



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Norland Elementary School

19340 NW 8TH CT

Miami, FL 33169

305-652-6074

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

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
94%

Alternative/ESE Center
No

Charter School
No

Minority Rate
99%

School Grades History

2013-14
D

2012-13
D

2011-12
C

2010-11
B

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

| DA Category | Region | RED |
|--------------|--------|--------------|
| Focus Year 1 | 5 | Gayle Sitter |

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

Current School Status

School Information

School-Level Information

School

Norland Elementary School

Principal

Karen S. Powers

School Advisory Council chair

Marcus Johnson, Tareka Jennings-Lawrence

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

| Name | Title |
|-------------------------|---------------------|
| Karen Powers | Principal |
| Deborah Johnson-Brinson | Assistant Principal |
| Barbara Greenfield | Reading Coach |
| Ruth Williams | Reading Coach |
| Romulo Espinosa | Math Coach |
| Gail Clotman | UTD Steward |
| Marie Baptiste | Grade Level Chair |
| Shenika Uptgrow | Grade Level Chair |
| Denise Stewart | Grade Level Chair |
| Winifred Colbourne | Grade Level Chair |
| Felicia Johnson | Grade Level Chair |

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The school advisory council consist of five elected teachers, six elected parents or designated guardians, one elected student, one elected education support employee, three appointed business/ community representatives, one UTD designated steward and one designated administrator. The percentage of the noted members who are not employed by the district and/or ethnic, racial and

economic demographics is based on the Florida State Statute (FS 1001.452). The role of this school's advisory council is to make final decisions as it relates to the State's system of school improvement and accountability.

Involvement of the SAC in the development of the SIP

The school's advisory council will assist the administration, with the creation of the upcoming year's SIP based on the previous year's student achievement results. This school's advisory council is solely responsible of ensuring that the noted school improvements are implemented throughout the school, based on the state's system of improvement and accountability.

Activities of the SAC for the upcoming school year

Each month the advisory council will meet and evaluate the effectiveness of the SIP, based on the various school-wide ongoing assessment data. In addition, the council will assist the principal with the development of the school's budget based on the school's school improvement plan.

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

The state allocated funds will be used to purchase student attendance and academic achievement incentives.

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:

Karen S. Powers

Principal

Years as Administrator: 24

Years at Current School: 10

Credentials

Educational
Leadership,
Psychology and
ESE

Performance Record

2013 – School Grade D
Rdg. Proficiency, 46%
Math Proficiency, 52%
Rdg. Lrg. Gains, 62 points
Math Lrg. Gains, 67points
Rdg. Imp. of Lowest 25% - 56 points
Math Imp. of Lowest 25% - 60 points
Rdg. AMO-56
Math AMO-60
2012 School Grade C
Rdg. Proficiency, 47%
Math Proficiency, 51%
Rdg. Lrg. Gains, 68 points
Math Lrg. Gains, 57points
Rdg. Imp. of Lowest 25% - 77points
Math Imp. of Lowest 25% - 60 points
Rdg. AMO-51
Math AMO-56
2011 School Grade B
Rdg. Proficiency, 65%
Math Proficiency, 73%
Rdg. Lrg. Gains, 65 points
Math Lrg. Gains, 70 points
Rdg. Imp. of Lowest 25%- 49 points
Math Imp. of Lowest 25% - 81 points
Rdg. AMO-47
Math AMO-52
2010 School Grade C
Rdg. Proficiency, 62%
Math Proficiency, 65%
Rdg. Lrg. Gains, 59 points
Math Lrg. Gains, 49 points
Rdg. Imp. of Lowest 25%- 60 points
Math Imp. of Lowest 25% - 51 points
2009 School Grade B
Rdg. Proficiency, 66%
Math Proficiency, 70%
Rdg. Lrg. Gains, 64 points
Math Lrg. Gains, 66 points
Rdg. Imp. of Lowest 25%- 66 points
Math Imp. of Lowest 25% - 63 points

Deborah Johnson-Brinson

Asst Principal

Years as Administrator: 9

Years at Current School: 3

CredentialsEducational
Leadership,
and
ESE**Performance Record**

2013 – School Grade D
 Rdg. Proficiency, 46%
 Math Proficiency, 52%
 Rdg. Lrg. Gains, 62 points
 Math Lrg. Gains, 67points
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 Math Proficiency, 70%
 Rdg. Lrg. Gains, 64 points
 Math Lrg. Gains, 66 points
 Rdg. Imp. of Lowest 25%- 66 points
 Math Imp. of Lowest 25% - 63 points

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

| Barbara Greenfield | | |
|-----------------------------------|---|-----------------------------------|
| Part-time / District-based | Years as Coach: 2 | Years at Current School: 9 |
| Areas | Reading/Literacy | |
| Credentials | Bachelors in Exceptional Student Education Masters in Exceptional Student Education Specialist in Computer Science ESOL Endorsed Reading Endorsed | |
| Performance Record | 2013 – School Grade D Rdg. Proficiency, 46% Math Proficiency, 52% Rdg. Lrg. Gains, 62 points Math Lrg. Gains, 67points Rdg. Imp. of Lowest 25% - 56 points Math Imp. of Lowest 25% - 60 points Rdg. AMO-56 Math AMO-60 2012 School Grade C Rdg. Proficiency, 47% Math Proficiency, 51% Rdg. Lrg. Gains, 68 points Math Lrg. Gains, 57points Rdg. Imp. of Lowest 25% - 77points Math Imp. of Lowest 25% - 60 points Rdg. AMO-51 Math AMO-56 2011 School Grade B Rdg. Proficiency, 65% Math Proficiency, 73% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25%- 49 points Math Imp. of Lowest 25% - 81 points Rdg. AMO-47 Math AMO-52 2010 School Grade C Rdg. Proficiency, 62% Math Proficiency, 65% Rdg. Lrg. Gains, 59 points Math Lrg. Gains, 49 points Rdg. Imp. of Lowest 25%- 60 points Math Imp. of Lowest 25% - 51 points 2009 School Grade B Rdg. Proficiency, 66% Math Proficiency, 70% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25%- 66 points Math Imp. of Lowest 25% - 63 points | |

| Romulo Espinosa | | |
|-----------------------------------|---|-----------------------------------|
| Part-time / District-based | Years as Coach: 0 | Years at Current School: 2 |
| Areas | Mathematics | |
| Credentials | Bachelor in Liberal Arts, Masters in Mental Health and Marriage and Family Counseling Elementary Ed. K-5, Math 5-9. | |
| Performance Record | 2013 – School Grade D Rdg. Proficiency, 46% Math Proficiency, 52% Rdg. Lrg. Gains, 62 points Math Lrg. Gains, 67points Rdg. Imp. of Lowest 25% - 56 points Math Imp. of Lowest 25% - 60 points Rdg. AMO-56 Math AMO-60 2012 School Grade C Rdg. Proficiency, 47% Math Proficiency, 51% Rdg. Lrg. Gains, 68 points Math Lrg. Gains, 57points Rdg. Imp. of Lowest 25% - 77points Math Imp. of Lowest 25% - 60 points Rdg. AMO-51 Math AMO-56 2011 School Grade B Rdg. Proficiency, 65% Math Proficiency, 73% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25%- 49 points Math Imp. of Lowest 25% - 81 points Rdg. AMO-47 Math AMO-52 2010 School Grade C Rdg. Proficiency, 62% Math Proficiency, 65% Rdg. Lrg. Gains, 59 points Math Lrg. Gains, 49 points Rdg. Imp. of Lowest 25%- 60 points Math Imp. of Lowest 25% - 51 points 2009 School Grade B Rdg. Proficiency, 66% Math Proficiency, 70% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25%- 66 points Math Imp. of Lowest 25% - 63 points | |

| Ruth Williams | | |
|-----------------------------------|---|-----------------------------------|
| Part-time / District-based | Years as Coach: 0 | Years at Current School: 9 |
| Areas | Reading/Literacy | |
| Credentials | Bachelor of Arts in Elementary Education Master of Science in Reading Gifted Endorsement ESOL Endorsement | |
| Performance Record | 2013 – School Grade D Rdg. Proficiency, 46% Math Proficiency, 52% Rdg. Lrg. Gains, 62 points Math Lrg. Gains, 67points Rdg. Imp. of Lowest 25% - 56 points Math Imp. of Lowest 25% - 60 points Rdg. AMO-56 Math AMO-60 2012 School Grade C Rdg. Proficiency, 47% Math Proficiency, 51% Rdg. Lrg. Gains, 68 points Math Lrg. Gains, 57points Rdg. Imp. of Lowest 25% - 77points Math Imp. of Lowest 25% - 60 points Rdg. AMO-51 Math AMO-56 2011 School Grade B Rdg. Proficiency, 65% Math Proficiency, 73% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25%- 49 points Math Imp. of Lowest 25% - 81 points Rdg. AMO-47 Math AMO-52 2010 School Grade C Rdg. Proficiency, 62% Math Proficiency, 65% Rdg. Lrg. Gains, 59 points Math Lrg. Gains, 49 points Rdg. Imp. of Lowest 25%- 60 points Math Imp. of Lowest 25% - 51 points 2009 School Grade B Rdg. Proficiency, 66% Math Proficiency, 70% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25%- 66 points Math Imp. of Lowest 25% - 63 points | |

Classroom Teachers**# of classroom teachers**

46

receiving effective rating or higher

44, 96%

Highly Qualified Teachers

91%

certified in-field

42, 91%

ESOL endorsed

31, 67%

reading endorsed

4, 9%

with advanced degrees

14, 30%

National Board Certified

0, 0%

first-year teachers

3, 7%

with 1-5 years of experience

8, 17%

with 6-14 years of experience

17, 37%

with 15 or more years of experience

18, 39%

Education Paraprofessionals**# of paraprofessionals**

3

Highly Qualified

3, 100%

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

1

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

Recruitment strategies include participation in a job fair, showcasing our school programs and initiatives. Retention strategies includes; monthly meetings with new teachers facilitated by the assistant principal. Professional Development and model lessons provided by reading and math coaches; weekly meetings with grade level team to collaborate and share best practices and pairing new teachers with a Mint Certified mentor teacher to provide assistance and support.

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 paired with a MINT Certified mentor teacher on their grade level and/or their subject area. Mentor teachers are identified based on their outstanding knowledge of content, materials, and methods that support high standards and their evidence of effective teaching and student achievement gains. Mentoring activities include meeting with the mentee during planning to review lesson plans, instructional strategies, share best practices and address any concerns that the mentee may have.

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

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

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

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

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

Tier 2

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

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

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

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

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

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

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

The school administrator, Ms. Johnson-Brinson will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrator the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- School reading coaches, Barbara Greenfield and Ruth Williams
- School math coach, Romulo Espinosa
- Special education personnel, Pamela Randall
- School guidance counselor Maria Chandon
- School psychologist Kurt Payne
- School social worker Laurie Holderman
- Member of advisory group, Ms. Williams or EESAC Chair

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically one time per week to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

The administrator, school guidance counselor, and school psychologist, selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

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

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

Academic

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

Behavior

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

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 the Self-Assessment of Problem Solving Implementation (SAPSI)

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:** 240

Targeted students that are working below grade level, students that have regressed and ESOL students are identified for participation in before school tutoring that addresses their area of need.

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?

Pre and post test data is compared to determine effectiveness of strategy.

Who is responsible for monitoring implementation of this strategy?

MTSS/RtI Team
LLT

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

| Name | Title |
|-------------------------|---------------------|
| Karen Powers | Principal |
| Deborah Johnson-Brinson | Assistant Principal |
| Barbara Greenfield | Reading Coach |
| Ruth Williams | Reading Coach |
| Gail Clotman | Media Specialist |
| Nekeya Collins | ESOL Chair |
| Romulo Espinosa | Math Coach |

How the school-based LLT functions

The LLT will meet bi-weekly to discuss the school wide implementation of the Comprehensive Reading Research Plan, the Next Generation Sunshine State Standards and the Common Core State Standards. By implementing Accelerated Reader incentives and promotions, the administrators along with the reading coach and media specialist will promote literacy throughout the school and develop a culture of reading. Additionally the LLT will review and discuss the most recent reading data (FAIR, Monthly Assessments, Interim Assessments, Accelerated Reader, SuccessMaker) to determine student and professional development needs

Major initiatives of the LLT

Improve student reading levels by promoting a school-wide culture of reading, increasing participation in the Accelerated Reader Program, implement strategies to improve reading; specifically as it relates to students ability to locate, interpret and organize information, and involve parents by providing training on improving students' literacy at home.

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

During the month of May, a kindergarten Round-up is held with parents of incoming Kindergarten students. This Round-Up is presented by the administrators, Kindergarten teachers and the Community Involvement Specialist for the purpose of providing Kindergarten readiness information to parents. Additionally, students and teachers from Head Start programs in the community are invited to visit our Kindergarten classrooms and follow their morning routine. All incoming Kindergarten students are assessed a screening inventory to assess their readiness skills for Kindergarten.

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 | 56% | | No | 60% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 55% | | No | 60% |
| Hispanic | 66% | | No | 69% |
| White | | | | |
| English language learners | 50% | | No | 55% |
| Students with disabilities | 33% | | No | 40% |
| Economically disadvantaged | 54% | | No | 59% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 74 | 25% | 36% |
| Students scoring at or above Achievement Level 4 | 58 | 20% | 25% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | | 62% | 66% |
| Students in lowest 25% making learning gains (FCAT 2.0) | | 56% | 60% |

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) | | | |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | | | |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | | | |

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 | 42 | 44% | 50% |
| 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 | 60% | | No | 64% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 59% | | No | 63% |
| Hispanic | 71% | | No | 74% |
| White | | | | |
| English language learners | 54% | | No | 59% |
| Students with disabilities | 33% | | No | 40% |
| Economically disadvantaged | 60% | | No | 64% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 75 | 25% | 36% |
| Students scoring at or above Achievement Level 4 | 71 | 24% | 29% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains | | 67% | 70% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | | 60% | 64% |

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 | 18 | 16% | 21% |
| Students scoring at or above Achievement Level 4 | 16 | 14% | 16% |

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 | 41 | 6% | 5% |
| Students retained, pursuant to s. 1008.25, F.S. | 37 | 6% | 5% |
| Students who are not proficient in reading by third grade | 51 | 55% | 50% |
| Students who receive two or more behavior referrals | 57 | 9% | 8% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 2 | 0% | 0% |

Goals Summary

- G1.** All teachers will increase student performance through the effective delivery of instructional routine.
- G2.** All teachers will implement effective teaching strategies to meet the needs of all learners.
- G3.** All teachers will increase students' performance by implementing writing in all content areas.

Goals Detail

G1. All teachers will increase student performance through the effective delivery of instructional routine.

Targets Supported

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

Resources Available to Support the Goal

- Instructional Coaches McGraw Hill Reading SuccessMaker Wonderworks Reading Intervention Cooperative Learning Groups Task Cards Accelerated Reader Monthly writing samples Student Journals Writing at a glance pacing calendar Direct Instruction Teacher/student conferences NBC Learn SuccessMaker Think Central iReady Gizmos Mini camp Hands-On Science Labs Field Trips

Targeted Barriers to Achieving the Goal

- Teachers require assistance with effective delivery of instructional routines.

Plan to Monitor Progress Toward the Goal

Following the FCIM, Interim Assessment and FAIR Reports will be reviewed and instructional delivery will be adjusted as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Interim Assessment Results FAIR FCAT 2.0 SAT-10

G2. All teachers will implement effective teaching strategies to meet the needs of all learners.

Targets Supported

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

Resources Available to Support the Goal

- Instructional Coaches McGraw Hill Reading SuccessMaker Wonderworks Reading Intervention Cooperative Learning Groups Task Cards Accelerated Reader Monthly writing samples Student Journals Writing at a glance pacing calendar Direct Instruction Teacher/student conferences NBC Learn SuccessMaker Think Central iReady Gizmos Mini camp Hands-On Science Labs Field Trips

Targeted Barriers to Achieving the Goal

- Teachers are not comfortable with differentiating instruction to meet the needs of students.

Plan to Monitor Progress Toward the Goal

Following the FCIM, review data from the Interim Assessments and FAIR.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

District Interim Assessment FCAT 2.0

G3. All teachers will increase students' performance by implementing writing in all content areas.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Instructional Coaches McGraw Hill Reading SuccessMaker Wonderworks Reading Intervention Cooperative Learning Groups Task Cards Accelerated Reader Monthly writing samples Student Journals Writing at a glance pacing calendar Direct Instruction Teacher/student conferences NBC Learn SuccessMaker Think Central iReady Gizmos Mini camp Hands-On Science Labs Field Trips

Targeted Barriers to Achieving the Goal

- Teachers need assistance with strategies for implementing writing in all content areas.

Plan to Monitor Progress Toward the Goal

Following the FCIM, data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/Rtl LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Student work and monthly writing prompts

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All teachers will increase student performance through the effective delivery of instructional routine.

G1.B1 Teachers require assistance with effective delivery of instructional routines.

G1.B1.S1 Instructional coaches will provide model lessons and professional development on implementing the Gradual Release Model.

Action Step 1

Instructional coaches will model lessons using the gradual release model.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

During whole group instruction

Evidence of Completion

Coaching Logs Coaching Calendars

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

Weekly Leadership Team Meetings

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Coaching Log

Plan to Monitor Effectiveness of G1.B1.S1

Observations Classroom Walk-throughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Student Work Folders

G2. All teachers will implement effective teaching strategies to meet the needs of all learners.

G2.B1 Teachers are not comfortable with differentiating instruction to meet the needs of students.

G2.B1.S1 Teachers will participate in data chats with the leadership team to analyze student data and implement differentiated data-driven instruction.

Action Step 1

Teachers will participate in data chats to analyze student data and determine instructional needs.

Person or Persons Responsible

Teachers and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Chat Protocol Data Chat Schedule

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

Observation and Classroom Walk-throughs

Person or Persons Responsible

MTSS/RtI Team LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Grouping Charts Lesson Plans

Plan to Monitor Effectiveness of G2.B1.S1

Follow the FCIM using the data from the Interim Assessment

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments FAIR

G3. All teachers will increase students' performance by implementing writing in all content areas.

G3.B1 Teachers need assistance with strategies for implementing writing in all content areas.

G3.B1.S1 Teachers will utilize student response journals to increase writing in all content areas.

Action Step 1

Utilize student response journals

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student Response Journals

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

Observations and Classroom Walk-throughs

Person or Persons Responsible

Administrators and Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Student Response Journals

Plan to Monitor Effectiveness of G3.B1.S1

Observations and Classroom Walk-throughs

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work folders Student Writing Samples Student Response Journals

Coordination and Integration

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

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

Title I Part A

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

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

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

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

- tutorial programs (K-12)

- professional development on best practices for ESOL and content area teachers

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

Title X- Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.

- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.

- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.

- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.

- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Program

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

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

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Other

Health Connect in Our Schools

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

Appendix 2: Budget to Support School Improvement Goals