



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Lenora Braynon Smith Elementary

4700 NW 12TH AVE

Miami, FL 33127

305-635-0873

<http://lbs.dadeschools.net>

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 99%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 99%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> F	<b>2011-12</b> F	<b>2010-11</b> F	<b>2009-10</b> F
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## SIP Authority and Template

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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

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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

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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

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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

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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

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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

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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
Prevent	5	Gayle Sitter

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Lenora Braynon Smith Elementary

##### Principal

Contessa Bryant S

##### School Advisory Council chair

Chimere Cromartie

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

Name	Title
Cisely Scott	Assistant Principal
Marijo Batist	Mathematics Coach
Melissa Rivera	Intermediate Reading Coach
Richelene Joseph	Science Coach
Harvey Stribling	Primary Reading Coach

#### 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

- 1-Principal
- 1-Union Steward
- 5-Teachers
- 3-Alternate Teachers
- 7-Parents
- 2-Parent Alternates
- 1-Student
- 1-Alternate Student
- 1-Business Community Representative

#### Involvement of the SAC in the development of the SIP

Input from the faculty and staff was derived from brainstorming during grade level and faculty meeting. The information was presented to the EESAC committee. The EESAC committee discussed the teachers input and combined it with input from the parents and community members of the EESAC.

**Activities of the SAC for the upcoming school year**

The EESAC will be involved in ensuring the implementation, review, and monitoring of the School Improvement Plan this school year. The committee will work collaboratively with administration and staff in implementing the school-wide PBS discipline plan. Finally, EESAC will take the lead in the development of an incentive plan to increase student motivation and achievement.

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

School improvement funds will be used to provide incentives for students. These incentives include, but are not limited to the following:

- \*70%/80% club
- \*AR celebrations
- \*Honor Roll Celebrations
- \*Perfect Attendance 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:**





<b>Melissa Rivera</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Bachelors of Science, Exceptional Student Education, Union Institute and University. Masters in Science, Educational Leadership, Saint Thomas University. Certification Pre-K - Primary (3rd)	

**Performance Record**

<b>Marijo Batist</b>		
Full-time / District-based	Years as Coach: 4	Years at Current School: 2
<b>Areas</b>	Mathematics	
<b>Credentials</b>	B.S., Elementary Education Clinical Educator Certification	

**Performance Record**

<b>Harvey Stribling</b>		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Bachelors of Science, Social Science Education, Jackson State University Masters of Science, Reading, Barry University Certification Reading K-12 Elementary Education K-6	

**Performance Record**

<b>Richelene Joseph</b>		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
<b>Areas</b>	Science, Data	
<b>Credentials</b>	BS - Biology MS - Biomedical Informatics Certified - MG Science	

**Performance Record**

**Classroom Teachers**

**# of classroom teachers**  
26

**# receiving effective rating or higher**

26, 100%

**# Highly Qualified Teachers**

65%

**# certified in-field**

26, 100%

**# ESOL endorsed**

12, 46%

**# reading endorsed**

4, 15%

**# with advanced degrees**

11, 42%

**# National Board Certified**

1, 4%

**# first-year teachers**

7, 27%

**# with 1-5 years of experience**

10, 38%

**# with 6-14 years of experience**

15, 58%

**# with 15 or more years of experience**

3, 12%

**Education Paraprofessionals**

**# of paraprofessionals**

4

**# Highly Qualified**

4, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

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

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

1. Provide job embedded professional development during faculty meetings, common planning and on teacher workdays.

2. Coaches will provide ongoing support by completing coaching cycles with teachers.
3. Provide opportunities for collaboration through Professional Learning Communities and Lesson Studies.

### **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**

The school currently offering mentoring through a variety of sources including the District's MINT program as well as in-house pairings. The plan consists of weekly meetings between the mentor and mentee. The mentor will have the opportunity to observe the mentee's teaching strategies, provide feedback, model and assist in planning.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)**

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**

Baseline Assessments and prerequisite assessments will be used to identify students' deficiencies. Students will then be group to according to their individual needs. Focus calendars will be developed to map out instruction for these secondary benchmarks. During small group instruction, teachers will work to close the achievement gap in the areas of deficiency. Teachers will also utilize bellringers that are aligned to the secondary benchmarks to assist students. Teacher will assess secondary benchmarks through monthly assessments. At the end of the 9-week periods, students will take Interim Assessments. Data chats on the results of the assessments will be conducted with teachers, instructional coaches and administrators, and teachers and students. Data will constant be reviewed to guide the instructional program.

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

##### **Principal:**

Provides a common vision for the use of data-based decision-making, ensures that the school based team is properly implementing Rtl, conducts assessment of Rtl skills of school staff, ensures the implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and actions.

##### **Assistant Principal:**

Assists the principal in ensuring the school-based team implements Rtl, conducts assessment of Rtl skills of the staff, ensures the implementation of intervention support and documentation ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and actions.

##### **Instructional Coaches Reading/Math/Science:**

Develops, leads, and evaluates school core content standards/programs. Identifies systematic patterns of student needs while working with ETO 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. Provide classroom follow-up on best practices and use the coaching cycle to support teachers.

School Counselor:

Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision-making activities.

Social Worker:

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. The school social worker will continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist:

Participates in collection, 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.

Media Specialist:

Oversees school-wide activities that promote literacy.

The Rtl team meets monthly to analyze summative data progress monitoring data, benchmark assessment data, and makes instructional decisions based on this data as appropriate. Team members provide updates on each school initiative they oversee. All aspects of school operations are discussed including budgetary matters which may impact students achievement.

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

The Rtl Leadership Team reviews all strategies/action steps and progress monitoring data associated with each objective, monthly. The team recommends possible deletions of strategies that were not successful, recommends new strategies, and fine-tunes existing strategies to maximize efficiency and effectiveness. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, and make decisions. The team will make recommendations for Tier 3 students and activities.

### **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**

Reading:

The Saxon reading intervention program will be utilized daily, by all students. Ongoing Progress Monitoring assessments will be conducted monthly. Groups are then reorganized according to the data.

Mathematics and Science:

Monthly math and science assessments are given to assess secondary benchmarks. The Edusoft system will be used to gather data. Data will then be reviewed monthly during data chats.

Writing:

Monthly writing prompts will be given to students to build skills in writing. Writing groups will be held daily to provide small group instruction/remediation in writing.

Behavior:

Classroom DOJO will be used to track behavior for all students. Behavior will be tracked in the classroom, hallways and in the cafeteria.

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

Professional Learning Communities have been developed for teachers to collaborate, discuss data, review student samples and build their conceptual knowledge. Parent meetings (Second Cup of Coffee) are bi-weekly to educate parents on curriculum and discuss student achievement.

**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:** Extended Day for All Students  
**Minutes added to school year:** 10,800

Pursuant to House Bill 5101 as passed by the 2012 Legislature, schools designated by the State of Florida as being one of the "Lowest 100 Elementary Schools" must offer an additional hour of intensive reading instruction beyond the normal school day for each day of the entire school year for all students in the school. The region office has adopted Saxon's Foundations and McGraw-Hill's Wonders Work as intervention materials for the embedded hour of phonics/reading instruction. Trained classroom teachers and interventionists deliver the phonics program(s) with fidelity based on a number of indicators including the spelling inventory.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Formative assessments are conducted as needed throughout the intervention's intervention as planned within the program. That data is analyzed by the school site leadership team in conjunction with the Instructional Supervisor and Curriculum Support Specialists provided by the region. This data will determine the effectiveness of the program and its materials. FCAT 2014 reading scores acts as the summative evaluation.

**Who is responsible for monitoring implementation of this strategy?**

Reading Coaches - Brenda Juste & Harvey Stribling  
 Leadership Team Members  
 Region Director of Curriculum, Instructional Supervisor and Curriculum Support Specialists  
 Florida Department of Education

**Literacy Leadership Team (LLT)**

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

Name	Title
Contessa Bryant	Principal
Cisely Scott	Assistant Principal
Harvey Stribling	Intermediate Reading Coach
Melissa Rivera	Primary Reading Coach

Name	Title
Marijo Batist	Mathematics Coach
Richelene Joseph	Science Coach
Samantha Haber	Media Specialist
Richard Muller	Counselor
Frantz Prospere	PBS Coach

### How the school-based LLT functions

#### Principal:

Provides a common vision for the use of data-based decision-making, ensures proper implementation of reading/language arts intervention activities, ensures adequate professional development to support initiatives of the LLT, and communicates with parents regarding school-based LLT plans and activities.

#### Assistant Principal:

Assists in cultivating the vision for the use of data-based decision-making, ensures proper implementation of reading/language arts intervention activities, ensures adequate professional development to support initiatives of the LLT, and communicates with parents regarding school-based LLT plans and activities.

#### Reading Coaches:

Provide professional development and classroom follow-up on best practices in Reading/LA, coordinates pull-out intervention activities, assists with benchmark assessments and progress monitoring data.

#### Math Coach:

Provides support in implementing strategies to incorporate literacy across the curriculum by maintaining a journal and reading math-related literature.

#### Science Coach:

Provides support in implementing instructional strategies to incorporate literacy across the curriculum by maintaining a journal and reading science-related literature.

#### Media Specialist:

Oversees school-wide activities that promote literacy. Provides intervention to small groups of students in reading.

#### Counselor:

Provides support in behavioral strategies that will minimize classroom distractions and increase student achievement.

#### PBS Coach:

Provides support in behavioral strategies that will minimize classroom distractions and increase student achievement.

The LLT team meets once a month to analyze summative data, progress monitoring data, benchmark assessment data, and makes instructional decisions based on this data as appropriate. Team members provide updates on all literacy-based initiatives and interventions. Professional development needs and outcomes are discussed. Follow-up classroom observation and co-teaching schedules are developed in order for teachers to have guided practice on new instructional skills acquired.

### Major initiatives of the LLT

Major initiatives of the LLT are to analyze data and develop school-wide programs/activities that assist with raising student achievement in reading/language arts (and related core subject areas). Examples include: Providing PD to teachers to build conceptual knowledge of Common core instruction and benchmarks, increase rigor in classroom instruction, analyze data to drive instruction, provide small group intervention activities for at-risk students, and motivate reading in all grade levels.

### 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**

Lenora Braynon Smith Elementary School communicates with pre-kindergarten parents throughout the school year to discuss academic, social and behavioral goals. In the spring, the school hosts individual transition meetings with all parents to discuss overall progress and review classroom assessments in order to determine placement and services for the following school year. We will utilize assessments three times a year to determine the readiness of pre-kindergarten students entering kindergarten. This information will be reported to administration, instructional coaches, teachers and parents to effectively implement strategies based on data. We will continue to collaborate with feeder early childhood centers to improve readiness for kindergarten by providing them with professional development for teachers, materials, parent workshops, and curricula for the centers. Assistance to provide readiness for kindergarten will come from the Early Learning Coalition, Miami Dade County Public Schools and donated funds. We will evaluate the process once the students enroll in school the following year and evaluate their letter and sound recognition.

## Expected Improvements

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

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%	30%	No	48%
American Indian				
Asian				
Black/African American	43%	32%	No	48%
Hispanic	43%	21%	No	48%
White				
English language learners	34%	9%	No	41%
Students with disabilities	26%	14%	No	33%
Economically disadvantaged	43%	30%	No	48%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	14%	19%
Students scoring at or above Achievement Level 4	28	16%	18%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		52%	57%
Students in lowest 25% making learning gains (FCAT 2.0)		54%	59%

#### 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)	16	41%	47%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		24%



**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	15	25%	32%
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	41%	47%	Yes	47%
American Indian				
Asian				
Black/African American	43%	50%	Yes	48%
Hispanic	36%	34%	No	42%
White				
English language learners	23%	31%	Yes	31%
Students with disabilities	26%	33%	Yes	33%
Economically disadvantaged	41%	47%	Yes	47%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	49	28%	32%
Students scoring at or above Achievement Level 4	35	20%	22%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		72%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		58%	62%

**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	[data excluded for privacy reasons]		20%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		15%

**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)	5		6
Participation in STEM-related experiences provided for students	57	100%	100%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	78	18%	17%
Students retained, pursuant to s. 1008.25, F.S.	33	8%	7%
Students who are not proficient in reading by third grade	54	73%	66%
Students who receive two or more behavior referrals	116	27%	26%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	59	14%	13%

**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**

We will increase the number of opportunities for students to be recognized, increase parental school volunteers, bi-monthly workshops (2nd cup of coffee, Parent Academy, grade level parent workshops),

organize meetings; PTA, Title 1 Orientation and Open House) and school events for parents & students. Monitor for fidelity by-keeping a running log of all participating parents as well as, review PTA/PTSA Memberships, and the number of registered volunteers.

Monitor for effectiveness through the parent sign-in sheet for each event, parental monthly reports, Connect Ed and collaborate with the PTA/PTSA Chairperson.

Monitor progress by-Assessment(s) through the Parent Involvement Monthly School Report, a list of registered parent volunteers, surveys (on-line) etc and Connect Ed

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
We will increase the number of parental engagement opportunities offered in the school year. nteers, bi-monthly workshops (2nd Cup of Coffee, Parent Academy, grade level parent workshops), organize meetings; PTA, Title 1 Orientation and Open House,) and school events for parents & students.	56	56%	70%

## Goals Summary

- G1.** Although 2013 saw an increase in the number of parents participating of school events, the school still seeks to increase the level of parent volunteers and the event attendance by 10%.
- G2.** Increase students' critical thinking skills through the use of CRISS Strategies (CReating Independence through Student owned Strategies).
- G3.** Students will effectively demonstrate the entire writing process.
- G4.** Students will be able to demonstrate critical thinking skills throughout instruction.
- G5.** Increase students' cognitive skills through scientific investigation and inquiry-based instruction.
- G6.** Increase students' critical thinking skills through the use of cognitive guided instruction strategies.
- G7.** Reduce the number of suspensions by 10% as evidenced by suspension reports.

## Goals Detail

**G1.** Although 2013 saw an increase in the number of parents participating of school events, the school still seeks to increase the level of parent volunteers and the event attendance by 10%.

### Targets Supported

- Parental Involvement

### Resources Available to Support the Goal

- The current resources range from the tangible to the intangible. Some intangibles include the positive school climate that has been created. The Parent Resource Center is open for parents access daily and provides a comfortable, non-threatening environment for parents to both give and get assistance. The staff, led by the Community Involvement Specialist, does a great job at providing parents with needed information through current programming (2nd Cup of Coffee, Parent Curriculum Workshops). The tangible resources come from the number of parent recognitions that are held throughout the year with a banquet at the conclusion of the school year.

### Targeted Barriers to Achieving the Goal

- The principle barrier for parental involvement really deals with reality that schools are quite intimidating for, in many cases, less educated parents. Parents lack the general knowledge of how to better assist their children in school and successfully navigate the school system.

## Plan to Monitor Progress Toward the Goal

Critical analysis of the data will allow the leadership team to make decisions about continuing with additional school events for parents.

### Person or Persons Responsible

Leadership Team Members

### Target Dates or Schedule:

semi-annually

### Evidence of Completion:

survey results

**G2.** Increase students' critical thinking skills through the use of CRISS Strategies (CReating Independence through Student owned Strategies).

### Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, 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 FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- Parental Involvement

### Resources Available to Support the Goal

- Weekly common planning sessions to gain an understand of the curriculum
- Weekly math lab visits
- Use of the Gradual Release Model of instruction
- Professional development opportunities
- Use of Manipulatives
- Technology resources such as interactive white boards and response clickers
- Weekly science lab visits
- Weekly Media Center visits
- Instructional coaches
- CRISS (CReating Independence through Student owned Strategies) Manual

### Targeted Barriers to Achieving the Goal

- Teachers require professional development on CRISS Strategies (CReating Independence through Student owned Strategies)

### Plan to Monitor Progress Toward the Goal

Analyze data from monthly and district assessments.

**Person or Persons Responsible**

Administration Education Transformation Office (ETO) Instructional Supervisors

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Monthly Assessments District Interim Assessments

### G3. Students will effectively demonstrate the entire writing process.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Instructional Coaches
- Education Transformation Office (ETO) Support Personnel
- Teachers

**Targeted Barriers to Achieving the Goal**

- Teachers provided inadequate instruction to enable students to respond effectively to narrative and expository prompts.

### Plan to Monitor Progress Toward the Goal

The administrative team will monitor classroom instruction, review Monthly Writing Prompts, monitor student work samples. Administrators will monitor the data from the monthly writing prompts in order to ensure students' progress.

**Person or Persons Responsible**

Principal Assistant Principal ETO Instructional Supervisor

**Target Dates or Schedule:**

ongoing

**Evidence of Completion:**

Formative: Monthly Writing Prompts, Baseline/Mid-year Writing Prompts Summative: 2014 FCAT Writing Assessment

**G4. Students will be able to demonstrate critical thinking skills throughout instruction.**

**Targets Supported**

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

**Resources Available to Support the Goal**

- Instructional Coaches

**Targeted Barriers to Achieving the Goal**

- The teacher did not provide ample opportunities for student to synthesize complex text in order to gain understanding of high cognitive, complex information through rigorous instruction.
- Limited evidence of foundational reading skills (phonics, fluency, vocabulary, and comprehension) in order to comprehend on grade level text.

**Plan to Monitor Progress Toward the Goal**

Students are using critical thinking skills.

**Person or Persons Responsible**

Principal Assistant Principal ETO Instructional Supervisors

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative: FAIR data, Interim Assessment Data Summative: 2014 FCAT Reading Assessment Data  
Ongoing Progress Monitoring Assessments Student Interactive Journals

**G5. Increase students' cognitive skills through scientific investigation and inquiry-based instruction.**

**Targets Supported**

- Science - Elementary School
- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- professional development opportunities, essential labs, FCAT-Explorer, Discovery Education, Gizmos, J and J Boot Camp, science lab, instructional coach, teachers, field-studies investigation, In-house field trips (mobile lab).

**Targeted Barriers to Achieving the Goal**

- Inadequate evidence of students understanding the science process skills to formulate their own scientific investigation.

### Plan to Monitor Progress Toward the Goal

Analyze data Develop an instructional Focus Calendar Differentiate Instruction

#### Person or Persons Responsible

Education Transformation Office Support Personnel Leadership team Teachers

#### Target Dates or Schedule:

October 2013-April, 2014(Monthly Assessments) November and January (District Assessments)

#### Evidence of Completion:

Data collected from Monthly and District Assessments. Teacher/Student Data Chat Form.

### G6. Increase students' critical thinking skills through the use of cognitive guided instruction strategies.

#### Targets Supported

#### Resources Available to Support the Goal

- Weekly common planning sessions to gain an understand the curriculum
- Weekly math lab visits
- Use of the Gradual Release Model of instruction
- Professional development opportunities
- Use of Manipulatives
- Technology resources such as interactive white boards and response clickers

#### Targeted Barriers to Achieving the Goal

- Teachers require professional development on Cognitively Guided Instruction strategies.

### Plan to Monitor Progress Toward the Goal

-Data will be collected and analyzed -Based on the results, intervention groups will be created and instruction will be differentiated based on the needs of the learners.

#### Person or Persons Responsible

Mathematics Coach, Marijo Batist Assistant Principal, Cisely Scott Principal, Contessa Bryant ETO District Support Personnel

#### Target Dates or Schedule:

September 2013 - May 2014

#### Evidence of Completion:

Monthly Assessments District Interim Assessments



**G7. Reduce the number of suspensions by 10% as evidenced by suspension reports.**

**Targets Supported**

- EWS - Elementary School

**Resources Available to Support the Goal**

- PBS Coach PBS Coaching Academies/iCADs Incentive Room Point Store Class DoJo

**Targeted Barriers to Achieving the Goal**

- The school-wide discipline plan was not implemented with fidelity by all staff members.

**Plan to Monitor Progress Toward the Goal**

The results from the data analysis as it relates to point store usage and logs will be used in conjunction to suspension data to determine the effectiveness of the incentive program on student behavior modification/suspension reduction.

**Person or Persons Responsible**

Administration Leadership Team Members

**Target Dates or Schedule:**

Each month, the leadership team will meet to discuss the suspension data and determine trends.

**Evidence of Completion:**

The leadership team meeting agendas and minutes will act as the evidence of completion of the monitoring activities.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Although 2013 saw an increase in the number of parents participating of school events, the school still seeks to increase the level of parent volunteers and the event attendance by 10%.

**G1.B1** The principle barrier for parental involvement really deals with reality that schools are quite intimidating for, in many cases, less educated parents. Parents lack the general knowledge of how to better assist their children in school and successfully navigate the school system.

**G1.B1.S1** We will increase the number of opportunities for parents to come into the building to gain information and participate in educational opportunities that are positive.

### Action Step 1

2nd Cup of Coffee Monthly Primary Curriculum Chats Parent Academy Workshops

#### Person or Persons Responsible

Curriculum Involvement Specialist Leadership Team Members Parent Academy Office

#### Target Dates or Schedule

monthly

#### Evidence of Completion

Agendas Attendance Sheets

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

Increased number of opportunities to welcome parents in the building.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Agendas Logs

## Plan to Monitor Effectiveness of G1.B1.S1

Climate Surveys

### Person or Persons Responsible

Community Involvement Specialist- Shelia Haynes

### Target Dates or Schedule

Semi-annually

### Evidence of Completion

Survey Results

**G1.B1.S2** Increase the number of school volunteers through the increase of field trips, offering parent volunteer opportunities within the school and hosting a volunteer campaign.

### Action Step 1

Register more parents on the parent/community portals through the Parent Resource Center Offer increased field trip opportunities

### Person or Persons Responsible

Community Involvement Specialist Leadership Team Members Grade Level Teachers Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

School Volunteer Report Recorded number of field trip with parent chaperones

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

The administrative team will analyze volunteer reports for steady increases throughout the school year. Support will be given to the Community Involvement Specialist utilizing the financial resources (Title I) and District personnel in the Parent Academy and Title I Offices.

### Person or Persons Responsible

Administration Community Involvement Specialist

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Volunteer Reports Approved Field Trip Forms

## Plan to Monitor Effectiveness of G1.B1.S2

The active volunteer report will be analyzed along with the field trip forms noting parent chaperones.

### Person or Persons Responsible

The Community Involvement Specialist is responsible for collecting, charting and preparing data for discussion/ analysis.

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Volunteer Report Parent Volunteer Sign-in Sheet

**G2.** Increase students' critical thinking skills through the use of CRISS Strategies (CReating Independence through Student owned Strategies).

**G2.B1** Teachers require professional development on CRISS Strategies (CReating Independence through Student owned Strategies)

**G2.B1.S1** Provide a professional development on CRISS Strategies (CReating Independence through Student owned Strategies) for teachers.

### Action Step 1

Conduct professional development during PLC (Professional Learning Community)

#### Person or Persons Responsible

Instructional Coaches

#### Target Dates or Schedule

November 6, 2013

#### Evidence of Completion

Power Point Presentation Handouts Professional Development Agenda Sign-in Sheet Professional Development Reflection journal Student work samples Administration walk-through logs Follow-up assignments by teachers

#### Facilitator:

Instructional Coaches

#### Participants:

Teachers

## Action Step 2

Plan professional development on CRISS Strategies (CReating Independence through Student owned Strategies).

### Person or Persons Responsible

Instructional Coaches

### Target Dates or Schedule

October 18, 2013

### Evidence of Completion

Leadership Team Meeting Agenda Power Point Presentation Handouts Professional Development Agenda Sign-in Sheet

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

During leadership team meeting instructional coaches will present the PD to the administration.

### Person or Persons Responsible

Assistant Principal Principal

### Target Dates or Schedule

October 25, 2013

### Evidence of Completion

Coaching Log Administration Reflection Log

## Plan to Monitor Effectiveness of G2.B1.S1

Classroom implementation of CRISS Strategies (CReating Independence through Student owned Strategies)

### Person or Persons Responsible

Administration Education Transformation Office (ETO) Instructional Supervisors

### Target Dates or Schedule

November 12, 2013- ongoing

### Evidence of Completion

Teacher Lesson Plans Classroom Walk throughs Interactive student journals Student work samples

**G3. Students will effectively demonstrate the entire writing process.**

**G3.B1** Teachers provided inadequate instruction to enable students to respond effectively to narrative and expository prompts.

**G3.B1.S1** Provide instruction in the various modes of writing throughout the entire writing process.

**Action Step 1**

Model the writing process using students writing pieces, mentor text, and teacher generated writing pieces

**Person or Persons Responsible**

ETO Writing CSS and Literacy Coach

**Target Dates or Schedule**

weekly

**Evidence of Completion**

coaching logs and calendars

**Action Step 2**

Conduct coaching cycles and model the components of the writing process

**Person or Persons Responsible**

ETO Writing CSS and Literacy Coach

**Target Dates or Schedule**

weekly

**Evidence of Completion**

coaching logs and calendars

### **Action Step 3**

Plan for and implement an instructional framework that will allow students to develop prompts from planning to publishing

#### **Person or Persons Responsible**

ETO Writing CSS and Literacy Coach

#### **Target Dates or Schedule**

weekly

#### **Evidence of Completion**

coaching logs and calendars, lesson plans that show the writing process from planning to publishing

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

The administrative team will participate in common planning session to ensure the modes of writing are evident in the lesson planning. Additionally, administrators will conduct routine walkthroughs to ensure the lesson planning is implemented with fidelity during the classroom presentations.

#### **Person or Persons Responsible**

Principal Assistant Principal ETO Instructional Supervisor

#### **Target Dates or Schedule**

weekly

#### **Evidence of Completion**

Common planning agendas and sign-in sheets Walkthrough logs Administrative reflections/feedback on the coaching logs

### **Plan to Monitor Effectiveness of G3.B1.S1**

Administrators will conduct routine walkthroughs to ensure the lesson planning is implemented with fidelity during the classroom presentations.

#### **Person or Persons Responsible**

Principal Assistant Principal ETO Instructional Supervisor

#### **Target Dates or Schedule**

weekly

#### **Evidence of Completion**

Common planning agendas and sign-in sheets Walkthrough logs Administrative reflections/feedback on the coaching logs Monthly Assessments 2014 FCAT 2.0 Writing Assessment

**G3.B1.S2** Plan for and deliver writing lessons that follow an instructional routine.

**Action Step 1**

Conduct coach cycles and model the implementation of the gradual release model within the writing instructional block.

**Person or Persons Responsible**

Literacy Coach, ETO Writing CSS

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

coaching logs and coaching calendars as well as debriefing documents

**Action Step 2**

Work collaboratively during planning to develop lessons that are aligned to the Writing at a Glance and the Instructional Framework.

**Person or Persons Responsible**

Literacy Coach, ETO Writing CSS, Writing Teacher

**Target Dates or Schedule**

weekly

**Evidence of Completion**

common planning agendas, common planning sign-in sheets, coaching logs and coaching calendars

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

Monitor instructional routines ensuring that the purpose for the writing instruction is set; the model of explicit instruction is demonstrated utilizing the gradual release.

**Person or Persons Responsible**

Principal, Assistant Principal and ETO Instructional Supervisor

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

walkthrough logs, feedback/reflection on coaching logs



### Plan to Monitor Effectiveness of G3.B1.S2

The administrative team will observe classroom instruction, student authentic work products and review content to ensure teachers are using the appropriate writing lessons within the instructional routine.

#### Person or Persons Responsible

Principal Assistant Principal ETO Instructional Supervisor

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

walkthrough logs, lesson plans, coaching logs/calendars

### G3.B1.S3 Implement and monitor the effective use of data in writing instruction.

#### Action Step 1

Create small groups based on the four components of the rubric utilizing writing data.

#### Person or Persons Responsible

Literacy Coach, ETO Writing CSS, Writing Teachers

#### Target Dates or Schedule

Teacher with the assistance of the instructional coach

#### Evidence of Completion

DI lesson plan and grouping template

#### Action Step 2

Provide professional development on utilizing data to align instructional resources for differentiating writing instruction.

#### Person or Persons Responsible

Literacy Coach, ETO Writing CSS

#### Target Dates or Schedule

ETO CSS

#### Evidence of Completion

professional development sign-in sheets

### Plan to Monitor Fidelity of Implementation of G3.B1.S3

Monitor the use of data being used to drive instruction

**Person or Persons Responsible**

Principal Assistant Principal ETO Instructional Supervisor

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

walkthrough log, feedback/reflection on the coaching logs

### Plan to Monitor Effectiveness of G3.B1.S3

The administrative team will observe small group instruction to ensure students are grouped according to deficiencies and aligned materials are used.

**Person or Persons Responsible**

Principal assistant principal ETO Instructional Supervisors

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

walkthrough logs, coaches feedback/reflection

**G4.** Students will be able to demonstrate critical thinking skills throughout instruction.

**G4.B1** The teacher did not provide ample opportunities for student to synthesize complex text in order to gain understanding of high cognitive, complex information through rigorous instruction.

**G4.B1.S1** Provide opportunities for critical thinking strategies during instruction

**Action Step 1**

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release Model

**Person or Persons Responsible**

Literacy Coaches ETO CSS

**Target Dates or Schedule**

by October 28, 2013

**Evidence of Completion**

professional development sign-in sheets and agendas

**Facilitator:**

Literacy Coaches

**Participants:**

Literacy Teachers

**Action Step 2**

Develop and implement lesson plans to include gradual release of responsibility model, collaborative strategies, and explicit teaching strategies

**Person or Persons Responsible**

Literacy Coaches Teachers ETO Support

**Target Dates or Schedule**

September 30, 2013- ongoing

**Evidence of Completion**

lesson plans, common planning agendas, common planning sign-in sheets

### **Action Step 3**

Include high order questions (as well as answers) of varying complexity in lesson plans and require students to respond to them during instruction

#### **Person or Persons Responsible**

Literacy Coaches Education Transformation Office (ETO) Curriculum Support Specialist (CSS)

#### **Target Dates or Schedule**

September 30, 2013- ongoing

#### **Evidence of Completion**

lesson planning agendas, lesson plans, student journals

### **Action Step 4**

Include the use of structured (pre-printed) graphic organizers (ie flip charts, Venn diagrams, foldables, webs, t-charts, etc) to help students develop their writing in responses to literature

#### **Person or Persons Responsible**

Literacy Coaches Education Transformation Office (ETO) Curriculum Support Specialist (CSS)

#### **Target Dates or Schedule**

September 30, 2013- ongoing

#### **Evidence of Completion**

inclusion of graphic organizers in the student journals

### **Action Step 5**

Plan for and provide students with opportunities to respond to literature in their interactive journals

#### **Person or Persons Responsible**

Literacy Coaches Education Transformation Office (ETO) Curriculum Support Specialist (CSS)

#### **Target Dates or Schedule**

September 30, 2013- ongoing

#### **Evidence of Completion**

lesson plans common planning agendas student interactive journals

### **Action Step 6**

Conduct coaching cycles and model the gradual release model including the use of higher order questions and interactive journals

#### **Person or Persons Responsible**

Literacy Coaches

#### **Target Dates or Schedule**

November 15, 2013

#### **Evidence of Completion**

student journals, coaching calendars, coaching logs

### **Action Step 7**

Conduct classroom walkthroughs to monitor the effective use of critical thinking strategies in the classroom

#### **Person or Persons Responsible**

Administrator ETO Instructional Supervisor

#### **Target Dates or Schedule**

October 28, 2013- ongoing

#### **Evidence of Completion**

walkthrough logs, administrative feedback/reflection on coaching logs, ETO feedback/reflection on support documentation

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

Participate in common planning sessions to ensure the inclusion of critical thinking components and Higher Order Thinking questions within the creation of lessons. Conduct classroom walkthroughs and observe classroom instruction, student journals, student authentic work products to ensure the critical thinking is evident.

#### **Person or Persons Responsible**

Administrators ETO Instructional Supervisor

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Student journals showing student responses to essential questions, walkthrough logs, reflection/ feedback to the coaches' logs

### Plan to Monitor Effectiveness of G4.B1.S1

Quarterly data will be collected to monitor the effectiveness of instruction.

#### Person or Persons Responsible

Principal Assistant Principal ETO Instructional Supervisor

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Formative: Interim Assessments Data, Data Chat Forms Summative: 2014 FCAT Reading Assessment Data

### G4.B1.S2 Implement and monitor the effective use of data driven instruction

#### Action Step 1

Conduct data chats after monthly/interim assessments.

#### Person or Persons Responsible

Administration ETO Instructional Supervisors

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student authentic work, classroom walkthroughs, lesson plans that follow an instructional routine

### Plan to Monitor Fidelity of Implementation of G4.B1.S2

Monitor data driven instruction that follows an instructional routine.

#### Person or Persons Responsible

Administration ETO Instructional Supervisors

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Walkthrough Logs, Data Grouping Templates, Lesson Plans

## Plan to Monitor Effectiveness of G4.B1.S2

Observe classroom instruction and student authentic work to ensure teachers are effectively using data to drive instruction.

### Person or Persons Responsible

Administration ETO Instructional Supervisors

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Walkthrough Logs, Student Work Folders, Performance Band Reports

**G4.B2** Limited evidence of foundational reading skills (phonics, fluency, vocabulary, and comprehension) in order to comprehend on grade level text.

**G4.B2.S1** Plan for and deliver lessons that follow an instructional routine.

### Action Step 1

Provide professional development on foundational skills intervention and wonder works intervention.

### Person or Persons Responsible

Literacy Coaches Media Specialist (Lead Interventionist)

### Target Dates or Schedule

October 16, 2013

### Evidence of Completion

Agendas, Coaching Logs, Sign in Sheets, Handouts and Powerpoint

### Facilitator:

Instructional Coaches

### Participants:

Literacy Teachers and Interventionists

### Plan to Monitor Fidelity of Implementation of G4.B2.S1

Monitor the fidelity of the foundational skills intervention program.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom Walkthroughs, Student Intervention Folders, Ongoing Progress Monitoring

### Plan to Monitor Effectiveness of G4.B2.S1

Ensuring that teachers are implementing the foundational skills intervention with fidelity.

**Person or Persons Responsible**

Administration Education Transformation Office Instructional Supervisors

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom Walkthroughs, Reading Coaching Logs, Ongoing Progress Monitoring

### G4.B2.S2 Implement and monitor targeted intervention and enrichment opportunities.

**Action Step 1**

Provide professional development on the implementation of intervention and enrichment instruction.

**Person or Persons Responsible**

Instructional Coaches

**Target Dates or Schedule**

September 2013- Ongoing

**Evidence of Completion**

Professional development agenda, Handouts, PowerPoint Presentation



### **Plan to Monitor Fidelity of Implementation of G4.B2.S2**

Monitor the implementation of targeted interventions and enrichment instruction.

#### **Person or Persons Responsible**

Lead Interventionist Instructional Coaches Administration ETO Instructional Supervisors

#### **Target Dates or Schedule**

Ongoing Monthly Progress Monitoring

#### **Evidence of Completion**

Ongoing Progress Monitoring Spreadsheet

### **Plan to Monitor Effectiveness of G4.B2.S2**

Monitor the effectiveness by conducting ongoing progress monitoring and classroom walkthroughs.

#### **Person or Persons Responsible**

Administration ETO Instructional Supervisors

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student Assessment Folders, Ongoing Progress Monitoring Data, Walkthrough Logs

**G5. Increase students' cognitive skills through scientific investigation and inquiry-based instruction.**

**G5.B1** Inadequate evidence of students understanding the science process skills to formulate their own scientific investigation.

**G5.B1.S2** Design inquiry-based instruction to expand students' knowledge and provide opportunity to synthesize, analyze, sort collected information, interpret data, infer, and draw their own conclusion by integrating claim, evidence and reasoning to discuss the scientific investigation.

**Action Step 1**

Weekly Essential Lab Lab Reports Science fair Project. Quarterly Project

**Person or Persons Responsible**

Leadership team, and Teachers

**Target Dates or Schedule**

October 3, 2013-April 4, 2014

**Evidence of Completion**

Lesson plan Common Planning Agenda Students' Interactive Journal

**Facilitator:**

Instructional Coaches and Education Transformation Office Curriculum Support Specialist (ETO CSS)

**Participants:**

Leadership team, and Teachers

**Plan to Monitor Fidelity of Implementation of G5.B1.S2**

Walk-throughs Instructional Review

**Person or Persons Responsible**

Education Transformation Office Supervisor Administrators Instructional Science Coach Teachers

**Target Dates or Schedule**

October 8, 2013-April 17, 2014

**Evidence of Completion**

Common Planning Agenda Interactive Journal Students' Sample Projects Field Studies Specimens

## Plan to Monitor Effectiveness of G5.B1.S2

Monthly and District assessments data

### Person or Persons Responsible

Education Transformation Office Supervisor Administrators Instructional Science Coach Teachers

### Target Dates or Schedule

October 7, 2013 and ongoing

### Evidence of Completion

Collected data from the Monthly and District Assessments.

**G5.B1.S3** Ensure students understand targeting concept and incorporate probing questions before the essential lab.

### Action Step 1

-Incorporate reading strategies for the students to dissect science passages. -Utilize graphic organizers for the high complexity science passages.

### Person or Persons Responsible

Eto District Personnel Administrators Instructional Science Coach.

### Target Dates or Schedule

September 3, 2013 and ongoing

### Evidence of Completion

-Classroom Walk-Troughs -Interactive Journals

### Facilitator:

District Personnel

### Participants:

Eto District Personnel Administrators Instructional Science Coach.

### **Plan to Monitor Fidelity of Implementation of G5.B1.S3**

Common planning will serve as a learning community to support the teachers to dissect reading passage and bring students exemplar work. Teachers will evaluate the journals and check for reading strategies.

#### **Person or Persons Responsible**

Eto District Personnel , Administrators, and Instructional Science Coach.

#### **Target Dates or Schedule**

September 3, 2013 and ongoing

#### **Evidence of Completion**

-Students' Authentic Work with reading passages -Interactive Journals

### **Plan to Monitor Effectiveness of G5.B1.S3**

The data from the Monthly and district assessment will be collected to monitor benchmark success. If the students are unsatisfactory, develop an instructional focus calendar to target the area of deficiencies.

#### **Person or Persons Responsible**

Instructional Science coach and teachers

#### **Target Dates or Schedule**

Data will be collected during the monthly and district assessments by September 5, 2013 and ongoing throughout the school year.

#### **Evidence of Completion**

There will be data chats with the Leadership team, Teachers, and students.

**G6. Increase students' critical thinking skills through the use of cognitive guided instruction strategies.**

**G6.B1 Teachers require professional development on Cognitively Guided Instruction strategies.**

**G6.B1.S1 Provide a professional development on Cognitively Guided Instruction for teachers.**

**Action Step 1**

-PD will be proposed by the PD Liaison -Professional Development will be attended by teachers and all follow-up work will be submitted completed and submitted. -Teachers will begin implementing Cognitively Guided Instruction in their classrooms. -Conduct a Lesson Study on Cognitively Guided Instruction practices.

**Person or Persons Responsible**

Mathematics Coach, Marijo Batist Cisely Scott, Assistant Principal Contessa Bryant, Principal

**Target Dates or Schedule**

September 2013- December 2013

**Evidence of Completion**

-Professional Development Records

**Facilitator:**

Marijo Batist

**Participants:**

Mathematics Coach, Marijo Batist Cisely Scott, Assistant Principal Contessa Bryant, Principal

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

**Person or Persons Responsible**

Mathematics Coach, Marijo Batist Assistant Principal, Cisely Scott Principal, Contessa Bryant

**Target Dates or Schedule**

Weekly October 1, 2013- May 30, 2014

**Evidence of Completion**

-Classroom walk-throughs reflected in coaching and administrative logs. -Lesson Plans -Student work samples

**Plan to Monitor Effectiveness of G6.B1.S1**

Monthly and District Interim data will be collected to monitor the effectiveness of this strategy.

**Person or Persons Responsible**

Mathematics Coach, Marijo Batist Assistant Principal, Cisely Scott Principal, Contessa Bryant

**Target Dates or Schedule**

September 2013- May 2014

**Evidence of Completion**

-Data from assessments - Data chat forms

**Plan to Monitor Fidelity of Implementation of G7.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G7.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## 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

Lenora B. Smith Elementary School strives to ensure students requiring additional remediation are assisted through extended learning opportunities through the extended learning opportunities. District coordinates with Title III in ensuring staff development needs are provided. Support services are provided to students. Instructional 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 Education Transformation Office (ETO) 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. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless migrant, and neglected and delinquent students.

## 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 students' critical thinking skills through the use of CRISS Strategies (CReating Independence through Student owned Strategies).

**G2.B1** Teachers require professional development on CRISS Strategies (CReating Independence through Student owned Strategies)

**G2.B1.S1** Provide a professional development on CRISS Strategies (CReating Independence through Student owned Strategies) for teachers.

### PD Opportunity 1

Conduct professional development during PLC (Professional Learning Community)

#### Facilitator

Instructional Coaches

#### Participants

Teachers

#### Target Dates or Schedule

November 6, 2013

#### Evidence of Completion

Power Point Presentation Handouts Professional Development Agenda Sign-in Sheet Professional Development Reflection journal Student work samples Administration walk-through logs Follow-up assignments by teachers



**G4.** Students will be able to demonstrate critical thinking skills throughout instruction.

**G4.B1** The teacher did not provide ample opportunities for student to synthesize complex text in order to gain understanding of high cognitive, complex information through rigorous instruction.

**G4.B1.S1** Provide opportunities for critical thinking strategies during instruction

**PD Opportunity 1**

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release Model

**Facilitator**

Literacy Coaches

**Participants**

Literacy Teachers

**Target Dates or Schedule**

by October 28, 2013

**Evidence of Completion**

professional development sign-in sheets and agendas

**G4.B2** Limited evidence of foundational reading skills (phonics, fluency, vocabulary, and comprehension) in order to comprehend on grade level text.

**G4.B2.S1** Plan for and deliver lessons that follow an instructional routine.

**PD Opportunity 1**

Provide professional development on foundational skills intervention and wonder works intervention.

**Facilitator**

Instructional Coaches

**Participants**

Literacy Teachers and Interventionists

**Target Dates or Schedule**

October 16, 2013

**Evidence of Completion**

Agendas, Coaching Logs, Sign in Sheets, Handouts and Powerpoint

**G5. Increase students' cognitive skills through scientific investigation and inquiry-based instruction.**

**G5.B1** Inadequate evidence of students understanding the science process skills to formulate their own scientific investigation.

**G5.B1.S2** Design inquiry-based instruction to expand students' knowledge and provide opportunity to synthesize, analyze, sort collected information, interpret data, infer, and draw their own conclusion by integrating claim, evidence and reasoning to discuss the scientific investigation.

**PD Opportunity 1**

Weekly Essential Lab Lab Reports Science fair Project. Quarterly Project

**Facilitator**

Instructional Coaches and Education Transformation Office Curriculum Support Specialist (ETO CSS)

**Participants**

Leadership team, and Teachers

**Target Dates or Schedule**

October 3, 2013-April 4, 2014

**Evidence of Completion**

Lesson plan Common Planning Agenda Students' Interactive Journal

**G5.B1.S3** Ensure students understand targeting concept and incorporate probing questions before the essential lab.

**PD Opportunity 1**

-Incorporate reading strategies for the students to dissect science passages. -Utilize graphic organizers for the high complexity science passages.

**Facilitator**

District Personnel

**Participants**

Eto District Personnel Administrators Instructional Science Coach.

**Target Dates or Schedule**

September 3, 2013 and ongoing

**Evidence of Completion**

-Classroom Walk-Troughs -Interactive Journals

**G6.** Increase students' critical thinking skills through the use of cognitive guided instruction strategies.

**G6.B1** Teachers require professional development on Cognitively Guided Instruction strategies.

**G6.B1.S1** Provide a professional development on Cognitively Guided Instruction for teachers.

**PD Opportunity 1**

-PD will be proposed by the PD Liaison -Professional Development will be attended by teachers and all follow-up work will be submitted completed and submitted. -Teachers will begin implementing Cognitively Guided Instruction in their classrooms. -Conduct a Lesson Study on Cognitively Guided Instruction practices.

**Facilitator**

Marijo Batist

**Participants**

Mathematics Coach, Marijo Batist Cisely Scott, Assistant Principal Contessa Bryant, Principal

**Target Dates or Schedule**

September 2013- December 2013

**Evidence of Completion**

-Professional Development Records

## Appendix 2: Budget to Support School Improvement Goals

**Budget Summary by Goal**

Goal	Description	Total
	Total	\$0

**Budget Summary by Funding Source and Resource Type**

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

**Budget Details**

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

**G5. Increase students' cognitive skills through scientific investigation and inquiry-based instruction.**

**G5.B1** Inadequate evidence of students understanding the science process skills to formulate their own scientific investigation.

**G5.B1.S2** Design inquiry-based instruction to expand students' knowledge and provide opportunity to synthesize, analyze, sort collected information, interpret data, infer, and draw their own conclusion by integrating claim, evidence and reasoning to discuss the scientific investigation.

**Action Step 1**

Weekly Essential Lab Lab Reports Science fair Project. Quarterly Project

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**G5.B1.S3** Ensure students understand targeting concept and incorporate probing questions before the essential lab.

**Action Step 1**

-Incorporate reading strategies for the students to dissect science passages. -Utilize graphic organizers for the high complexity science passages.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**