2013-2014 SCHOOL IMPROVEMENT PLAN

Bel Aire Elementary School

10205 SW 194TH ST
Cutler Bay, FL 33157
305-233-5401
http://belaireeagles.dadeschools.net/

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	Yes	95%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	94%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**
C	C	D	C

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.

Table of Contents

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
Bel Aire Elementary School

Principal
Prudence Mingo

School Advisory Council chair
Denise Franklyn

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

Name	Title
Prudence Mingo	Principal
Alina I. Gonzalez	Assistant Principal
Dashan Person	STEM Coach
Lindsey Chapman	Reading Coach
Niria Jomarron	Media Specialist

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

Prudence Mingo, principal -1, Leatrice Perry-Bethune, UTD steward – 1, Sharma Dye (teacher), Tangela, Henry (teacher), Stephanie Leather(secretary), Denise Franklyn(Chairperson), Niria Jomarron,Diane Persaud (non-instructional support) Tomi O'connor (parent), Mildred Santiago (educational support), Candy Enriquez (parent), Arlen Chavarria (parent), Odell Ramos(parent), Myrna Alzugaray (parent), Tasha Prudhomme (alternate parent), Xavier Carrion (student), Emily Gonzalez (Alternate student), BCR -Luis Travieso, Doris Granberry and Manny Ferrer.

Involvement of the SAC in the development of the SIP

The SAC was presented with a copy of the 2012-2013 SIP and the worksheets created in order to develop the new SIP for the new school year. Input was given to the SIP writing team in order to assist in the development of the new plan. The team will review and give input on the new plan at the first

meeting of the school year. During every meeting, the SAC will receive a report on the implementation of the School Imporvement Plan.

Activities of the SAC for the upcoming school year

During the upcoming school year the School Advisory Council will complete the following activities.
-Conduct monthly meetings to discuss implementation of programs and procedures.
-Assist in the preparation of the school budget.
-Assist in the preparation and evaluation of the School Improvement Plan.

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

The projected use of the school improvement funds for the upcoming school year include: student rewards and quarterly parent breakfast.

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:

Prudence Mingo		
Principal	Years as Administrator: 13	Years at Current School: 4
Credentials	Bachelor of Science in Elementary Education , Florida Memorial College Master of Science in Reading and Diagnostic, Nova Southeastern University Educational Specialist in Educational Leadership, Nova Southeastern University	
Performance Record	2013 – C Rdg. Proficiency, 34% Math Proficiency, 61% Rdg. Lrg. Gains, 58 points Math Lrg. Gains, 72points Rdg. Imp. of Lowest 25% 78 points Math Imp. of Lowest 25% 76points Rdg. AMO –34 Math AMO–51 2012- D Rdg. Proficiency, 34% Math Proficiency, 39% Rdg. Lrg. Gains, 62 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 82 points Math Imp. of Lowest 25% 79 points Rdg. AMO –43 Math AMO–42 '11 '10 '09 School Grade C D C AYP No No No High Stds Rdg. 59% 41% 44% High Sds Math 62% 57% 51% Lrng Gains-Rdg. 59% 49% 60% Lrng Gains-Math 50% 51% 58% Gains-Rdg-25% 67% 64% 57% Gains-Math-25 50% 60% 66% *2009-2010 Principal at West Homestead Elementary	

Alina I. Gonzalez		
Asst Principal	Years as Administrator: 8	Years at Current School: 2
Credentials	Bachelor of Science in Early Childhood Education - Florida International University, Master of Science in Elementary Education - Nova Southeastern University Educational Leadership - Nova Southeastern University Certified in Elementary Education, ESOL, Primary Education, and Educational Leadership	
Performance Record	2013 – C Rdg. Proficiency, 34% Math Proficiency, 61% Rdg. Lrg. Gains, 58points Math Lrg. Gains, 72points Rdg. Imp. of Lowest 25%78 points Math Imp. of Lowest 25%76points Rdg. AMO –34 Math AMO–51 2012- A Rdg. Proficiency, 58 % Math Proficiency, 62% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 69 points Rdg. Imp. of Lowest 25% 87 points Math Imp. of Lowest 25% 83 points Rdg. AMO –55 Math AMO–54 '11 '10 '09 School Grade C A A AYP No No No High Sds Rdg 72% 81 % 74% High Sds Math 78% 77 % 77 % Lrng Gains-Rdg 54% 70% 72% Lrng Gains-Math 60 % 57 % 66% Gains-Rdg-25% 33% 55% 61% Gains-Math-25% 53% 61 % 69% *2009-2012 Assistant Principal at Gulfstream Elementary School	

Asst Principal	Years as Administrator:	Years at Current School:
Credentials		
Performance Record		

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Lindsey Chapman		
Full-time / School-based	Years as Coach: 1	Years at Current School: 7

Areas	Reading/Literacy
Credentials	B.S.Ed Elementary Education, International Studies University of Miami, ESOL Endorsed M.S.Ed Exceptional Student Education Nova Southeastern University ESE Certified
Performance Record	2013 – C Rdg. Proficiency, 34% Rdg. Lrg. Gains, 61 points Rdg. Imp. of Lowest 25% - 58points Rdg. AMO –34 2012- D Rdg. Proficiency, 34% Rdg. Lrg. Gains, 62 points Rdg. Imp. of Lowest 25% 82 points Rdg. AMO –43 '11 '10 '09 School Grade C C AYP No No No High Sds Rdg 59% 41% % Lrng Gains-Rdg. 59 % 49% % Gains-Rdg-25% 67% 64% 4%

Dashon Person		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2

Areas	Mathematics, Science
Credentials	B.S Elementary Education (K-6) Florida A & M University, ESOL Endorsed Master of Science Educational Leadership K-12, University of North Florida
Performance Record	2013 – C Math Proficiency, 61% Math Lrg. Gains ,72 points Math Imp. of Lowest 25% 76points Math AMO–51 2012- C Math Proficiency, 54% Math Lrg. Gains, 70 points Math Imp. of Lowest 25% 73 points Math AMO-54 '11 '10 '09 School Grade A N/A N/A AYP No N/A No High Sds Math 85% N/A N/A Lrng Gains-Math 53% N/A N/A Gains-Math-25%- 57% N/A N/A *2011-2012—4th grade Math Teacher at Coconut Palm K-8 Academy *2010-2011--3rd grade Co-teacher at Gloria Floyd Elementary School.

Classroom Teachers

# of classroom teachers
35

 # receiving effective rating or higher
35, 100%

 # Highly Qualified Teachers
97%

 # certified in-field
35, 100%

 # ESOL endorsed
26, 74%

 # reading endorsed
2, 6%

 # with advanced degrees
18, 51%

 # National Board Certified

0, 0%

 # first-year teachers

1, 3%

 # with 1-5 years of experience

3, 9%

 # with 6-14 years of experience

20, 57%

 # with 15 or more years of experience

11, 31%

Education Paraprofessionals

# of paraprofessionals

2

 # Highly Qualified

2, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # 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. Principal will have regular meetings for new teachers.
2. Assistant Principal will partner a new teachers with veteran staff.
3. Principal and Assistant Principal will recruit interns from the University of Miami and Florida International University as they complete their program.

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

At this time there aren't any teachers who will be in the Teacher Mentoring Program. However, the school's teacher mentoring program/plan would:
• Have the mentor and mentee meet bi-weekly in a professional learning community to discuss organization skills, behavior management and curriculum.
• Time will be allotted for feedback and planning.

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

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

The MTSS Leadership Team will use the Tier 1 Problem Solving process to set Tier 1 goals, and monitor academic and behavioral data to evaluate progress towards those goals biweekly by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency?
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur bi-weekly to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies will be closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed monthly. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust (if necessary), the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (once per month) that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 support will be provided to students who have not met proficiency and/or who are at risk of not meeting proficiency.
Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts. While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Bel-Aire Elementary School's MTSS Leadership Team consists of the Prudence Mingo-Principal, Alina I. Gonzalez-Assistant Principal, Lindsey Chapman-Reading Coach, Dashan Person-STEM Coach, Nwosu-School Counselor and Darah Grice-School Psychologist.
Tier 1(Leadership Team)
• Administrator(s) Prudence Mingo, Principal and Alina Gonzalez, Assistant Principal will schedule and

facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator(s)-) Prudence Mingo, Principal and Alina Gonzalez, Assistant Principal--- the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

• School reading-Lindsey Chapman, STEM-Dashan Person, and behavior specialists-Dr. Nwosu
• Special education personnel-Melissa White and Beverly Gibbs
• School guidance counselor-Dr. Nwosu
• School psychologist-Darrah Grice
• School social worker-Ms. Diana Carmona
• Member of advisory group, community stakeholders, parents TBA
• In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (weekly) to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Assistant Principal-Alina Gonzalez, Counselor-Dr. Nwosu, Reading Coach-Lindsey Chapman, STEM Coach-Dashan Person, School Psychologist-Darrah Grice (members of the MTSS Leadership Team) will conduct regular meetings to evaluate intervention efforts for students by subject, grade and intervention. In addition to those selected the classroom teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected members include Assistant Principal Alina Gonzalez, Counselor-Dr. Nwosu, Reading Coach-Lindsey Chapman, STEM Coach-Dashan Person AND School Psychologist--Darrah Grice) of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The Tier 1 and Tier 2 worksheets documents and support for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

Data is collected from the District Baseline, Interim and Midyear Assessments, FAIR, as well as the FCAT. These data tools are used to identify students' strengths, weaknesses and plan instructional strategies to meet the goals of the School Improvement Plan (SIP).

For example--Data Sources

Academic

• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• STAR reading assessment
• Oral Reading Fluency Measures
• Success Maker Utilization and Progress Reports
• Wonders
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades

• School site specific assessments (bi-weekly and tri-weekly assessments)
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Attendance
• Functional Assessment
• Frequency Monitoring

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

The school will participate in the MTSS district professional development which consists of:
1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff members will participate in the Florida RtI online training- providing a network of ongoing support for RtI.
4. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html) to reach a rating of at least 80% MTSS implementation in the school.
5. The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at http://rti.dadeschools).
6. A description of MTSS and MTSS parent resources will be available on the school's web site

Increased Learning Time/Extended Learning Opportunities
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 2,520

After-School tutoring, Title III tutoring services for ELL students.
Minutes—After-School Tutoring an additional 120 minutes a week.
Students who are ELL in 2nd, 3rd, 4th and 5th grade will be offered the opportunity of attending the Title III tutoring program. The students will have an additional 120 minutes of learning a week.

Strategy Purpose(s)

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

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

Data will be collected through mini-assessments and OPM---by tutoring group..The data will be analyzed to determine the effectiveness of the additional support implemented.

Who is responsible for monitoring implementation of this strategy?

The Principal-Prudence Mingo, Assistant Principal, Alina Gonzalez, Reading Coach-Lindsey Chapman and Math Coach-Dashan Person will be responsible for analyzing data monthly to monitor the effectiveness.

Literacy Leadership Team (LLT)

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

Name	Title
Prudence Mingo	Principal
Alina I Gonzalez	Assistant Principal
Lindsey Chapman	Reading Coach
Angie Rivera	Kindergarten Teacher
Ethel Burney	Second Grade Teacher
Lori Goldberg	Third Grade Teacher
Denise Franklyn	Fourth Grade Teacher
JenniferSmith	Fifth Grade Teacher
Beverly Gibbs	SPED Teacher
Dashan Person	Math Coach
Niria Jomarron	Media Specialist

How the school-based LLT functions

The Leadership Literacy Team will focus on monitoring and maintaining the effectiveness and fidelity of data driven instruction and research based curriculum.
The team will meet bi-weekly and discuss the results of the assessments that will be given in the areas of reading. The team will meet with the grade level and provide feedback on the data. Based on the data, the team will identify effective professional development and resources. The team will collaborate to

analyze the trend of the progress monitoring data. Enrichment will be discussed in order to ensure that the learners that meet and exceed the benchmarks will receive appropriate and effective enrichment interventions.

Major initiatives of the LLT

Major initiatives of the LLT are:
• Develop strategies to increase students' reading comprehension ability.
• Decrease the number of 4th grade students who did not achieve a passing score of 4 on the FCAT Writing Assessment.
•Decrease the number of 3rd, 4th and 5th grade students who did not achieve a level 3 on the FCAT Reading and Math Assessments.
• Analyze student data and redirect instruction as indicated by data.
• Provide training for teachers on how to effectively give reading and math interventions and review and revise school-wide writing plan and pacing.
Continue to identify the weakest benchmarks through ongoing data analysis and incorporate differential instructional strategies.

Every Teacher Contributes to Reading Instruction

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

N/A

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

At Bel-Aire Elementary the families of preschool children transitioning into kindergarten programs are provided assistance during the school's Kindergarten Meet & Greet, held annually in the spring. At this meeting, parents are provided an overview of the school and the facility, provided immunization and health information, and provided registration information. Children are given an opportunity to meet the teachers and experience various kindergarten activities. Families of preschool handicapped children are provided transition assistance through the school's ESE department. The school works with the district by providing readiness diagnostic assessments for students from Head Start and VPK programs outside the school. Students are administered the VPK Readiness Assessment and the beginning of the school and exit assessment at the end of the school. Kindergarten registration will begin in May and connect-ed messages will be made to the parents, flyers will be sent home with the students making them aware of the dates and the registration requirements.

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	48%	34%	No	54%
American Indian				
Asian				
Black/African American	50%	27%	No	55%
Hispanic	43%	38%	No	49%
White	62%	0%	No	66%
English language learners	32%	26%	No	39%
Students with disabilities	26%	13%	No	33%
Economically disadvantaged	46%	33%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	46	23%	28%
Students scoring at or above Achievement Level 4	18	9%	11%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		58%	62%
Students in lowest 25% making learning gains (FCAT 2.0)		78%	80%

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)	44	49%	54%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	19	22%	30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	24	27%	34%

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	32	53%	58%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		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	48%	51%	Yes	53%
American Indian				
Asian				
Black/African American	46%	42%	Yes	51%
Hispanic	49%	58%	Yes	54%
White	43%	0%	No	48%
English language learners	37%	56%	Yes	43%
Students with disabilities	38%	27%	No	44%
Economically disadvantaged	45%	49%	Yes	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	31%	35%
Students scoring at or above Achievement Level 4	34	17%	19%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		72%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		76%	78%

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	20	30%	34%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		14%

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 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)	0		2
Participation in STEM-related experiences provided for students	0	0%	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	69	14%	13%
Students retained, pursuant to s. 1008.25, F.S.	30	7%	6%
Students who are not proficient in reading by third grade	50	69%	62%
Students who receive two or more behavior referrals	58	13%	12%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	9	2%	1%

Goals Summary

G1. All teachers will implement explicit teaching instruction through the Gradual Release Model including strategies and accommodations for ELL and SPED students.

G2. Teachers will increase the number of opportunities the students will have to complete STEM projects.

G3. Our goal for the 2013-2014 school year is to increase our attendance rate by minimizing absences by preventing students from missing more than 10% of instructional time.

Goals Detail

G1. All teachers will implement explicit teaching instruction through the Gradual Release Model including strategies and accommodations for ELL and SPED students.

Targets Supported

- 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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

Resources Available to Support the Goal

- McGraw Hill Reading Wonders Series materials,Instructional Coaches, Accelerated Reader, SuccessMaker Program, ETO Literacy, Math and Science Materials, Gizmos, Science Lab, J & J Bootcamp, AIMS, Science Leveled Readers, Discovery Ediucation, District Support, ETO TLC Packets, Wyle Bell Ringer Packets, 90 minute math block with D.I, Intervention, Think Central online Intervention, I-Ready, Common Grade Level Planning, Administration support, Houghton Mifflin's Go Math Series,

Targeted Barriers to Achieving the Goal

- Lack of teacher understanding of the implementation of the Gradual Release Model.

- Teachers lack the ability to plan for rigorous instruction aligned to the standards.

Plan to Monitor Progress Toward the Goal

Monitor teachers as they implement explicit teaching instruction through the Gradual Release Model including strategies and accommodations for ELL and SPED students.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Daily

Evidence of Completion:
Coaches Log, grade level planning minutes, lesson plans, journal entries, District Interim Assessments, Monthly Assessments; 2014 FCAT 2.0 Assessments

G2. Teachers will increase the number of opportunities the students will have to complete STEM projects.

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- Science Lab, Science Coach

Targeted Barriers to Achieving the Goal
- Lack of opportunities for the students to develop a Science Project.

Plan to Monitor Progress Toward the Goal

Monitoring of lesson plans through classroom walk throughs, and Science Interim Assessments

Person or Persons Responsible
Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Interim Assessments, 2014 FCAT 2.0 Science Assessment

G3. Our goal for the 2013-2014 school year is to increase our attendance rate by minimizing absences by preventing students from missing more than 10% of instructional time.

Targets Supported

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Counselor, CIS, Incentive Rewards for the students

Targeted Barriers to Achieving the Goal

- Parents lack knowledge of the connection between student attendance and student performance.

- Teachers need additional support with the RtI Process and how to identify students who need to be recommended to the RtI team. Students who are not proficient in reading by third grade are Students who lack the foundational skills necessary to read successfully with comprehension and fluency.

- Teachers are unaware of the District Student Code of Conduct and the levels of offenses and consequences which leads to not implementing the Student Code of Conduct with fidelity.

Plan to Monitor Progress Toward the Goal

Implement a procedure to monitor the weekly attendance of students and meet with the parents of the students with excessive absences (more than 3 in a month).

Person or Persons Responsible
Administration and Counselor

Target Dates or Schedule:
Weekly

Evidence of Completion:
Decrease the percent of students absent and tardy to school

Action Plan for Improvement

Problem Solving Key

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

G1. All teachers will implement explicit teaching instruction through the Gradual Release Model including strategies and accommodations for ELL and SPED students.

G1.B1 Lack of teacher understanding of the implementation of the Gradual Release Model.

G1.B1.S1 Design and deliver PD in explicit instruction through all components of the Gradual Release Model.

Action Step 1

Collaborate with the District to design and provide Professional Development for all grade levels in explicit instruction.

Person or Persons Responsible

Teachers, Literacy Leadership Team and ETO Curriculum Support

Target Dates or Schedule

October 2013

Evidence of Completion

Professional Development Agenda, materials, exit ticket, follow-up activity

Facilitator:

ETO Curriculum Support Supervisors

Participants:

Teachers

Action Step 2

Deliver Professional Development

Person or Persons Responsible

Instructional Coaches, ETO CSS

Target Dates or Schedule

November 8, 2013

Evidence of Completion

Agenda, Sign-in sheets, Exit tickets

Facilitator:

ETO Curriculum Support Supervisors

Participants:

Teachers

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

Monitor the effectiveness of the strategy by reviewing lesson plans, student work samples and journals, and observation of instruction during classroom walkthroughs.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Grade Level Planning Minutes/Agendas, Lesson Plans, Formative: District Interim Assessments, Monthly Assessments; Summative: 2014 FCAT 2.0 Assessments

Plan to Monitor Effectiveness of G1.B1.S1

Monitor the delivery of instruction incorporating all components of the Gradual release Model

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Analyze student journal entries, Ongoing progress monitoring of District Interim Assessments, Monthly Assessments

G1.B2 Teachers lack the ability to plan for rigorous instruction aligned to the standards.

G1.B2.S1 Provide Professional Development to the teachers in their subject area on the unwrapping of the benchmarks/standards to align instruction to the benchmark/standard.

Action Step 1

Plan and Deliver Professional Development on the unwrapping of the benchmarks/standards and how to align the benchmarks/standards to the instruction.

Person or Persons Responsible

Instructional Coaches, ETO CSS

Target Dates or Schedule

ongoing

Evidence of Completion

Professional Development Agenda, Minutes, Exit Slips

Facilitator:

Lindsey Chapman, Dashan Person, Cathy Bellinghieiri, ETO CSS

Participants:

Teachers

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

Monitor effectiveness by reviewing lesson plans, student work samples, and instruction during classroom walkthroughs. Data will also be reviewed by the Literacy Leadership Team.

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

Lesson Plans, student work, classroom walkthoughs, Monthly Assessments, FAIR, District Interim Assessments, FCAT 2.0

Plan to Monitor Effectiveness of G1.B2.S1

Monitor effectiveness of the strategy by reviewing lesson plans, student work samples, and instruction during classroom walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

Lesson Plans, students work folders, classroom walkthroughs, Monthly Assessments, FAIR, District Interim Assessments, FCAT 2.O

G2. Teachers will increase the number of opportunities the students will have to complete STEM projects.

G2.B1 Lack of opportunities for the students to develop a Science Project.

G2.B1.S1 Provide the students the opportunity to participate in a School-Wide Science Fair and STEM related projects.

Action Step 1

Teachers will develop plans including STEM projects

Person or Persons Responsible

Science Coach, Teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessment results, Student Projects, 2014 FCAT2.0 Science Assessment

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

Monitor lesson plans, School Projects and STEM activities

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

STEM Projects, School-Wide Projects, Interim Assessments, 2014 FCAT 2.0 Science Assessmnet

Plan to Monitor Effectiveness of G2.B1.S1

Monitoring of lesson plans through classroom walk throughs, and Science Interim Assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly, Ongoing

Evidence of Completion

Interim Assessments, 2014 FCAT 2.0 Science Assessment

G3. Our goal for the 2013-2014 school year is to increase our attendance rate by minimizing absences by preventing students from missing more than 10% of instructional time.

G3.B1 Parents lack knowledge of the connection between student attendance and student performance.

G3.B1.S1 Administration will communicate via Connect Ed the importance of daily attendance, review attendance procedures as well as daily attendance and meet monthly with parents conducting attendance review meetings. Additionally, an attendance plan will be implemented consisting of an incentive program to decrease the amount of absenteeism during inclement weather.

Action Step 1

Implement procedures to monitor weekly the student attendance and meet with the parents of the students with excessive absences (more than 3 in a month).

Person or Persons Responsible

Administration, Counselor

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Decrease the percent of students absent or tardy to school

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

Implement a procedure to monitor the weekly attendance of students and meet with the parents of the students with excessive absences (more than 3 in a month).

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Decrease percent of students absent or tardy to school

Plan to Monitor Effectiveness of G3.B1.S1

Implement a procedure to monitor the weekly attendance of students and meet with the parents of the students with excessive absences (more than 3 in a month).

Person or Persons Responsible

Administration and Counselor

Target Dates or Schedule

Weekly

Evidence of Completion

Decrease percent of students absent or tardy to school

G3.B2 Teachers need additional support with the RtI Process and how to identify students who need to be recommended to the RtI team. Students who are not proficient in reading by third grade are Students who lack the foundational skills necessary to read successfully with comprehension and fluency.

G3.B2.S1 Provide the teachers during grade level planning follow-ups with students achievement and RtI process to identify students in need of additional support.

Action Step 1

Monitor the fidelity of the strategy by reviewing intervention and tutorial attendance logs. They will monitor the effectiveness of the strategy by reviewing DI lesson plans, student work samples, and intervention documentation and attendance logs.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

District Interim Assessments, FAIR, FCAT 2.0

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

Monitor the fidelity of the strategy by reviewing intervention and tutorial attendance logs. They will monitor the effectiveness of the strategy by reviewing DI lesson plans, student work samples, and intervention documentation and attendance logs.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

District Interim Assessments, FAIR, FCAT 2.0

Plan to Monitor Effectiveness of G3.B2.S1

Monitor the fidelity of the strategy by reviewing intervention and tutorial attendance logs. They will monitor the effectiveness of the strategy by reviewing DI lesson plans, student work samples, and intervention documentation and attendance logs.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

District Interim Assessment, FAIR, FCAT 2.0

G3.B2.S2 Plan for and implement data driven differentiated instruction based on an analysis of FAIR data in the classroom.

Action Step 1

Monitor the fidelity of the strategy by reviewing intervention and tutorial attendance logs. They will monitor the effectiveness of the strategy by reviewing DI lesson plans, student work samples, and intervention documentation and attendance logs.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

District Interim Assessments, FAIR, FCAT

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Monitor the fidelity of the strategy by reviewing intervention and tutorial attendance logs. They will monitor the effectiveness of the strategy by reviewing DI lesson plans, student work samples, and intervention documentation and attendance logs.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

District Interim Assessments, FAIR, FCAT Assessment Results

Plan to Monitor Effectiveness of G3.B2.S2

Monitor the fidelity of the strategy by reviewing intervention and tutorial attendance logs. They will monitor the effectiveness of the strategy by reviewing DI lesson plans, student work samples, and intervention documentation and attendance logs.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

District Interim Assessment, FAIR, FCAT 2.0 Assessment Results

G3.B3 Teachers are unaware of the District Student Code of Conduct and the levels of offenses and consequences which leads to not implementing the Student Code of Conduct with fidelity.

G3.B3.S1 Parents and students will be provided with training on understanding the Student Code of Conduct which will be posted on the school's website and made available to parents.

Action Step 1

Monitor the number of referrals and the student behavior, meet with the parents of students who are repeat offenders of the Student Code of Conduct and have repeated referrals. In addition, the administration will monitor suspension rate reports on a monthly basis. And maintain evidence of communication with parents of students who have been suspended through a Parent Communication Log.

Person or Persons Responsible

The Administration and the Counselor

Target Dates or Schedule

Weekly

Evidence of Completion

Decrease percent of students suspended

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

Monitor the number of referrals and the student behavior, meet with the parents of students who are repeat offenders of the Student Code of Conduct and have repeated referrals. In addition, the administration will monitor suspension rate reports on a monthly basis. And maintain evidence of communication with parents of students who have been suspended through a Parent Communication Log.

Person or Persons Responsible

Administration and Counselor

Target Dates or Schedule

Weekly

Evidence of Completion

Decreased percent of students suspended and referred.

Plan to Monitor Effectiveness of G3.B3.S1

Monitor the number of referrals and the student behavior, meet with the parents of students who are repeat offenders of the Student Code of Conduct and have repeated referrals. In addition, the administration will monitor suspension rate reports on a monthly basis. And maintain evidence of communication with parents of students who have been suspended through a Parent Communication Log.

Person or Persons Responsible

Administration and Counselor

Target Dates or Schedule

Weekly

Evidence of Completion

Decreased percent of students being suspended and referred.

G3.B3.S2 Provide Anti-Bullying and Violence Prevention information to the students by the counselor.

Action Step 1

Monitor the student behavior and number of bullying referrals, meet with the parents of students who are bullied and are bullying. Maintain evidence of communication with parents of students who have been bullied through a Parent Communication Log.

Person or Persons Responsible

Administration and Counselor

Target Dates or Schedule

weekly

Evidence of Completion

Decrease number of bullying incidents in the school year.

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

Monitor the student behavior and number of bullying referrals, meet with the parents of students who are bullied and are bullying.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Decrease number of bullying incidents in the school year.

Plan to Monitor Effectiveness of G3.B3.S2

Monitor the student behavior and number of bullying referrals, meet with the parents of students who are bullied and are bullying. Maintain evidence of communication with parents of students who have been bullied through a Parent Communication Log.

Person or Persons Responsible

Administration and Counselor

Target Dates or Schedule

Weekly

Evidence of Completion

Decrease the number of bullying incidents in the school year.

Coordination and Integration

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

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

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school programs, Saturday Academy and/or summer school for Rising second graders and retained third graders). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the school, students, and families. The school based, Title I funded Community Involvement Specialists (CIS), will serve as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.
Title I, Part C- Migrant
The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program
Title I, Part D
N/A
Title II
The District uses supplemental funds for improving basic education as follows:
•training to certify qualified mentors for the New Teacher (MINT) Program
•training for add-on endorsement programs, such as Reading, Gifted, ESOL
training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.
Title III
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

• tutorial programs (3-5)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
Title VI, Part B - NA
Title X- Homeless
Bel-Aire Elementary is assigned a social worker that works with students identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate public education
•Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
•The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
•The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
•The Staff in the Homeless Education Program provides annual training to: 1) School Registrar on the procedures for enrolling homeless students, 2) School Counselor on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
•Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
•Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
•The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
•Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
Supplemental Academic Instruction (SAI)
This school receives funding from Supplemental Finance Program (FEFP) allocation.
Violence Prevention Programs
Bel-Aire offers non-violence and anti-drug counseling to students and parents
•The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
•Training and technical assistance for school teachers, administrators, counselors is also a component of this program.
District Policy Against Bullying and Harassment
•Miami-Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
•This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
•Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
•All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
•Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.
Nutrition Programs

1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Housing Programs - N/A
Head Start-N/A
Adult Education-N/A
Career and Technical Education-N/A
Job Training-N/A
Other-
Bel-Aire Elementary will provide evening subject area meetings where teachers will demonstrate focus skill development. In addition extend an open invitation To the parents to visitor school's Parent Resource Center to receive information regarding available programs. Parents will be involved in the planning and implementation of the Title I program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind, and other referral services.
Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); 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' schedule as part of our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the fifth of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable. School Improvement Grant Fund/School Improvement Grant Initiative The school receives funding under the School Improvement Grant Fund/ School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, differentiated instruction/ intervention, and classroom libraries. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need. The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and recapture teaching practices to establish quality school environments.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. All teachers will implement explicit teaching instruction through the Gradual Release Model including strategies and accommodations for ELL and SPED students.

G1.B1 Lack of teacher understanding of the implementation of the Gradual Release Model.

G1.B1.S1 Design and deliver PD in explicit instruction through all components of the Gradual Release Model.

PD Opportunity 1

Collaborate with the District to design and provide Professional Development for all grade levels in explicit instruction.

Facilitator

ETO Curriculum Support Supervisors

Participants

Teachers

Target Dates or Schedule

October 2013

Evidence of Completion

Professional Development Agenda, materials, exit ticket, follow-up activity

PD Opportunity 2

Deliver Professional Development

Facilitator

ETO Curriculum Support Supervisors

Participants

Teachers

Target Dates or Schedule

November 8, 2013

Evidence of Completion

Agenda, Sign-in sheets, Exit tickets

G1.B2 Teachers lack the ability to plan for rigorous instruction aligned to the standards.

G1.B2.S1 Provide Professional Development to the teachers in their subject area on the unwrapping of the benchmarks/standards to align instruction to the benchmark/standard.

PD Opportunity 1

Plan and Deliver Professional Development on the unwrapping of the benchmarks/standards and how to align the benchmarks/standards to the instruction.

Facilitator

Lindsey Chapman, Dashan Person, Cathy Bellinghieiri, ETO CSS

Participants

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Professional Development Agenda, Minutes, Exit Slips

Appendix 2: Budget to Support School Improvement Goals