small group instruction and teacher led-center.

Evidence of Completion

Successful completion of assignments on text structures and SuccessMaker reports on the standard

Facilitator:

Samantha Schoeck

Participants:

3rd-5th grade Reading teachers

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

Utilizing the FCIM, the LLT, and the MTSS/RtI team will review students' monthly SuccessMaker reports, along with District Interim Assessments.

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Student scores and usage will increase in SuccessMaker reports and on Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

SuccessMaker reports, District Interim Assessments

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Usage and custom course reports

G1.B2 2013 FCAT performance data indicate that students in the English Language Learners (ELL) subgroup are deficient in Category 1-Vocabulary [LA.3-5.1.6.7] Base words and affixes. Students experienced difficulty in using familiar base words and affixes to determine meanings of unfamiliar complex words.

G1.B2.S1 Students will be provided opportunities to use their personal dictionaries to build their general knowledge of words.

Action Step 1

Students will engage in activities to foster vocabulary development utilizing prefixes and suffixes of words

Person or Persons Responsible

Students will practice vocabulary skills with the guided help of the teacher

Target Dates or Schedule

During daily small group instruction and teacher led-center

Evidence of Completion

A vocabulary journal showing the use of prefixes and suffixes to determine the meaning of words

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Utilizing FCIM, LLT and MTSS/RtI team will review student's journal monthly.

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Student journals

Plan to Monitor Effectiveness of G1.B2.S1

Student journals will be monitored

Person or Persons Responsible

Teacher, LLT, and MTSS/RtI

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher reports and data chats

G1.B3 2013 FCAT performance data indicate that students in the Students With Disabilities (SWD) subgroups are deficient in Category 1-Vocabulary [LA.3-5.1.6.8] Antonyms, synonyms and homophones. Students experienced difficulty in using antonyms, synonyms and homophones to determine meaning of words.

G1.B3.S1 Students will be provided opportunities to build general knowledge of word meanings and their relationships

Action Step 1

Students will be given teacher-led explicit instructions on how to tackle unfamiliar words and understand the meaning and relationship of words. Students will build their general knowledge of words through the use of Reading Plus and the Wonders text

Person or Persons Responsible

Students will practice vocabulary skills with the guidance of the teacher and through the use of Reading Plus.

Target Dates or Schedule

Daily small group instruction

Evidence of Completion

Classroom assignments and Reading Plus reports

Facilitator:

Samantha Schoeck

Participants:

3rd-5th grade Reading teachers

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Utilizing the FCIM, the LLT and MTSS/RtI will review the Reading Plus reports monthly

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Reading Plus reports

Plan to Monitor Effectiveness of G1.B3.S1

Time spent on Reading Plus and classroom materials that relate to the instruction

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Reading Plus reports

G2. The results of the 2013 writing assessment indicated that 54% of the students achieved FCAT Level 3.5 or above. Our goal for the 2014 FCAT writing assessment is to increase the percent of students scoring Level 3.5 or above to 59%.

G2.B1 2013 FCAT Writing performance data indicate that students in all subgroups are deficient in revising [LA 4.3.3.3] creating precision and interest by expressing ideas vividly.

G2.B1.S1 Students will conduct more peer reviews and utilize reference materials to edit and revise their writing.

Action Step 1

Students will edit their writing and conduct peer reviews utilizing reference materials such as a thesaurus and dictionaries.

Person or Persons Responsible

Students will edit papers with the guidance of their teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Student work

Facilitator:

Samantha Schoeck

Participants:

4th grade teachers

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

Utilizing FCIM, LLT and MTSS/RtI team will review the writing samples for evidence of editing by students and peers

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Student work

Plan to Monitor Effectiveness of G2.B1.S1

The edited writing pieces

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Student work

G2.B1.S2 The following programs have been implemented: 1) Writing Saturday Academy - Focused mainly on organization and support 2) Writing Intervention - Daily teacher/student conference and mini lessons and differentiated instruction based on students' needs. 3) Writing Boot Camp - Targeting writing creative skills and strategies to enhance students' writing.

Action Step 1

1) Writing Saturday Academy - Focused mainly on organization and support 2) Writing Intervention - Daily teacher/student conference and mini lessons and differentiated instruction based on students' needs. 3) Writing Boot Camp - Targeting writing creative skills and strategies to enhance students' writing.

Person or Persons Responsible

Reading/Writng Coach and writing teachers

Target Dates or Schedule

Writing Academy - Weekly (on Saturdays from January 2014 to February 2014) Writing Intervention - Daily Writing Boot Camp - Weekly (on Wednesdays)

Evidence of Completion

Students work folders and weekly practice assessments

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. The results of the 2013 FCAT 2.0 math assessment indicate that 65% of students achieved FCAT level 3 or above proficiency. Our goal for the 2014 FCAT 2.0 math assessment is to increase the percent of students scoring level 3 and above to 72%.

G3.B1 2013 FCAT performance data indicate that students in the Black, White, Hispanic, and Economically Disadvantage subgroups are deficient in Reporting Category- Geometry and Measurement. Students experience difficulty in selecting appropriate units, strategies, and tools to solve problems involving perimeter, areas and volume.

G3.B1.S1 Provide opportunities for students to calculate the perimeter of polygons, the area of a figure or region and volume of prisms.

Action Step 1

Students will increase the use of manipulatives to concretely understand perimeter, area and volume. Students will complete custom designed courses on Successmaker and Think Central.

Person or Persons Responsible

Students will practice calculating perimeters of polygons, areas and volume.

Target Dates or Schedule

During the daily small group instruction and teacher led-center

Evidence of Completion

Successful completion of assignments in class through the use of bell-ringers, journals and through Success maker reports and Think Central reports

Facilitator:

Donna Quigley

Participants:

Math teachers 3-5

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

Utilizing the FCIM, the LLT and the MTSS/RtI team will review student's monthly Successmaker and Think Central reports, along with the District Interim Assessments.

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Students scores and usage on Successmaker, sample work and reports from Think Central

Plan to Monitor Effectiveness of G3.B1.S1

Successmaker reports and Think Central reports

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Usage on both Successmaker and Think Central

G3.B1.S2 Provide students with additional opportunities with fraction/decimal equivalency and problem solving with Number: Operations.

Action Step 1

Teachers will provide additional opportunities through bell ringers and SuccessMaker Custom Courses on a daily basis.

Person or Persons Responsible

Math Coach and teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student bell ringer journals and custom course reports

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B2 2013 FCAT performance data indicate that students in the English Language Learners (ELL) and Students With Disabilities (SWD) are deficient in Reporting Category-Number Operations, Problems and Statistics. Students experience difficulty in model multiplication and division problems.

G3.B2.S1 Provide opportunities for students to identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts.

Action Step 1

Students will use manipulatives and graphic organizers to represent multiplication and division strategies. Student will continue to receive practice through the use of Successmaker and Think Central

Person or Persons Responsible

Students will practice multiplication and division problems

Target Dates or Schedule

During daily small group instruction

Evidence of Completion

Custom courses in Successmaker and Think Central as well as bell ringers and student work samples

Facilitator:

Donna Quigley

Participants:

Math teachers in grades 3-5

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Utilizing the FCIM, the LLT and the MTSS/RtI team will review student's monthly Successmaker and Think Central reports

Person or Persons Responsible

LLT and MTSS/ RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Student usage on Successmaker and Think Central, and scores on District Interim Assessments

Plan to Monitor Effectiveness of G3.B2.S1

Successmaker and Think Central reports, District Interim Assessments

Person or Persons Responsible

Administrators and LLT

Target Dates or Schedule

monthly

Evidence of Completion

Usage and custom course reports

G4. The results of the 2013 FCAT 2.0 science assessments indicate that 24% of the students achieved FCAT level 3. Our goal for the 2014 FCAT 2.0 science assessment is to increase the percentage of students scoring level 3 to 27%.

G4.B1 2013 FCAT performance data indicate that students are deficient in student understanding of the nature of science.

G4.B1.S1 Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion.

Action Step 1

Students will engage in researching and gathering scientific inquiries about natural science for real-world experiences.

Person or Persons Responsible

Students will practice and answer questions from the FCAT focus achievers test prep.

Target Dates or Schedule

Weekly during small group and teacher led-center

Evidence of Completion

Scientific reports

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

Utilizing FCIM, LLT and MTSS/RtI team will review student's experiments

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Science reflections and application through teacher assessment and District Interim Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Student P-Sell workbooks and Science Fair projects

Person or Persons Responsible

Teacher, LLT, and MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

P-Sell assessments/ Science Fair projects

G5. During the 2012-2013 school year, 49% of the students were not proficient in reading. The goal for the 2013-2014 school year is to reduce the number of students not proficient to 44%.

G5.B1 49% of students were not proficient in reading by third grade. Students need additional practice in reading to improve reading proficiency.

G5.B1.S1 Students identified from the FAIR testing as reading below grade level will be monitored and provided additional instruction in reading through the use of the PMRN resources and SuccessMaker and the leveled readers from the Wonders text.

Action Step 1

Identify students after FAIR testing that are not reading on grade level. Provide additional instructional time for students to work on fluency, phonics, phonemic awareness, and blending.

Person or Persons Responsible

Students

Target Dates or Schedule

Twice a week during one of the electives

Evidence of Completion

SuccessMaker reports and teacher assessment

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

Utilizing FCIM, LLT an MTSS/RtI team will monitor the SuccessMaker reports and teacher assessments

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

Weekly

Evidence of Completion

Wonders Intervention and PMRN resources

Plan to Monitor Effectiveness of G5.B1.S1

The reports from the weekly assessments.

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Wonders Intervention and FAIR results

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, after-school programs and Saturday Academy). 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; 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. Currently, Joella Good has no migrant 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 X- Homeless
The school provides services and support to homeless students and parents. The District Homeless liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of homeless students to ensure that the unique needs of homeless students are met. Currently, Joella Good has no homeless students.
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
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.

G1. The results of the 2013 FCAT 2.0 reading assessment indicate that 57% of students achieved FCAT Level 3 or above proficiency. Our goal for the 2014 FCAT 2.0 reading assessment is to increase the percent of students scoring Level 3 and above to 69%.

G1.B1 2013 FCAT performance data indicate that students in the Black, Hispanic, White and Economically Disadvantaged subgroups are deficient in Category 2-Reading Application [LA.3-5.1.7.5] Identifying the text structure an author uses. Students experienced difficulty in using compare and contrast to explain how it impacts meaning in the text.

G1.B1.S1 . Students will be provided opportunities to use be familiar with text structures such as compare/contrast, cause/effect and identify topics and themes within the text

PD Opportunity 1

Students will be assigned customized courses through SuccessMaker that will focus on text structures. The teacher will also engage students in explicit instruction on how to compare and contrast information within a text. The teacher will also provide additional practice in cause and effect relationships through guided practices from the Wonders text.

Facilitator

Samantha Schoeck

Participants

3rd-5th grade Reading teachers

Target Dates or Schedule

During weekly small group instruction and teacher led-center.

Evidence of Completion

Successful completion of assignments on text structures and SuccessMaker reports on the standard

G1.B3 2013 FCAT performance data indicate that students in the Students With Disabilities (SWD) subgroups are deficient in Category 1-Vocabulary [LA.3-5.1.6.8] Antonyms, synonyms and homophones. Students experienced difficulty in using antonyms, synonyms and homophones to determine meaning of words.

G1.B3.S1 Students will be provided opportunities to build general knowledge of word meanings and their relationships

PD Opportunity 1

Students will be given teacher-led explicit instructions on how to tackle unfamiliar words and understand the meaning and relationship of words. Students will build their general knowledge of words through the use of Reading Plus and the Wonders text

Facilitator

Samantha Schoeck

Participants

3rd-5th grade Reading teachers

Target Dates or Schedule

Daily small group instruction

Evidence of Completion

Classroom assignments and Reading Plus reports

G2. The results of the 2013 writing assessment indicated that 54% of the students achieved FCAT Level 3.5 or above. Our goal for the 2014 FCAT writing assessment is to increase the percent of students scoring Level 3.5 or above to 59%.

G2.B1 2013 FCAT Writing performance data indicate that students in all subgroups are deficient in revising [LA 4.3.3.3] creating precision and interest by expressing ideas vividly.

G2.B1.S1 Students will conduct more peer reviews and utilize reference materials to edit and revise their writing.

PD Opportunity 1

Students will edit their writing and conduct peer reviews utilizing reference materials such as a thesaurus and dictionaries.

Facilitator

Samantha Schoeck

Participants

4th grade teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work

G3. The results of the 2013 FCAT 2.0 math assessment indicate that 65% of students achieved FCAT level 3 or above proficiency. Our goal for the 2014 FCAT 2.0 math assessment is to increase the percent of students scoring level 3 and above to 72%.

G3.B1 2013 FCAT performance data indicate that students in the Black, White, Hispanic, and Economically Disadvantage subgroups are deficient in Reporting Category- Geometry and Measurement. Students experience difficulty in selecting appropriate units, strategies, and tools to solve problems involving perimeter, areas and volume.

G3.B1.S1 Provide opportunities for students to calculate the perimeter of polygons, the area of a figure or region and volume of prisms.

PD Opportunity 1

Students will increase the use of manipulatives to concretely understand perimeter, area and volume. Students will complete custom designed courses on Successmaker and Think Central.

Facilitator

Donna Quigley

Participants

Math teachers 3-5

Target Dates or Schedule

During the daily small group instruction and teacher led-center

Evidence of Completion

Successful completion of assignments in class through the use of bell-ringers, journals and through Success maker reports and Think Central reports

G3.B2 2013 FCAT performance data indicate that students in the English Language Learners (ELL) and Students With Disabilities (SWD) are deficient in Reporting Category-Number Operations, Problems and Statistics. Students experience difficulty in model multiplication and division problems.

G3.B2.S1 Provide opportunities for students to identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts.

PD Opportunity 1

Students will use manipulatives and graphic organizers to represent multiplication and division strategies. Student will continue to receive practice through the use of Successmaker and Think Central

Facilitator

Donna Quigley

Participants

Math teachers in grades 3-5

Target Dates or Schedule

During daily small group instruction

Evidence of Completion

Custom courses in Successmaker and Think Central as well as bell ringers and student work samples

Appendix 2: Budget to Support School Improvement Goals