



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Miami Park Elementary School

2225 NW 103RD ST

Miami, FL 33147

305-691-6361

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

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
97%

Alternative/ESE Center
No

Charter School
No

Minority Rate
99%

School Grades History

2013-14
C

2012-13
D

2011-12
C

2010-11
D

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School

Miami Park Elementary School

Principal

Stephanie Goree D

School Advisory Council chair

Shara Johnson

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

Name	Title
Vernita Collins	Science Coach
Nathaniel Thurston	Math Coach
Verdell Sands- Hollis	Reading Coach
Dr. Onaidy Moran	Reading Coach
Dr. Tracy McCloud	Assistant Principal
Donna Payne	Counselor

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

Principal -1, alternate principal -1, UTD steward – 1, teachers – 5, alternate teacher -1, parents – 6, alternate parent – 1, educational support employee - 1, alternate educational support employee – 1, student – 1, alternate student – 1, and BCR – 2.

Involvement of the SAC in the development of the SIP

The School Advisory Council (SAC) is the sole body responsible for final decision-making at the school relating to the implementation of school improvement. Elections and appointments of advisory council members are conducted by the council chairperson at a designated meeting of a new school year. Members are elected by secret ballot. The term of office for elected council members except parents and students is for four years. The School Advisory Council (SAC) has an important function at Miami Park Elementary School.

Activities of the SAC for the upcoming school year

Reach out to community to obtain more partners
Organize FCAT Family Night Event
Promote student activities/ accomplishments to increase parental participation.
Assist the school to create and analyze climate surveys for parents and students.

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

The SAC funds will be utilized for student incentives and supplemental materials. \$1,900.00.

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:

Stephanie Goree D

Principal

Years as Administrator: 16

Years at Current School: 2

Credentials

Masters:

Elementary Education

Bachelor of Science: Elementary Education

Certifications:

Educational Leadership

Early Childhood Education/ Nursery-Kindergarten

English for Speakers of

Other Languages (ESOL)

Endorsement

Performance Record

2013 – School Grade – D

Rdg. Proficiency, 25%

Math Proficiency, 40%

Rdg. Lrg. Gains, 44 points

Math Lrg. Gains, 64 points

Rdg. Imp. of Lowest 25% - 62 points

Math Imp. of Lowest 25% - 67 points

Rdg. AMO –No

Math AMO–No

Principal, 2012 - Present

Miami Park Elementary School

Principal, 2006 - 2012

Lake Stevens Elementary School

Assistant Principal, 2004-2006

Palms Springs North Elementary

'13 '12 '11 '10 '09

School Grade D C C C B

AYP N n/a N N N

High Standards Reading 25 47 70 61 59

High Standards Math 40 47 73 66 66

Learning Gains-Reading 44 76 62 59 34

Learning Gains-Math 64 56 70 63 59

Lowest 25%-Reading 62 79 71 67 70

Lowest 25%-Math 67 49 73 67 65

Dr. Tracy McCloud

Asst Principal

Years as Administrator: 13

Years at Current School: 3

Credentials

Doctorate:
Theology,
Jacksonville Theological
Seminary
Masters:
Educational Leadership, Nova Southeastern University
Bachelor of Science: Elementary Education,
Florida Memorial University
Certifications:
Educational Leadership
K-12
Elementary Education K-6
English for Speakers of
Other Languages (ESOL)
Endorsement

Performance Record

2013 – School Grade – D
Rdg. Proficiency, 25%
Math Proficiency, 40%
Rdg. Lrg. Gains, 44 points
Math Lrg. Gains, 64 points
Rdg. Imp. of Lowest 25% - 62 points
Math Imp. of Lowest 25% - 67 points
Rdg. AMO –No
Math AMO–No
Assistant Principal, 2011 - Present
Miami Park Elementary School
Assistant Principal, 2005 - 2011
Phyllis Ruth Miller Elementary
Assistant Principal, 2000 – 2005
North County Elementary
'13 '12 '11' 10 '09
School Grade D C B A A
AYP N n/a N N N
High Standards Reading 25 33 68 71 76
High Standards Math 40 42 74 73 72
Learning Gains-Reading 44 66 64 71 80
Learning Gains-Math 64 69 65 69 79
Lowest 25%-Reading 62 74 56 66 74
Lowest 25%-Math 67 78 59 67 77

Instructional Coaches**# of instructional coaches**

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Verdell Sands-Hollis**

Full-time / School-based

Years as Coach: 9

Years at Current School: 15

Areas

Reading/Literacy

Credentials

Educational Specialist:
 Educational Leadership
 Masters:
 Education Guidance and Counseling
 Bachelor of Science:
 Elementary Education
 Certification:
 English to Speakers of Other Languages (K-12)
 & ESOL Endorsement

Performance Record

Reading Coach, 2005-Present
 Miami Park Elementary School
 '13 '12 '11 '10 '09
 School Grade D C D C C
 AYP N n/a N N N
 High Standards Reading 25 33 43 50 50
 Learning Gains-Reading 44 66 49 59 58
 Lowest 25%-Reading 62 74 53 63 59

Dr. Onaidy Moran		
Full-time / School-based	Years as Coach: 1	Years at Current School: 3
Areas	Reading/Literacy	
Credentials	Doctorate: Instructional Leadership Minor: Human Resource Masters: English to Speakers of Other Languages (ESOL) Bachelor of Science: Elementary Education Certification: English to Speakers of Other Languages (K-12), ESOL Endorsement, Gifted Endorsement (K-12), Reading Endorsement(K-12), & Spanish Endorsement(K-12)	
Performance Record	Reading Coach, 2013-Present Miami Park Elementary School Teacher, 1998-2011 Skyway Elementary School '13 '12 '11 '10 '09 School Grade D C D A A AYP N n/a N N N High Standards Reading 25 33 43 74 60 Learning Gains-Reading 44 66 49 69 58 Lowest 25%-Reading 62 74 53 61 60	

Vernita Collins		
Full-time / School-based	Years as Coach: 1	Years at Current School: 8
Areas	Science	
Credentials	Masters: Curriculum Instruction Elementary Education Reading Bachelor of Science: Early Childhood Education	
Performance Record	Science Coach, 2012-Present Miami Park Elementary School '13 '12 '11 '10 '09 School Grade D C D C C AYP n/a n/a n/a n/a n/a High Standards Science 29 29 20 33 20 Learning Gains-Science n/a n/a n/a n/a n/a Lowest 25%-Science n/a n/a n/a n/a n/a	

Nathaniel Thurston

Full-time / School-based

Years as Coach: 4

Years at Current School: 4

Areas

Mathematics

CredentialsEducational Specialist:
Educational Leadership
Masters

Mathematics

Bachelor of Science:
Elementary Education
(Grade K-6)

Certification:

English to Speakers of Other Languages (K-12)
& ESOL Endorsement**Performance Record**

Math Coach, 2011 – Present

Miami Park Elementary School

Teacher, 2004-2010

Phillis Wheatley Elementary School

'13 '12 '11 '10 '09

School Grade D C D C C

AYP N n/a N N N

High Standards Math 40 42 57 58 49

Learning Gains-Math 62 69 54 60 59

Lowest 25%-Math 67 78 57 68 67 Math Coach, 2011 – Present

Miami Park Elementary School

Classroom Teachers**# of classroom teachers**

34

receiving effective rating or higher

33, 97%

Highly Qualified Teachers

56%

certified in-field

19, 56%

ESOL endorsed

22, 65%

reading endorsed

6, 18%

with advanced degrees

18, 53%

National Board Certified

0, 0%

first-year teachers

1, 3%

with 1-5 years of experience

1, 3%

with 6-14 years of experience

22, 65%

with 15 or more years of experience

10, 29%

Education Paraprofessionals**# of paraprofessionals**

5

Highly Qualified

5, 100%

Teacher Recruitment and Retention Strategies

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

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

Provide information about the school system and the benefits of working at Miami Park Elementary and information regarding incentives program, such as the Core Initiative that pays for attending Professional Developments. Provide teachers with Leadership opportunities and mentors new teachers in the field.

Teacher Mentoring Program/Plan

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

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

New teachers to the district or in need of support will be provided a school mentor teacher and support from the Instructional Coaches in their specific areas of needs with a structure plan. The mentoring plan includes modeling, coaching, and professional development in various areas. For example, subject area knowledge, Common Core Standards, NGSSS and curriculum goals, FCAT testing strategies, school and district initiatives, professional development opportunities, classroom management, data disaggregation, etc. when possible.

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 members of the MTSS/RtI Leadership Team will met with the SIP writing team to review the end of the year input of the EESAC and the faculty, the data and available resources. Professional development will be reviewed as it relates to the goals and areas of need revealed in the data analysis. The MTSS/RtI

Leadership Team will also monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. The leadership team will monitor the fidelity of the delivery of the instruction and interventions in the classroom and provide various levels of support and interventions to students based on data.

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

MTSS/Rtl is an extension of the Miami Park's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. The following staff members will be part of Miami Park's MTSS/Rtl Leadership Team:

Principal:

The principal will provide a common vision for the use of data-based decision making, ensure that the school-based team is implementing MTSS/Rtl, conduct assessment of MTSS/Rtl skills of school staff, ensure implementation of intervention support MTSS/Rtl implementation, and communicate with parents regarding school-based MTSS/Rtl plans and activities.

Assistant Principal:

The assistant principal will provide a common vision, ensure commitment, implementation, and allocate resources.

Instructional Coaches Reading/Math/Science:

The instructional coaches of reading, mathematics, and science will ensure the common goal of improving instruction for all students, develop, lead and evaluate school core content standards/programs, and identify and analyze assessments and intervention strategies. The coaches will identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with the entire school screening programs that provide early intervening services for student 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.

School Counselor:

The school counselor will ensure that quality student services are provided to students working with community agencies to support the student's academic, emotional, behavioral and social needs. The school counselor will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Selected General Education Teachers (Primary and Intermediate):

General education teachers will provide information about core instruction, participate in student data collection, deliver Tier I instruction and intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier I materials and instruction with Tier 2/3 activities.

Exceptional Student Education (SPED) Teachers:

The SPED teachers will participate in student data collection, integrate core instructional activities and materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

Special Education Chairperson:

The SPED chairperson will collaborate with general education teachers and general education teachers while participating in student data collection, school wide data, integrate core instructional activities and materials into Tier 3 instruction, and collaborate with general education teachers.

Grade Level Chairs (primary & intermediate):

The grade level chairs will ensure that core instruction and collaboration are implemented.

School Psychologist:

The school psychologist will participate in collection, interpretation and analysis of data, facilitates development of intervention plans, provides support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitate data-based decision making activities.

School Social Worker:

The school social worker will facilitate the link with the community including referrals to local agencies and assists with parental involvement.

Speech Language Pathologist:

The speech language pathologist will educate the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assist in the selection of screening measures.

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

The MTSS/RtI Leadership Team will be held accountable for schedules to review benchmark assessment data, progress monitoring data and the implications for instruction including remediation and enrichment strategies for individual students. Based on a review of the data, the team will recommend professional development, assignment of human resources, and the acquisition of additional materials. The administrators on the team will maintain communication with staff for input and feedback as well as updates on procedures and progress. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis; monitor the fidelity of the delivery of instruction and intervention; and the team will provide levels of support and interventions to students based on data.

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

Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

A school wide assessment calendar is distributed at the beginning of the school year that defines the dates for academic managed data:

Baseline:

-District Benchmark Pre Assessments are monitored through Edusoft in reading, writing, mathematics and science

-Florida Assessments for Instruction in Reading (FAIR)

-Progress Monitoring and Reporting Network (PMRN)

-Florida Kindergarten Readiness Screener (FLKRS)

-Edusoft data in Reading, Writing, Science and Math

Progress Monitoring:

-District Fall Interim Assessments through Edusoft data in Reading, Writing, Science and Math

-Monthly Writing Prompts

-Ongoing progress monitoring using (FAIR)

Midyear:

-Florida Assessments for Instruction in Reading (FAIR)

-Progress Monitoring and Reporting Network (PMRN)

-District Winter Interim Assessments through Edusoft data in Reading, Writing, Science and Math

-FCAT Simulations

End of Year:

-FAIR

-FCAT

-Benchmark Post Assessments in reading, writing, mathematics and science

-CELLA

Managed data for behavior will include:

- Student Case Management System
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Team climate surveys
- Attendance
- Referrals to special education programs

Data will be used to guide instructional decisions and system procedures for all students to adjust the delivery of curriculum and instruction to meet the specific needs of students; adjust the delivery of behavior management system; adjust the allocation of school-based resources; drive decisions regarding targeted professional development; and create student growth patterns in order to identify and develop interventions.

Data collections to be disaggregated will include: FAIR assessments, Interim assessments, State/Local Math and Science assessments, FCAT, student grades, and school site assessments for reading, mathematics, writing, and science.

The RtI Leadership Team will review the data from these assessment tools during the meetings and adjust the delivery of curriculum and instruction to meet the specific needs of students. The team will also recommend any professional development needed based on results from data.

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

The District will provide training to Administration and the Leadership Team in the MTSS/RtI problem solving strategies at Tiers 1, 2, and 3. This training will involve the usage of the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan. The Administration and Leadership Team will in turn train the faculty on the correct usage of MTSS/RtI procedures incorporating student data analysis. The District will also provide ongoing support for the Administration, Leadership Team and Faculty through professional development.

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

- ETO 4 Week Intervention Plan
- Saxon Intervention Program
- Wonder Works by McGraw Hill
- Train teachers to utilize the programs effectively
- Teachers plan and collaborate during common planning time
- Assess students through the program

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Classroom teachers and Instructional Coaches will provide students with ongoing progress monitoring and monthly/interim assessments.

Who is responsible for monitoring implementation of this strategy?

Administration and Instructional Coaches will monitor the implementation strategies.

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

Name	Title
Ms. Goree	Principal
Dr. McCloud	Assistant Principal
Ms. Sands-Hollis	Intermediate Reading Coach
Mr. Thurston	Mathematics Coach
Ms. Collins	Science Coach
Dr. Onaidy Moran	Primary Reading Coach

How the school-based LLT functions

The LLT will meet on a bi-weekly basis to monitor and assist teachers with data-driven instruction. Meetings will also take place after all interim assessments to review current data. Assessments will be analyzed and appropriate reading strategies and interventions will be suggested during grade level data chats.

Major initiatives of the LLT

A major initiative of the LLT this year will be to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve on this team and will

meet monthly. The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Reading Leadership Team meetings and activities. The principal will promote the RLT as an integral part of the school literacy reform to promote a culture of reading by:

1. Selecting team members from all curricular areas who are skilled and committed to improving literacy
2. Offering professional growth opportunities for team members
3. Creating a collaborative environment that fosters sharing and learning
4. Developing a school-wide organizational model that supports literacy instruction in all classes
5. Encouraging the use of data to improve teaching and student achievement

Every Teacher Contributes to Reading Instruction

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

Teachers will utilize an extended day 60 minutes Reading Intervention Program. Additionally, reading strategies will be implemented in all subject areas.

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

Miami Park offers a Voluntary Pre-Kindergarten (VPK) program. The Early Screen Inventory for Kindergarten Readiness (ESI-K) is administered to all Pre-K students as a pre-test and post-test. The low performing students are targeted early for further assessment and interventions once they reach Kindergarten. Leap Frog School House Literacy Center and other educational resources are utilized to provide students with various important early literacy skills as well as monitor their progress. Kindergarten teachers work with targeted students after areas in need are identified from results of the Florida Kindergarten Readiness Screener Test (FLKRS), teacher collaboration and articulation.

Additional assessment tools utilized are:

- Learning Accomplishment Profile Diagnostic (LAP-D)
- Phonological and Early Literacy Inventory (P.E.L.I.)
- Devereux Early Childhood Assessment (DECA)
- FAIR
- FLKRS

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

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	38%	25%	No	44%
American Indian		0%		
Asian		0%		
Black/African American	38%	18%	No	45%
Hispanic	38%	36%	No	44%
White		0%		
English language learners	40%	23%	No	46%
Students with disabilities	22%	13%	No	30%
Economically disadvantaged	37%	25%	No	43%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	27	14%	19%
Students scoring at or above Achievement Level 4	15	8%	10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		44%	50%
Students in lowest 25% making learning gains (FCAT 2.0)		62%	66%

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)	27	35%	42%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	10	21%	29%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		21%

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%	33%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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	44%	40%	No	50%
American Indian		0%		
Asian		0%		
Black/African American	42%	35%	No	48%
Hispanic	49%	48%	No	54%
White		0%		
English language learners	58%	44%	No	62%
Students with disabilities	30%	20%	No	37%
Economically disadvantaged	43%	39%	No	49%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	46	23%	27%
Students scoring at or above Achievement Level 4	26	13%	15%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		64%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		67%	70%

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	10	15%	20%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		11%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	70	14%	13%
Students retained, pursuant to s. 1008.25, F.S.	23	5%	4%
Students who are not proficient in reading by third grade	59	79%	71%
Students who receive two or more behavior referrals	26	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	7	1%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conducting informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent participation and involvement in monthly school related activities.	1004	31%	41%

Goals Summary

- G1.** To increase student achievement by decreasing the number of students with excessive absences and tardies.
- G2.** Students will increase reading proficiency throughout all content areas.
- G3.** Increase writing strategies across all content areas.
- G4.** To increase Mathematics proficiency through building conceptual understanding through the use of manipulatives.
- G5.** Provide students with consistent opportunities to compare, contrast, analyze, interpret and explain science concepts incorporating real world attributes by using hands-on lab activities to reinforce higher order thinking skills.

Goals Detail

G1. To increase student achievement by decreasing the number of students with excessive absences and tardies.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Daily Attendance Report

Targeted Barriers to Achieving the Goal

- The lack of adherence to the attendance policies and procedures

Plan to Monitor Progress Toward the Goal

Increased school wide Average Daily Attendance Rate

Person or Persons Responsible

Teachers, Administration, Counselor, and Attendance Clerk

Target Dates or Schedule:

Daily

Evidence of Completion:

Daily Attendance Report

G2. Students will increase reading proficiency throughout all content areas.**Targets Supported**

- All Areas
- 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

- McGraw-Hill Textbooks, GO Math resources, J&J Boot Camp, Scott-Foresman Science text, Professional Development, Common Planning, Instructional Coaches, Interventionists, District Curriculum Support Specialists, AIMS, and SuccessMaker

Targeted Barriers to Achieving the Goal

- Limited evidence of rigorous and quality instruction.

Plan to Monitor Progress Toward the Goal

Conduct data chats with all stakeholders. Conduct walkthroughs to monitor the alignment of instructional resources and data. Conduct walkthroughs to monitor the implementation of the gradual release of responsibility model during whole group and small group instruction.

Person or Persons Responsible

Administration, Instructional Coaches, and Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Data chat documentation, data binders, walk through documentation, administrative feedback and reflection on coaching logs

G3. Increase writing strategies across all content areas.**Targets Supported**

- Writing

Resources Available to Support the Goal

- District Writing Mini Lessons and Annotated Prompts

Targeted Barriers to Achieving the Goal

- Students lack effective use of the writing process and the necessary skills needed to incorporate real life experiences into their writing.

Plan to Monitor Progress Toward the Goal

Increase writing strategies across all content areas.

Person or Persons Responsible

Instructional Coaches, District Curriculum Support, and Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Weekly Lesson Plans, Observation through the coaching cycle, Administrator walkthroughs, and Student Writing Samples

G4. To increase Mathematics proficiency through building conceptual understanding through the use of manipulatives.

Targets Supported

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

Resources Available to Support the Goal

- Go Math Grab and Go Kit

Targeted Barriers to Achieving the Goal

- Limited evidence of the use and understanding of manipulatives during Math instruction.

Plan to Monitor Progress Toward the Goal

Increased Mathematics proficiency through building conceptual understanding through the use of manipulatives.

Person or Persons Responsible

Administration, Instructional Coaches, and District Curriculum Support

Target Dates or Schedule:

Weekly

Evidence of Completion:

Student work samples, chapter assessments, and District Interim Assessments

G5. Provide students with consistent opportunities to compare, contrast, analyze, interpret and explain science concepts incorporating real world attributes by using hands-on lab activities to reinforce higher order thinking skills.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- J and J Boot Camp and Scott Foresman.

Targeted Barriers to Achieving the Goal

- Limited understanding of science concepts

Plan to Monitor Progress Toward the Goal

Enrichment activities through hands-on lessons and essential labs

Person or Persons Responsible

Administration, Instructional Coaches, and District Curriculum Support

Target Dates or Schedule:

Weekly

Evidence of Completion:

District Assessments and science journals

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To increase student achievement by decreasing the number of students with excessive absences and tardies.

G1.B1 The lack of adherence to the attendance policies and procedures

G1.B1.S1 Identify and refer students who may be developing a pattern of excessive absences and tardies to the Attendance Review Committee for intervention services.

Action Step 1

Identify and refer students who may be developing a pattern of excessive absences and tardies to the Attendance Review Committee for intervention services.

Person or Persons Responsible

Teachers, Administration, Counselor, and Attendance Clerk

Target Dates or Schedule

Daily

Evidence of Completion

Daily Attendance Report , Electronic Grade Book Attendance, and Quarterly Summary Report

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

Identify and refer students who may be developing a pattern of excessive absences and tardies to the Attendance Review Committee for intervention services.

Person or Persons Responsible

Teachers, Administration, Counselor, and Attendance Clerk

Target Dates or Schedule

Daily

Evidence of Completion

Daily Attendance Report , Electronic Grade Book Attendance, and Quarterly Summary Report

Plan to Monitor Effectiveness of G1.B1.S1

Ongoing monitoring of daily attendance bulletin

Person or Persons Responsible

Teachers, Administration, Counselor, and Attendance Clerk

Target Dates or Schedule

Daily

Evidence of Completion

Daily Attendance Report , Electronic Grade Book Attendance, and Quarterly Summary Report

G2. Students will increase reading proficiency throughout all content areas.

G2.B3 Limited evidence of rigorous and quality instruction.

G2.B3.S2 Teachers will implement the Gradual Release Model with fidelity.

Action Step 1

Instructional Coaches will model the implementation of the Gradual Release Model.

Person or Persons Responsible

Instructional Coaches and District Curriculum Support Specialists

Target Dates or Schedule

Weekly

Evidence of Completion

Coaching Logs, Observation feedback form, Administrative Walkthrough Logs

Plan to Monitor Fidelity of Implementation of G2.B3.S2

Teachers will implement the Gradual Release Model.

Person or Persons Responsible

Administration, Instructional Coaches, and District Support

Target Dates or Schedule

Weekly

Evidence of Completion

Coaching Logs, Administrative Walkthrough Logs, lesson plans

Plan to Monitor Effectiveness of G2.B3.S2

The implementation of the Gradual Release Model in all classrooms.

Person or Persons Responsible

Administration, Instructional Coaches, and District Support

Target Dates or Schedule

Weekly

Evidence of Completion

Administrative Walkthrough Logs, Coaching Logs, Student authentic work, formative weekly assessments, District Interim Assessments, Florida Assessment for Instruction in Reading, and STAR Assessments

G2.B3.S3 Teachers will deliver planned lessons with fidelity.

Action Step 1

Teachers will implement lesson as planned.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, work folders, journals, walkthrough checklist, and assessment data

Plan to Monitor Fidelity of Implementation of G2.B3.S3

Classroom walkthroughs and observations

Person or Persons Responsible

Instructional Coaches, District Curriculum Support, and Administration

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, student engagement, assessment data, walkthrough checklist, and student work folders

Plan to Monitor Effectiveness of G2.B3.S3

Classroom walkthroughs, progress monitoring, data analysis, and observations

Person or Persons Responsible

Instructional Coaches, District Curriculum Support, and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, student engagement, District or State assessments, walkthrough checklist, and student work folders

G3. Increase writing strategies across all content areas.

G3.B1 Students lack effective use of the writing process and the necessary skills needed to incorporate real life experiences into their writing.

G3.B1.S1 Plan for and deliver writing lessons the follow an instructional routine.

Action Step 1

Construct, implement, and provide in-class support of the instructional framework that will allow students to respond to prompts from planning to publishing.

Person or Persons Responsible

Administration, Instructional Coaches, and District Curriculum Support

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Writing Assessments and Write Score

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

Increase writing strategies across all content areas.

Person or Persons Responsible

Administration, Instructional Coaches, and District Curriculum Support

Target Dates or Schedule

Monthly

Evidence of Completion

Weekly Lesson Plans, Observation through the coaching cycle, Administrator walkthroughs, and Student Writing Samples

Plan to Monitor Effectiveness of G3.B1.S1

Increase writing strategies across all content areas.

Person or Persons Responsible

Administration, Instructional Coaches, Teachers, and District Curriculum Support

Target Dates or Schedule

Monthly

Evidence of Completion

Student Writing Samples

G4. To increase Mathematics proficiency through building conceptual understanding through the use of manipulatives.

G4.B1 Limited evidence of the use and understanding of manipulatives during Math instruction.

G4.B1.S1 Utilize common planning to model the effective use of manipulatives and available technology to teach concepts.

Action Step 1

During common planning, model for teachers how to move from concrete, to representational, to abstract form of math concepts to be taught. Incorporate the use of appropriate manipulatives into whole group and small group instruction.

Person or Persons Responsible

Administration, Instructional Coaches, and District Curriculum Support

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, Coaching Log, and Administrative Walkthroughs

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

Utilize common planning to model the effective use of manipulatives and available technology to teach concepts.

Person or Persons Responsible

Instructional Coaches, District Curriculum Support, and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Coaching Log, and Administrative Walkthroughs.

Plan to Monitor Effectiveness of G4.B1.S1

Utilize common planning to model the effective use of manipulatives and available technology to teach concepts.

Person or Persons Responsible

Instructional Coaches, District Curriculum Support, and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples, chapter assessments, and District Interim Assessments

G5. Provide students with consistent opportunities to compare, contrast, analyze, interpret and explain science concepts incorporating real world attributes by using hands-on lab activities to reinforce higher order thinking skills.

G5.B1 Limited understanding of science concepts

G5.B1.S1 Provide student with the opportunity to engage in rigorous task at the appropriate level of complexity indicated on the item specification document. Correlate reading passages that are aligned to the science content to infuse reading strategies within the science content.

Action Step 1

Provide students with exploration and enrichment activities through hands-on lessons and essential labs.

Person or Persons Responsible

Teachers, Instructional Coaches, and District Curriculum Support

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and coaching logs

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

Provide students with exploration and enrichment activities through hands-on lessons and essential labs.

Person or Persons Responsible

Instructional Coaching, District Curriculum Support, and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, science journals, coaching logs, and Administrator walkthroughs.

Plan to Monitor Effectiveness of G5.B1.S1

Provide students with exploration and enrichment activities through hands-on lessons and essential labs.

Person or Persons Responsible

Administration, Instructional Coaches, and District Curriculum Support

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, science journals, and coaching logs

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

Miami Park Elementary School has programs with District, State, and Federal programs. Title I funds will be used in conjunction with district's funds to hire a Reading Coach for interventions. In addition, funds used will provide professional development that strengthens teacher's capacity in Reading, Mathematics, Writing, and Science. Furthermore, these funds will be used to provide low performing students with intervention strategies that will assist them in meeting high educational standards.

Miami Park Elementary will also use community donations to provide students with incentives for attendance, model behavior, and academic achievement. Incentives and positive reinforcement will motivate students to master high standards and demonstrate model behavior.

Miami Park Elementary offers services that are provided to ensure students requiring additional remediation are assisted through various intervention programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. 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 needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" 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, which provide additional remediation, and special support services to special needs populations such as neglected and delinquent students.

Title I, Part C- Migrant

Miami Park Elementary 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.

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

We are a Title II District. 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 Learners (ELL) by providing funds to implement and/or provide:

- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers
- reading and supplementary instructional materials
- hardware and software for the development of language and literacy skills in reading, mathematics and science, was purchased for Miami Park to be used by ELL and immigrant students

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

Title VI, Part B - NA

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and school counselors on the McKinney Bento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. Project Upstart provides a homeless sensitivity and awareness campaign throughout all the schools-each school is provided a video and curriculum manual a contest is sponsored by the homes trust-a community organization.

Supplemental Academic Instruction (SAI)

Miami Park Elementary 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. Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, TRUST Specialists, and Safe School Specialists is also a component of this program. Miami Park offers the DARE program to all fifth grade students. This is a non-violence and anti-drug program that incorporate lesson plans, guest speakers and counseling.

Nutrition Programs

Miami Park Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. 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. Miami Park received The Healthy Schools Program Grant through the Alliance Healthy Schools Programs, which allows for our Fresh Fruit and Vegetable Program. This program provides various fresh fruits and vegetables to students three days a week. The grant also supports the school by providing funds to implement and sustain a healthier school environment. They provide workshop trainings to the school health leader with skills, tools, and resources to begin making healthy changes within their schools. The trainings also allow school wellness leaders to connect with local resources, share successes and challenges to identify solutions for making progressive healthy changes. Miami Park's Wellness Council Committee will provide staff with nutrition education, stress reduction techniques and chronic disease prevention.

Housing Programs - N/A

Head Start

Miami Park currently has a Head Start Program on campus. Joint activities, including professional development and transition processes are shared.

Adult Education- N/A

Career and Technical Education- N/A

Job Training- N/A

Other

Miami Park Elementary School is fortunate to have the Health Connect in Our Schools Program (HCiOS). HCiOS offers a coordinated level of school-based healthcare which integrates education, medical, and/or social and human services on school grounds. Their services reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services. HCiOS delivers coordinated social work and mental/behavioral interventions in a timely manner. HCiOS also enhances the health education activities provided by the school and by the health department. This assures that all students receive health education. HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality health care program.

Miami Park Elementary School involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our school's

Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

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

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

Budget Summary by Goal

Goal	Description	Total
G3.	Increase writing strategies across all content areas.	\$1,000
	Total	\$1,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
	\$0	\$0
Ink and materials	\$0	\$1,000
Total	\$0	\$1,000

Budget Details

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

G1. To increase student achievement by decreasing the number of students with excessive absences and tardies.

G1.B1 The lack of adherence to the attendance policies and procedures

G1.B1.S1 Identify and refer students who may be developing a pattern of excessive absences and tardies to the Attendance Review Committee for intervention services.

Action Step 1

Identify and refer students who may be developing a pattern of excessive absences and tardies to the Attendance Review Committee for intervention services.

Resource Type

Resource

Funding Source

Amount Needed

G3. Increase writing strategies across all content areas.

G3.B1 Students lack effective use of the writing process and the necessary skills needed to incorporate real life experiences into their writing.

G3.B1.S1 Plan for and deliver writing lessons the follow an instructional routine.

Action Step 1

Construct, implement, and provide in-class support of the instructional framework that will allow students to respond to prompts from planning to publishing.

Resource Type

Professional Development

Resource

Students awards and incentives

Funding Source

Ink and materials

Amount Needed

\$1,000

G5. Provide students with consistent opportunities to compare, contrast, analyze, interpret and explain science concepts incorporating real world attributes by using hands-on lab activities to reinforce higher order thinking skills.

G5.B1 Limited understanding of science concepts

G5.B1.S1 Provide student with the opportunity to engage in rigorous task at the appropriate level of complexity indicated on the item specification document. Correlate reading passages that are aligned to the science content to infuse reading strategies within the science content.

Action Step 1

Provide students with exploration and enrichment activities through hands-on lessons and essential labs.

Resource Type

Resource

Funding Source

Amount Needed