2013-2014 SCHOOL IMPROVEMENT PLAN

Marjory Stoneman Douglas Elem

11901 SW 2ND ST

Miami, FL 33184

305-226-4356

http://msdouglas.dadeschools.net

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	82%

Alternative/ESE Center	Charter School	Minority Rate
No	No	99%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
A	A	A	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
Marjory Stoneman Douglas Elem

Principal
Rodolfo Rodriguez

School Advisory Council chair
Ilene Martinez

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

Name	Title
Rudy Rodriguez	Principal
Emily Falcon	Assistant Principal
Aubrey Davis	Assistant Principal
Barbara Alfaro	Assistant Principal

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
1/12/2014

School Advisory Council (SAC)

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

Membership of the SAC

Principal-1
Business Community Rep-3
Educational Support Employee-1
Parent- 5
Student-1
Teacher-5
UTD Steward-1
Alternates:
Alternate Educational Support-1
Alternate Parent-1
Alternate Student-1
Alternate Teacher-2

Involvement of the SAC in the development of the SIP

The School Advisory Council (EESAC) met at the end of the 2012-2013 school year to review the data from the SAT-10 and FCAT Spring Administration. At that time the goals and strategies of the 2012-2013 SIP were discussed. Considerations from the EESAC Committee were made and reviewed.

Activities of the SAC for the upcoming school year

School Advisory Council (EESAC) will meet on a regular basis to develop, revise and monitor the progress of School Improvement Plan goals. In addition, the council will determine the most appropriate use of SAC funds to support the School Improvement Plan goals. New goals and strategies were taken into advisement for the writing of the 2013-2014 SIP.

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

Hourly tutoring/interventions.

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
4

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

Administrator Information:

Rodolfo Rodriguez		
Principal	Years as Administrator: 13	Years at Current School: 6

Credentials	BACHELOR: ELEM. ED, MASTER: ELEM. ED, ED. LEADERSHIP
Performance Record	2013 – School Grade – A Rdg. Proficiency, 60% Math Proficiency, 70% Rdg. Lrg. Gains, 74% Math Lrg. Gains, 79% Rdg. Imp. of Lowest 82% Math Imp. of Lowest 71% Rdg. AMO –No Math AMO– No All data shown in % 12 11 10 9 School Grades A A A A High Standards – R 62 82 84 81 High Standards - M 72 85 85 86 Lrng Gains-Rdg 77 67 76 72 Lrng Gains-Math 83 75 69 70 Gains-R-25 79 65 69 61 Gains-M-25 68 76 61 56

Aubrey Davis		
Asst Principal	Years as Administrator: 19	Years at Current School: 5

Credentials	BACHELOR: EARLY CHILDHOOD ED., ELEM. ED MASTER:EMTL HNDCP, ED. LEADERSHIP
Performance Record	2013 – School Grade – A Rdg. Proficiency, 60% Math Proficiency, 70% Rdg. Lrg. Gains, 74% Math Lrg. Gains, 79% Rdg. Imp. of Lowest 82% Math Imp. of Lowest 71% Rdg. AMO –Yes Math AMO–Yes All data shown in % 12 11 10 9 School Grades A A A C High Standards – R 62 82 84 45 High Standards - M 72 85 85 77 Lrng Gains-Rdg 77 67 76 86 Lrng Gains-Math 83 75 69 72 Gains-R-25 79 65 69 70 Gains-M-25 68 76 61 56

Emily Falcon		
Asst Principal	Years as Administrator: 9	Years at Current School: 15

Credentials	BACHELOR: ELEM. ED, ESOL ENDORSEMENT, PRIMARY ED., MASTER:ED. LEADERSHIP
Performance Record	2013 – School Grade – A Rdg. Proficiency, 60% Math Proficiency, 70% Rdg. Lrg. Gains, 74% Math Lrg. Gains, 79% Rdg. Imp. of Lowest 82% Math Imp. of Lowest 71% Rdg. AMO – No Math AMO– No All data shown in % 12 11 10 9 School Grades A A A A High Standards – R 62 82 84 81 High Standards - M 72 85 85 86 Lrng Gains-Rdg 77 67 76 72 Lrng Gains-Math 83 75 69 70 Gains-R-25 79 65 69 61 Gains-M-25 68 76 61 56

Barbara Alfaro		
Asst Principal	Years as Administrator: 5	Years at Current School: 5

Credentials	BACHELOR: ELEM. ED., ESOL, SPEC LEARN DISAB, EMTL HNDCP, ED LEADERSHIP
Performance Record	2013 – School Grade – A Rdg. Proficiency, 60% Math Proficiency, 70% Rdg. Lrg. Gains, 74% Math Lrg. Gains, 79% Rdg. Imp. of Lowest 82% Math Imp. of Lowest 71% Rdg. AMO – No Math AMO– No All data shown in % 12 11 10 9 School Grades A A A A High Standards – R 62 82 84 74 High Standards - M 72 85 85 70 Lrng Gains-Rdg 77 67 76 67 Lrng Gains-Math 83 75 69 69 Gains-R-25 79 65 69 71 Gains-M-25 68 76 61 62

Classroom Teachers

# of classroom teachers

69

 # receiving effective rating or higher

69, 100%

 # Highly Qualified Teachers

99%

 # certified in-field

69, 100%

 # ESOL endorsed

61, 88%

 # reading endorsed

5, 7%

 # with advanced degrees

33, 48%

 # National Board Certified

10, 14%

 # first-year teachers

2, 3%

 # with 1-5 years of experience

1, 1%

 # with 6-14 years of experience

27, 39%

 # with 15 or more years of experience

39, 57%

Education Paraprofessionals

# of paraprofessionals

4

 # Highly Qualified

4, 100%

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

Marjory Stoneman Douglas Elementary school will enter into a partnership with Miami Dade Community College and Florida International University School of Education/Field Experience and Internship Programs. Furthermore, we will mentor After School Care Counselors who are pursuing careers in education.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New/beginning teachers are mentored with veteran teachers as indicated by MINT, in their grade level. There, the veteran teachers will ensure that school policies and procedures are followed. The veteran teacher will assist the new teacher during common planning times.

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

Staff members of Marjory Stoneman Douglas Elementary School have been strongly encouraged to enroll in the online RtI course offered by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services (www.florida-rti.org) Follow up PLCs will be offered to all staff members during the 2013-2014 school year. Continued training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan. 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. Finally, the MTSS team will evaluate additional staff PD needs during monthly MTSS Leadership Team meetings.

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

Principal: (Rudy Rodriguez) Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Assistant Principals: (Emily Falcon, Barbara Alfaro, Aubrey Davis) Participate in interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Grade Level Chairs (Pre-K/K-5th): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: (Veronica Hart, Janelle Morejon) Participates in student data collection, integrates core instructional activities/materials into instruction, and collaborates with general education teachers through such activities as co-teaching.

Reading Coach, Mathematics and Science Liaisons: (Denise Formoso- Intermediate Reading, Tangela Johnson Miller-Primary Reading, Aleida Lorenzo-Mathematics, Pablo Hernandez-Science) Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes

existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Technology Specialist: (Ozzie Rodriguez, MST) Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Counselors: (Juan Borras, Cary Rencurrell) Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, counselors continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The MTSS Leadership Team members attend EESAC meetings and provide input and feedback to help develop the SIP. The team monitors and adjusts data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needs to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and align processes and procedures. EESAC, in turn, writes the SIP and continues to make changes throughout the year as needed.

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 will be used to adjust the delivery of curriculum and instruction to meet the specific needs of the students; adjust the delivery of behavior management system, adjust the allocation of school-based resources, drive decisions regarding targeted professional development and create student growth trajectories in order to identify and develop interventions.
Managed data to include:
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
• Oral Reading Fluency Measures
• Voyager Checkpoints
• Wonder Works
• Voyager Benchmark Assessments
• Baseline Benchmark Assessments
• Success Maker Utilization and Progress Reports
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context

• Office referrals per day per month
• Team climate surveys
• Attendance
• Daily Attendance Report
Referrals to special education programs

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

Staff members of Marjory Stoneman Douglas Elementary School have been strongly encouraged to enroll in the online RtI course offered by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services (www.florida-rti.org) Follow up PLCs will be offered to all staff members during the 2013-2014 school year. Continued training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
Finally, the MTSS team will evaluate additional staff PD needs during monthly MTSS Leadership Team meetings.
1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

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: Weekend Program

Minutes added to school year: 10,800

At Marjory Stoneman Douglas Elementary, students are offered a variety of enrichment resources such as FCAT Explorer, Riverdeep, Destination Reading, SuccessMaker, Time for Kids, Quick Reads, Reading Plus, GIZMOS and Discovery Education. ESL students are offered Saturday Academy made available through the use of Title III funds. Additionally, morning and after school tutorial programs are offered to those students who need additional practice in reading and math. Finally, students enrolled in our After School Program receive daily homework help and weekly computer lab time.
Master scheduling allows for grade level/team common planning as well as professional development by the use of PLCs.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Data is collected and the team meets once a month to engage in the following activities: Use 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. Review universal screening data by gathering ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Who is responsible for monitoring implementation of this strategy?

Administration

Strategy: Before or After School Program

Minutes added to school year: 1,800

At Marjory Stoneman Douglas Elementary, students are offered a variety of enrichment resources such as FCAT Explorer, Riverdeep, Destination Reading, SuccessMaker, Time for Kids, Quick Reads, Reading Plus, GIZMOS and Discovery Education. ESL students are offered Saturday Academy made available through the use of Title III funds. Additionally, morning and after school tutorial programs are offered to those students who need additional practice in reading and math. Finally, students enrolled in our After School Program receive daily homework help and weekly computer lab time.
Master scheduling allows for grade level/team common planning as well as professional development by the use of PLCs.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Data is collected and the team meets once a month to engage in the following activities: Use 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. Review universal screening data by gathering ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Who is responsible for monitoring implementation of this strategy?

Administration

Strategy: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)
""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Rudy Rodriguez	Principal
Barbara Alfaro	Assistant Principal
Emily Falcon	Assistant Principal
Aubery Davis	Assistant Principal
Denise Formoso	Intermediate Reading Liaison
Tangela Johnson Miller	Primary Reading Liaison
Ilene Martinez	EESAC Chair
Barbie Lengomin	ELL Coordinator
Christopher Rambo	UTD Steward

How the school-based LLT functions

The Literacy Leadership Team at Marjory Stoneman Douglas Elementary school will meet monthly. The team will analyze data and look for data trends. They will adjust curriculum and provide strategies for differentiated instruction.
Rudy Rodriguez, Principal: monitors data from monthly assessments.
Barbara Alfaro- Assistant Principal: monitor and analyze data from monthly assessments. Conducts classroom visitations.
Emily Falcon- Assistant Principal: monitor and analyze data from monthly assessments. Conducts classroom visitations
Aubrey Davis- Assistant Principal: monitor and analyze data from monthly assessments. Conducts classroom visitations
Denise Formoso and Tangela Johnson-Miller: Reading Liaisons: analyze data, facilitate professional development. Suggests strategies and resources. Does push-in tutoring. Suggests literacy strategies and resources.
Aleida Lorenzo: Mathematics Liaison
Ilene Martinez-EESAC Chair: Ensures implementation of SIP core subject goals and strategies, analyzes data, suggests strategies.
Barbie Lengomin-ELL Interventions: analyzes data, suggests strategies, and ensures fidelity of ELL programs.
Christopher Rambo- UTD Steward: makes certain there are no violations of the UTD contract.

Major initiatives of the LLT

The major initiatives this year for the LLT will include adjusting the District Pacing Guides to the Next Generation Sunshine State Standards and the Core Curriculum Standards to develop a stronger school wide vocabulary program as well as increase the student's use of Informational Text/ Research Process strategies. Additionally, the LLT will develop and implement an updated school wide writing plan. The LLT will continue to monitor intervention groups and adjust curriculum as needed.

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

In an effort to accommodate the transition of Pre-Kindergarten students to Kindergarten, Marjory Stoneman Douglas Elementary School has established several practices. Initially, the students in the Pre-Kindergarten program are taught and provided with the skills needed to properly interact and adjust

to the Kindergarten Program through the use of the High Scope Curriculum using the Houghton Mifflin Series. As part of this curriculum, students learn to interact with one another, work in small group and large group situations and they learn to make choices within the constructs of a classroom setting. PreK and Kindergarten teachers take part in vertical articulation.

The staff responsible for implementing these strategies is made up of the Pre-Kindergarten teachers, paraprofessionals, counselor and the School Support Team. In order to ensure appropriate readiness into the Kindergarten classroom, grade level articulation meetings are held. The Pre-Kindergarten teachers become familiar with the Kindergarten Grade Level Expectations and prepare the students accordingly.

To compile quantitative data on the students' readiness for Kindergarten, the Pre-Kindergarten teachers administer several assessments throughout the year which coincide with the Houghton-Mifflin Reading series. These tests, along with teacher observation, assess social/emotional behaviors that may be of concern before the student progresses to Kindergarten.

Additionally, families of newly registered Kindergarten students will receive information via the school's website and a Title I sponsored parent informational meeting as to what the learning goals and objectives are for incoming Kindergarten students. Parents are given the opportunity to arrange a school tour by visiting the school's website or Facebook page.

Moreover, at the end of the school year, the Pre-Kindergarten students visit the Kindergarten classes to help them with transition. Kindergarten Orientation takes place towards the end of the school year.

Finally, the Pre-Kindergarten parents are given an opportunity to visit the Kindergarten classes to give them an understanding of the upcoming expectations.

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%	60%	No	69%
American Indian				
Asian				
Black/African American				
Hispanic	66%	61%	No	69%
White	73%	40%	No	75%
English language learners	52%	42%	No	57%
Students with disabilities	32%	17%	No	39%
Economically disadvantaged	63%	56%	No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	124	24%	31%
Students scoring at or above Achievement Level 4	185	35%	38%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		74%	77%
Students in lowest 25% making learning gains (FCAT 2.0)		82%	84%

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)	284	65%	69%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	115	26%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	133	30%	37%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	92	58%	62%
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	75%	70%	No	78%
American Indian				
Asian				
Black/African American				
Hispanic	75%	70%	No	78%
White	80%	70%	No	82%
English language learners	66%	57%	No	69%
Students with disabilities	43%	29%	No	49%
Economically disadvantaged	73%	67%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	142	27%	33%
Students scoring at or above Achievement Level 4	218	42%	45%

Learning Gains

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

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	64	31%	33%
Students scoring at or above Achievement Level 4	70	34%	35%

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)			
Participation in STEM-related experiences provided for students			

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	83	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	24	2%	1%
Students who are not proficient in reading by third grade	81	51%	46%
Students who receive two or more behavior referrals	71	7%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	0%	0%

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

Title I Parent Involvement Plan under separate attachement

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Increase the percent of all students scoring Level 3 and above on the FCAT 2.0 Reading Assessment as indicated by the 2014 FCAT 2.0 Reading Adminstration from 60% to 69%.

G2. Increase the number of students scoring a 3.5 or higher on the 2013 FCAT Writes from 58% to 62% as compared to the 2014 FCAT Writes.

G3. Increase the percent of all students scoring at achievement Level 3 and above on the FCAT 2.0 Mathematics Assessment as indicated by the 2014 FCAT 2.0 Mathematics Administration from 70% to 78%.

G4. Increase the percent of all 5th grade students scoring at achievement Level 3 and Level 4 on the FCAT 2.0 Science Assessment as indicated by the 2014 FCAT 2.0 Science Assessment from 31% to 33% (Level 3) and 34% to 35% (Level 4)

G5. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in PBL (Project Based Learning) in STEM.

G6. Our school will increase student attendance by decreasing the number of students who miss 10% or more of instructional time, students retained and students are not proficient in reading by 3rd grade.

Goals Detail

G1. Increase the percent of all students scoring Level 3 and above on the FCAT 2.0 Reading Assessment as indicated by the 2014 FCAT 2.0 Reading Adminstration from 60% to 69%.

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

Resources Available to Support the Goal
- Computer based programs such as Successmaker, Reading Plus, FCAT Explorer and Voyager.

Targeted Barriers to Achieving the Goal
- Increase the percent of students scoring at Achievement Level 3 on the FCAT 2.0 Reading Assessment as indicated by the 2014 FCAT 2.0 Reading Administration from 24% to 31%.

- Increase the percent of students scoring at Achievement Level 4 on the FCAT 2.0 Reading Assessment as indicated by the 2014 FCAT 2.0 Reading Administration from 35% to 38%.

- Increase the percent of all Hispanic and ELL students scoring at or above Level 3 on the FCAT 2.0 Reading Assessment as indicated by the 2014 FCAT 2.0 Reading Administration from 61% to 69% (Hispanic) and 42% to 57% (ELL).

- Increase the percent of all White, SWD and ED students scoring at or above Level 3 on the FCAT 2.0 Reading Assessment as indicated by the 2014 FCAT 2.0 Reading Administration from 40% to 75% (White), 17% to 39% (SWD) and 56% to 67% (ED).

- Increase the percent of all students making learning gains on FCAT 2.0 Reading Assessment as indicated by the 2014 FCAT 2.0 Reading Administration from 74% to 77%.

- Increase the percent of lowest 25% students making learning gains on FCAT 2.0 Reading Assessment as indicated by the 2014 FCAT 2.0 Reading Administration from 82% to 84%.

- Increase the percent of students scoring Proficient as indicated by the 2014 Florida Comprehensive English Language Learning Assessment (CELLA) Administration from 65% to 69% (Listening/Speaking), 26% to 33% (Reading) and 30% to 37% (Writing)

Plan to Monitor Progress Toward the Goal

Will analyze overall class results and data.

Person or Persons Responsible
The MTSS/RtI team and the LLT Team.

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Monthly meeting agenda,sign in sheets and assessment results.

G2. Increase the number of students scoring a 3.5 or higher on the 2013 FCAT Writes from 58% to 62% as compared to the 2014 FCAT Writes.

Targets Supported

- Writing

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 FCAT 2.0 Writing indicates that students require additional support with LA.3.4.1.1 - write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events; (W.3.3). Students experienced difficulty in writing narrative accounts with an engaging plot and a rant of appropriate and specific narrative actions.

Plan to Monitor Progress Toward the Goal

Following the FCIM, monthly narrative writing prompts will be reviewed and scored.

Person or Persons Responsible

The MTSS/RtI team, LLT team,Administraiton

Target Dates or Schedule:

Monthly

Evidence of Completion:

Monthly meeting agenda, sign in sheets and assessment results.

G3. Increase the percent of all students scoring at achievement Level 3 and above on the FCAT 2.0 Mathematics Assessment as indicated by the 2014 FCAT 2.0 Mathematics Administration from 70% to 78%.

Targets Supported

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- Increase the percent of all students scoring at achievement Level 3 on the FCAT 2.0 Mathematics Assessment as indicated by the 2014 FCAT 2.0 Mathematics Administration from 27% to 33%.

- Increase the percent of all students scoring at achievement Level 4 and above on the FCAT 2.0 Mathematics Assessment as indicated by the 2014 FCAT 2.0 Mathematics Administration from 42% to 45%.

- Increase the percent of all Hispanic and ELL students scoring at or above Level 3 on the FCAT 2.0 Mathematics Assessment as indicated by the 2014 FCAT 2.0 Mathematics Administration from 70% to 78% (Hispanic) and 57% to 69% (ELL).

- Increase the percent of all White, SWD and ED students scoring at or above Level 3 on the FCAT 2.0 Mathematics Assessment as indicated by the 2014 FCAT 2.0 Mathematics Administration from 70% to 82% (White), 29% to 49% (SWD) and 67% to 75% (ED).

- Increase the percent of all students making learning gains on FCAT 2.0 Mathematics Assessment as indicated by the 2014 FCAT 2.0 Mathematics Administration from 79% to 81%.

- Increase the percent of lowest 25% students making learning gains on FCAT 2.0 Mathematics Assessment as indicated by the 2014 FCAT 2.0 Mathematics Administration from 71% to 74%.

Plan to Monitor Progress Toward the Goal

Will analyze data from student assessments.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Quarterly meeting agenda, sign in sheets and assessment results.

G4. Increase the percent of all 5th grade students scoring at achievement Level 3 and Level 4 on the FCAT 2.0 Science Assessment as indicated by the 2014 FCAT 2.0 Science Assessment from 31% to 33% (Level 3) and 34% to 35% (Level 4)

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
-

Targeted Barriers to Achieving the Goal
- As noted on the 2013 FCAT 2.0 Science, students had the most difficulty with the Nature of Science Category. Students performing at level 4 and 5 will consistently be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

Plan to Monitor Progress Toward the Goal

Will review lab reports and conclusions as well as data from benchmark assessments and District Interim data.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Assessment results

G5. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in PBL (Project Based Learning) in STEM.

Targets Supported
- STEM - All Levels

Resources Available to Support the Goal
- Science Fair in all grade levels Explore Learning Gizmos Discovery Education Waterford Early learning FCAT Explorer.

Targeted Barriers to Achieving the Goal
- Students will be provided hands-on elementary inquiry based learning experiences, encourage integration of mathematics, science and literacy and emphasize innovative laboratory experiences. A plan and timeline will be established for the development of student projects and increase the participation in STEM competitions (i.e, SECME Olympiad and Festival, Florida Science and Engineering Fair)

Plan to Monitor Progress Toward the Goal

Will monitor over Science, Mathematics and STEM teachers. The STEM team and/or administrator will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions

Person or Persons Responsible

Administrators

Target Dates or Schedule:

monthly

Evidence of Completion:

Increased participation in school site STEM competitions.

G6. Our school will increase student attendance by decreasing the number of students who miss 10% or more of instructional time, students retained and students are not proficient in reading by 3rd grade.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- At Marjory Stoneman Douglas Elementary School, we understand that academic development is directly correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time from 8% to 7% as compared to the 2014 actual and targeted percent of students; the number of students retained in the third grade from 2% to 1%; the students who are non-proficient in reading by third grade from 51% to 46%; students who receive two or more behavioral referrals from 7% to 6%; and those students who received one or more behavioral referral that lead to suspension from 0% to 0%.

Plan to Monitor Progress Toward the Goal

Will monitor region/district attendance reports

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Region/District attendance reports.

Action Plan for Improvement

Problem Solving Key

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

G1. Increase the percent of all students scoring Level 3 and above on the FCAT 2.0 Reading Assessment as indicated by the 2014 FCAT 2.0 Reading Adminstration from 60% to 69%.

G1.B1 Increase the percent of students scoring at Achievement Level 3 on the FCAT 2.0 Reading Assessment as indicated by the 2014 FCAT 2.0 Reading Administration from 24% to 31%.

G1.B1.S1 During differentiated instruction, students will use real-world documents such as how-to articles, brochures,fliers and websites using text features to locate, interpret and organize information. Additionally, during interventions,students will used computer based programs such as Reading Plus,SuccessMaker and WonderWorks which focuses on using multimedia elements to contribute and draw information in the meaning, and locate the details to answer and quickly solve problems.

Action Step 1

Will review students' monthly assessment reports and assignments to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

The Reading/Language Arts teacher.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student assessment results, SuccessMaker, Reading Plus and WonderWorks reports.

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

Will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

The MTSS/RtI team and the LLT team

Target Dates or Schedule

Ongoing/monthly

Evidence of Completion

Monthly meeting agenda,sign in sheets and assessment results.

Plan to Monitor Effectiveness of G1.B1.S1

Will review students' monthly assessment reports to monitor progress and effectiveness.

Person or Persons Responsible

The MTSS/RtI team and the LLT team

Target Dates or Schedule

Quarterly

Evidence of Completion

Monthly meeting agenda,sign in sheets and assessment results.

G1.B2 Increase the percent of students scoring at Achievement Level 4 on the FCAT 2.0 Reading Assessment as indicated by the 2014 FCAT 2.0 Reading Administration from 35% to 38%.

G1.B2.S1 Instruction should include the use of charts, graphs and diagrams. Students should be able to analyze how the visual and multimedia elements contribute, and draws information in the meaning, and locating the details to answer and quickly solve problems. Additionally, instruction should also be focused on the ability to use how-to articles, brochures fliers and other real world documents to identify text features, (subtitles, headings, charts, graphs, diagrams, etc. and to locate, interpret and organize information.

Action Step 1

Will review students' monthly assessment reports and assignments to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

The Reading/Language Arts teacher.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student assessment results. Reading Plus and SuccessMaker reports.

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

Will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

The MTSS/Rti Team and the LLT team.

Target Dates or Schedule

Monthly/ongoing

Evidence of Completion

Monthly meeting agenda, sign in sheets and assessment results.

Plan to Monitor Effectiveness of G1.B2.S1

Analyze data and assessment reports.

Person or Persons Responsible

The MTSS/RtI team and the LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Meeting agenda, sign in sheets and assessment results.

G1.B3 Increase the percent of all Hispanic and ELL students scoring at or above Level 3 on the FCAT 2.0 Reading Assessment as indicated by the 2014 FCAT 2.0 Reading Administration from 61% to 69% (Hispanic) and 42% to 57% (ELL).

G1.B3.S1 During differentiated instruction, students will use real-world documents such as how-to articles, brochures,fliers and websites using text features to locate, interpret and organize information. Additionally, during interventions,students will used computer based programs such as Reading Plus, WonderWorks and SuccessMaker which focuses on using multimedia elements to contribute and draw information in the meaning, and locate the details to answer and quickly solve problems. Teachers will use modeling, graphic organizers and story maps to assist the students.

Action Step 1

Will instruct, assess, analyze and remediate instruction.

Person or Persons Responsible

The Language Arts/Reading teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly progress, assessments, assignments.

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

Will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI and LLT Teams

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly meeting agenda, sign in sheets and assessment results.

Plan to Monitor Effectiveness of G1.B3.S1

Will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

The MTSS/RtI and the LLT Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Monthly meeting agenda, sign in sheets and assessment results.

G1.B3.S2 ELL Students will receive an additional 2.5 hours a week of Reading/Language Arts tutoring on Saturdays.

Action Step 1

Will instruct, assess, analyze and remediate instruction.

Person or Persons Responsible

Saturday Academy Teachers

Target Dates or Schedule

Saturdays from 9 am- 11:30 am from November-April

Evidence of Completion

Reading Liaison and Assistant Principal to collect pre and post test data as well as conference with individual teachers.

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Will instruct, assess, analyze and remediate instruction.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

weekly

Evidence of Completion

Will review student weekly assessments.

Plan to Monitor Effectiveness of G1.B3.S2

Will instruct, assess, analyze and remediate instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

Weekly intervention assessments.

G1.B4 Increase the percent of all White, SWD and ED students scoring at or above Level 3 on the FCAT 2.0 Reading Assessment as indicated by the 2014 FCAT 2.0 Reading Administration from 40% to 75% (White), 17% to 39% (SWD) and 56% to 67% (ED).

G1.B4.S1 During differentiated instruction, students will use real-world documents such as how-to articles, brochures,fliers and websites using text features to locate, interpret and organize information. Additionally, during interventions,students will used computer based programs such as Reading Plus, and SuccessMaker which focuses on using multimedia elements to contribute and draw information in the meaning, and locate the details to answer and quickly solve problems.

Action Step 1

Will instruct, assess, remediate and reassess. Will review students' assignments and assessments to monitor progress and adjust instruction as needed.

Person or Persons Responsible

The Reading/Language Arts and the ESE Teacher.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student assessment results, SuccessMaker and Reading Plus reports.

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

The MTSS/RtI and LLT teams.

Target Dates or Schedule

Ongoing/monthly

Evidence of Completion

Monthly meeting agenda,sign in sheets and assessment results.

Plan to Monitor Effectiveness of G1.B4.S1

Will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI and LLT teams.

Target Dates or Schedule

Ongoing/monthly

Evidence of Completion

Monthly meeting agenda, sign in sheets and assessment results.

G1.B5 Increase the percent of all students making learning gains on FCAT 2.0 Reading Assessment as indicated by the 2014 FCAT 2.0 Reading Administration from 74% to 77%.

G1.B5.S1 During small group instruction,describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts by using text feature charts and text feature analysis.

Action Step 1

Will review students' weekly assessment reports and assignments to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

The Reading/Language Arts teacher.

Target Dates or Schedule

Ongoing/monthly

Evidence of Completion

Student assignments and assessment results, SuccessMaker and Reading Plus reports.

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Will review students' monthly assessment reports and assignments to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI and the LLT

Target Dates or Schedule

Ongoing/monthly

Evidence of Completion

Monthly meeting agenda, sign in sheets and assessment results.

Plan to Monitor Effectiveness of G1.B5.S1

Will review students' monthly assessment reports and assignments to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI and LLT Teams.

Target Dates or Schedule

Ongoing/monthly

Evidence of Completion

Monthly meeting agenda, sign in sheets and assessment results.

G1.B6 Increase the percent of lowest 25% students making learning gains on FCAT 2.0 Reading Assessment as indicated by the 2014 FCAT 2.0 Reading Administration from 82% to 84%.

G1.B6.S1 During small group instruction,describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts by using text feature charts and text feature analysis.

Action Step 1

Will instruct, assess, analyze results and remediate as needed. Will review weekly assignments and assessment results to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

The Reading/Language Arts teacher.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student assessment results, SucessMaker and Reading Plus reports.

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

The MTSS/RtI and LLT Teams.

Target Dates or Schedule

Ongoing/monthly

Evidence of Completion

Will review students' monthly assessment reports to monitor progress and effectiveness.

Plan to Monitor Effectiveness of G1.B6.S1

Will review students' monthly assessment reports to monitor progress and effectiveness.

Person or Persons Responsible

The MTSS/RtI Teams

Target Dates or Schedule

Quarterly

Evidence of Completion

Quarterly meeting agenda, sign in sheets and assessment results.

G1.B7 Increase the percent of students scoring Proficient as indicated by the 2014 Florida Comprehensive English Language Learning Assessment (CELLA) Administration from 65% to 69% (Listening/Speaking), 26% to 33% (Reading) and 30% to 37% (Writing)

G1.B7.S1 During small group and individual instruction, students will be taught by visual literacy discussion illustrations, charts and graphs. Furthermore, ELL Students will be offered the opportunity to attending Saturday Academy funded through Title III.

Action Step 1

Will review students' monthly assessment reports and assignments to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Reading/Language Arts and ESL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student assessment results. Reading Plus and SuccessMaker reports.

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI and LLT teams

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly meeting agenda, sign in sheets and assessment results.

Plan to Monitor Effectiveness of G1.B7.S1

Will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

The MTSS/RtI and LLT Teams.

Target Dates or Schedule

Monthly/ongoing

Evidence of Completion

Monthly meeting agenda, sign in sheets and assessment results.

G2. Increase the number of students scoring a 3.5 or higher on the 2013 FCAT Writes from 58% to 62% as compared to the 2014 FCAT Writes.

G2.B1 Students' performance data from the 2013 FCAT 2.0 Writing indicates that students require additional support with LA.3.4.1.1 - write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events; (W.3.3). Students experienced difficulty in writing narrative accounts with an engaging plot and a rant of appropriate and specific narrative actions.

G2.B1.S1 During Writing instruction, students will develop a prewriting plan by using graphic organizers, that includes main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts. Students will make sure to include the use of transitional words and phrases which moves characters and story through time.

Action Step 1

Following the FCIM, monthly narrative writing prompts will be reviewed and scored.

Person or Persons Responsible

The MTSS/RtI team, LLT team, Language Arts/Writing teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly meeting agenda, sign in sheets and assessment results.

Facilitator:

Reading Liaison- Denise Formoso

Participants:

The MTSS/RtI team, LLT team, Language Arts/Writing teachers

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

Following the FCIM, monthly narrative writing prompts will be reviewed and scored.

Person or Persons Responsible

The MTSS/RtI team, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly meeting agenda, sign in sheets and assessment results.

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM, monthly narrative writing prompts will be reviewed and scored.

Person or Persons Responsible

The MTSS/RtI team, LLT team, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly meeting agenda, sign in sheets and assessment results.

G3. Increase the percent of all students scoring at achievement Level 3 and above on the FCAT 2.0 Mathematics Assessment as indicated by the 2014 FCAT 2.0 Mathematics Administration from 70% to 78%.

G3.B1 Increase the percent of all students scoring at achievement Level 3 on the FCAT 2.0 Mathematics Assessment as indicated by the 2014 FCAT 2.0 Mathematics Administration from 27% to 33%.

G3.B1.S1 Students will engage in daily mathematical problem solving activities during morning math. During direct instruction students will add and subtract with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value or properties in real-world situations, Furthermore, students will use manipulatives to demonstrate common fractions.

Action Step 1

Will instruct then analyze data from ongoing assessments, remediate as needed then reassess. Will review students' weekly assessment reports and assignments to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Math teachers.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student assessment results. SuccessMaker reports.

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

Will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing.

Evidence of Completion

Monthly meeting agenda, sign in sheets, assessment results.

Plan to Monitor Effectiveness of G3.B1.S1

Will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

The MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly meeting agenda, sign in sheets and assessment results.

G3.B2 Increase the percent of all students scoring at achievement Level 4 and above on the FCAT 2.0 Mathematics Assessment as indicated by the 2014 FCAT 2.0 Mathematics Administration from 42% to 45%.

G3.B2.S1 Students will engage in daily mathematical problem solving activities during morning math. During directinstruction students will add and subtract with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value or properties in real-world situations, Furthermore, students will use manipulatives to demonstrate common fractions.

Action Step 1

Will instruct then analyze data from ongoing assessments, remediate as needed then reassess.

Person or Persons Responsible

Mathematics teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly, monthly assessments and District Interim Assessments.

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

Will analyze data from ongoing assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Monthly meeting agenda, sign in sheets and assessment results.

Plan to Monitor Effectiveness of G3.B2.S1

Will analyze data from ongoing assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Monthly meeting agenda, sign in sheets and assessment results.

G3.B3 Increase the percent of all Hispanic and ELL students scoring at or above Level 3 on the FCAT 2.0 Mathematics Assessment as indicated by the 2014 FCAT 2.0 Mathematics Administration from 70% to 78% (Hispanic) and 57% to 69% (ELL).

G3.B3.S1 Students will engage in daily mathematical problem solving activities during morning math. During direct instruction students will add and subtract with both like and unlike denominators and use models or properties in real world situations; add and subtract decimals and use models, by using manipulatives, place value or properties in real world situations. Finally, during interventions, students will be assigned computer based program lessons on SuccessMaker and FCAT Explorer emphasizing problems in this category.

Action Step 1

Will instruct, assess, analyze and remediate instruction.

Person or Persons Responsible

The Mathematics teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly progress, assessments, assignments.

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing/monthly

Evidence of Completion

Monthly meeting agenda, sign in sheets and assessment results.

Plan to Monitor Effectiveness of G3.B3.S1

Will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Quarterly meeting agenda, sign in sheets and assessment results.

G3.B3.S2 ELL Students will receive an additional 2.5 hours of mathematics remediation in the form of Saturday Academy.

Action Step 1

Will instruct then analyze data from weekly assessments, remediate as needed then reassess. Will review students' weekly assessment and assignments to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Math tutors

Target Dates or Schedule

Weekly

Evidence of Completion

Sign in sheets, assessment results

Plan to Monitor Fidelity of Implementation of G3.B3.S2

Will review students' weekly assessment to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Weekly

Evidence of Completion

Sign in sheets, assessment results.

Plan to Monitor Effectiveness of G3.B3.S2

Will review students' weekly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

The MTSS/RtI Team

Target Dates or Schedule

Weekly

Evidence of Completion

Sign in sheets and assessment results

G3.B4 Increase the percent of all White, SWD and ED students scoring at or above Level 3 on the FCAT 2.0 Mathematics Assessment as indicated by the 2014 FCAT 2.0 Mathematics Administration from 70% to 82% (White), 29% to 49% (SWD) and 67% to 75% (ED).

G3.B4.S1 Students will engage in daily mathematical problem solving activities during morning math. During direct instruction students will add and subtract with both like and unlike denominators and use models or properties in real world situations; add and subtract decimals and use models, by using manipulatives, place value or properties in real world situations. Finally, during interventions, students will be assigned computer based program lessons on SuccessMaker and FCAT Explorer emphasizing problems in this category.

Action Step 1

Will instruct then analyze data from ongoing assessments, remediate as needed then reassess.

Person or Persons Responsible

The Mathematics teachers

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student assessment results and SuccessMaker reports.

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

The MTSS/Rti Team

Target Dates or Schedule

Monthly/ongoing

Evidence of Completion

Monthly meeting agenda, sign in sheets and assessment results.

Plan to Monitor Effectiveness of G3.B4.S1

Analyze data and assessment reports.

Person or Persons Responsible

The MTSS/Rti team

Target Dates or Schedule

Quarterly

Evidence of Completion

Meeting agenda, sign in sheets and assessment results.

G3.B5 Increase the percent of all students making learning gains on FCAT 2.0 Mathematics Assessment as indicated by the 2014 FCAT 2.0 Mathematics Administration from 79% to 81%.

G3.B5.S1 Students will engage in daily mathematical problem solving activities during morning math. During direct instruction students will add and subtract with both like and unlike denominators and use models or properties in real world situations; add and subtract decimals and use models, place value or properties in real-world situations, Furthermore, students will use manipulatives to demonstrate common fractions.

Action Step 1

Will instruct, assess, remediate and reassess. Will review students' assignments and assessments to monitor progress and adjust instruction as needed.

Person or Persons Responsible

The Mathematics teachers

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student assessment results and SuccessMaker reports.

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Will review students' monthly assessment reports and assignments to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Ongoing/monthly

Evidence of Completion

Monthly meeting agenda, sign in sheets and assessment results.

Plan to Monitor Effectiveness of G3.B5.S1

Will review students' monthly assessment reports and assignments to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Quarterly meeting agenda, sign in sheets and assessment results.

G3.B6 Increase the percent of lowest 25% students making learning gains on FCAT 2.0 Mathematics Assessment as indicated by the 2014 FCAT 2.0 Mathematics Administration from 71% to 74%.

G3.B6.S1 Students will engage in daily mathematical problem solving activities during morning math. During direct instruction students will add and subtract with both like and unlike denominators and use models or properties in real world situations; add and subtract decimals and use models, place value or properties in real-world situations. Furthermore, students will use manipulatives to demonstrate common fractions.

Action Step 1

Will review students' weekly assessment reports and assignments to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

The Mathematics teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student assignments, assessment results, and SuccessMaker reports

Plan to Monitor Fidelity of Implementation of G3.B6.S1

Will review students' monthly assessment reports and assignments to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Ongoing/monthly

Evidence of Completion

Monthly meeting agenda, sign in sheets and assessment results.

Plan to Monitor Effectiveness of G3.B6.S1

Will review students' monthly assessment reports and assignments to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Quarterly meeting agenda, sign in sheets and assessment results.

G4. Increase the percent of all 5th grade students scoring at achievement Level 3 and Level 4 on the FCAT 2.0 Science Assessment as indicated by the 2014 FCAT 2.0 Science Assessment from 31% to 33% (Level 3) and 34% to 35% (Level 4)

G4.B1 As noted on the 2013 FCAT 2.0 Science, students had the most difficulty with the Nature of Science Category. Students performing at level 4 and 5 will consistently be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

G4.B1.S1 During instruction, the teacher will monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding. Furthermore,the teacher will promote the use of instructional technology such as Gizmos and Florida Achieves to enhance and remediate student s conceptual understanding of topics being addressed.

Action Step 1

Will review lab reports and conclusions as well as data from benchmark assessments and District Interim data.

Person or Persons Responsible

The Science teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting agendas, sign in sheets and assessment results.

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

Will review lab reports and conclusions as well as data from benchmark assessments and District Interim data.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting agendas,sign in sheets, lab reports and assessment results.

Plan to Monitor Effectiveness of G4.B1.S1

Will review lab reports and conclusions as well as data from benchmark assessments and District Interim data.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessment results.

G5. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in PBL (Project Based Learning) in STEM.

G5.B1 Students will be provided hands-on elementary inquiry based learning experiences, encourage integration of mathematics, science and literacy and emphasize innovative laboratory experiences. A plan and timeline will be established for the development of student projects and increase the participation in STEM competitions (i.e, SECME Olympiad and Festival, Florida Science and Engineering Fair)

G5.B1.S1 Students will be provided hands-on elementary inquiry based learning experiences, encourage integration of mathematics, science and literacy and emphasize innovative laboratory experiences.

Action Step 1

Will monitor over Science, Mathematics and STEM teachers. The STEM team and/or administrator will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Increased participation in school site STEM competitions

Facilitator:

Adminstrators

Participants:

Administrators

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

Will monitor over Science, Mathematics and STEM teachers. The STEM team and/or administrator will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Increased participation in school site STEM competitions

Plan to Monitor Effectiveness of G5.B1.S1

Will monitor over Science, Mathematics and STEM teachers. The STEM team and/or administrator will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Increased participation in school site STEM competitions

G6. Our school will increase student attendance by decreasing the number of students who miss 10% or more of instructional time, students retained and students are not proficient in reading by 3rd grade.

G6.B1 At Marjory Stoneman Douglas Elementary School, we understand that academic development is directly correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time from 8% to 7% as compared to the 2014 actual and targeted percent of students; the number of students retained in the third grade from 2% to 1%; the students who are non-proficient in reading by third grade from 51% to 46%; students who receive two or more behavioral referrals from 7% to 6%; and those students who received one or more behavioral referral that lead to suspension from 0% to 0%.

G6.B1.S1 Students who are deemed as developing a pattern of non-attendance will be referred to the Attendance Review Committee and/or the MTSS/RtI team. The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. A reward system, incorporating Dade Partners, will be used to recognize perfect attendance and outstanding citizenship. Tutorial programs, both before and after school as well as Saturday Academy will be established for at risk students. Peer mediation. Conflict resolution presentations

Action Step 1

Will follow up on students who have 3 unexcused absences

Person or Persons Responsible

The teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent communication log.

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

Will follow up on students with 5 or more unexcused absences

Person or Persons Responsible

Counselors, Attendance Review Committee

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Case Management forms.

Plan to Monitor Effectiveness of G6.B1.S1

Will conduct Attendance Review Committee meetings with parents of students with excessive absences and targies

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Case Management form 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

At Marjory Stoneman Douglas Elementary School services are provided to ensure students requiring additional remediation are assisted through push-in and pull- out tutoring as well as before and after-school programs. The district coordinates with Title III in ensuring ELL students' needs are provided. 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. The Literacy Leadership Team along with grade level chairpersons 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 classroom teachers to identify appropriate, evidence-based intervention strategies; assists 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. Other components that are integrated into the school-wide program include an extensive Parental Program, School wide Service Learning projects and special support services to special needs populations such as ELL and SWD. The Title I ELLIS Lab is also available to all ELL students.

Title I, Part C- Migrant

Marjory Stoneman Douglas Elementary 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

NA

Title II

Marjory Stoneman Douglas Elementary School uses supplemental funds provided by the District 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

Marjory Stoneman Douglas Elementary School uses its Title III funds to supplement and enhance the

programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:
• tutorial programs
• parent outreach activities
• behavioral/mental counseling services
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers
• reading and supplementary instructional materials
• hardware and software for the development of language and literacy skills in reading, mathematics and science, to be used by ELL and immigrant students
Title VI, Part B - NA
Title X- Homeless
NA
Supplemental Academic Instruction (SAI)
Marjory Stoneman Douglas Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
Violence Prevention Programs
Marjory Stoneman Douglas Elementary School offers a non-violence and anti-drug program to students that incorporate field trips and counseling. Additionally, through a school wide Service Learning/Character-Ed project, topics such as bullying are taught as the regular curriculum. Furthermore, counselors conduct classroom lessons on bullying prevention to include internet safety. Finally, fifth grade students receive D.A.R.E. lessons through the Miami Dade Police Department.
Nutrition Programs
1) Marjory Stoneman Douglas Elementary 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.
Furthermore, Marjory Stoneman Douglas Elementary School is part of the Alliance for a Healthier Generation Healthy Schools program which promotes healthy eating habits.
Housing Programs - N/A
Head Start
NA
Adult Education
Marjory Stoneman Douglas Elementary School is not a secondary school and therefore does not offer any Adult Education Courses, however, in a partnership with Miami Coral Park Adult Education Program, English language courses are offered to the community during regular (daytime) school hours. Moreover, Bilingual Parent Outreach Program workshops are held monthly to inform parents on issues their children may be facing.
Career and Technical Education
Marjory Stoneman Douglas Elementary School holds an annual week long Career Week which acts as a culminating activity for ongoing research and development of a school to career correlated curriculum.
Job Training
NA
Other
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind, parent organizations such as Parent Information and Resource Centers (PIRC) of Florida and other referral organizations and services.
Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, Bilingual Parent Outreach Program seminars, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

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.

G2. Increase the number of students scoring a 3.5 or higher on the 2013 FCAT Writes from 58% to 62% as compared to the 2014 FCAT Writes.

G2.B1 Students' performance data from the 2013 FCAT 2.0 Writing indicates that students require additional support with LA.3.4.1.1 - write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events; (W.3.3). Students experienced difficulty in writing narrative accounts with an engaging plot and a rant of appropriate and specific narrative actions.

G2.B1.S1 During Writing instruction, students will develop a prewriting plan by using graphic organizers, that includes main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts. Students will make sure to include the use of transitional words and phrases which moves characters and story through time.

PD Opportunity 1

Following the FCIM, monthly narrative writing prompts will be reviewed and scored.

Facilitator

Reading Liaison- Denise Formoso

Participants

The MTSS/RtI team, LLT team, Language Arts/Writing teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly meeting agenda, sign in sheets and assessment results.

G5. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in PBL (Project Based Learning) in STEM.

G5.B1 Students will be provided hands-on elementary inquiry based learning experiences, encourage integration of mathematics, science and literacy and emphasize innovative laboratory experiences. A plan and timeline will be established for the development of student projects and increase the participation in STEM competitions (i.e, SECME Olympiad and Festival, Florida Science and Engineering Fair)

G5.B1.S1 Students will be provided hands-on elementary inquiry based learning experiences, encourage integration of mathematics, science and literacy and emphasize innovative laboratory experiences.

PD Opportunity 1

Will monitor over Science, Mathematics and STEM teachers. The STEM team and/or administrator will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Facilitator

Adminstrators

Participants

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Increased participation in school site STEM competitions

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G5.	In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in PBL (Project Based Learning) in STEM.	$2,000
	Total	$2,000

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
EESAC Funds	$2,000	$2,000
Total	$2,000	$2,000

Budget Details

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

G5. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in PBL (Project Based Learning) in STEM.

G5.B1 Students will be provided hands-on elementary inquiry based learning experiences, encourage integration of mathematics, science and literacy and emphasize innovative laboratory experiences. A plan and timeline will be established for the development of student projects and increase the participation in STEM competitions (i.e, SECME Olympiad and Festival, Florida Science and Engineering Fair)

G5.B1.S1 Students will be provided hands-on elementary inquiry based learning experiences, encourage integration of mathematics, science and literacy and emphasize innovative laboratory experiences.

Action Step 1

Will monitor over Science, Mathematics and STEM teachers. The STEM team and/or administrator will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Resource Type

Personnel

Resource

Tutoring/Interventions

Funding Source

EESAC Funds

Amount Needed

$2,000