



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Mandarin Lakes K 8 Academy**

12225 SW 280TH ST

Homestead, FL 33032

305-257-0377

<http://mandarinlakesacademy.dadeschools.net>

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## School Demographics

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<b>School Type</b> Combination School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 94%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 97%

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## School Grades History

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

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

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

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

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>22</b>
<b>Goals Summary</b>	<b>27</b>
<b>Goals Detail</b>	<b>27</b>
<b>Action Plan for Improvement</b>	<b>32</b>
<b>Part III: Coordination and Integration</b>	<b>39</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>41</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>42</b>

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

### Appendix 1: Professional Development Plan to Support Goals

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	5	Gayle Sitter

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Mandarin Lakes K 8 Academy

##### Principal

Angeles Fleites

##### School Advisory Council chair

Maria Echemendia

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

Name	Title
Renita Lee	Assistant Principal
Peter Gutierrez	Assistant Principal

#### 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, UTD steward – 1, Teachers – 5, Alternate Teacher- 1, Parents – 4, Alternate Teacher-1, Educational support-1, Alternate educational support-1, Student – 1, Alternate student-1 BCR – 4

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

The Educational Excellence Advisory Council (EESAC) involved all stakeholders in the development of the SIP. This included issues relative to the core academic areas, parental involvement, use of EESAC funds as well as all other components. EESAC will present the plan for approval for the plan at the next scheduled meeting.

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

The Educational Excellence Advisory Council (EESAC) will monitor the implementation of the School Improvement Plan (SIP), support the SIP strategies and revise the SIP as needed to meet school goals. Furthermore, the EESAC will assist in the development and implementation of the behavioral and attendance incentive programs for the school.

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

The Educational Excellence Advisory Council (EESAC) will support the SIP by funding Time for Kids in the amount of \$5,000 and \$2,000 for incentives for attendance and academic challenges.

**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**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Angeles Fleites**

Principal

Years as Administrator: 29

Years at Current School: 6

**Credentials**

Administrative Supervisor  
Elementary Education  
School Principal

**Performance Record**

2013 – School Grade D  
Rdg. Proficiency, 34%  
Math Proficiency, 43%  
Rdg. Lrg. Gains, 63 points  
Math Lrg. Gains, 57 points  
Rdg. Imp. of Lowest 25% - 70 points  
Math Imp. of Lowest 25% - 56 points  
Rdg. AMO – 40  
Math AMO– 48  
2012 – School Grade C  
Rdg. Proficiency, 35%  
Math Proficiency, 40%  
Rdg. Lrg. Gains, 67 points  
Math Lrg. Gains, 63points  
Rdg. Imp. of Lowest 25% - 70 points  
Math Imp. of Lowest 25% - 67points  
Rdg. AMO – 34  
Math AMO– 42  
'11 '10 '09  
School Grade D C D  
AYP N N N  
High Standards Rdg. 45 51 44  
High Standards Math 54 60 47  
Lrng Gains-Rdg. 52 60 56  
Lrng Gains-Math 52 66 43  
Gains-Rdg-25% 52 55 57  
Gains-Math-25% 57 65 60



**Peter Gutierrez**

Asst Principal

Years as Administrator: 8

Years at Current School: 3

**Credentials**

Elementary Education  
 ESOL  
 Primary Education  
 Educational Leadership

**Performance Record**

2013 – School Grade D  
 Rdg. Proficiency, 34%  
 Math Proficiency, 43%  
 Rdg. Lrg. Gains, 63 points  
 Math Lrg. Gains, 57 points  
 Rdg. Imp. of Lowest 25% - 70 points  
 Math Imp. of Lowest 25% - 56 points  
 Rdg. AMO – 40  
 Math AMO– 48  
 2012 – School Grade C  
 Rdg. Proficiency, 35%  
 Math Proficiency, 40%  
 Rdg. Lrg. Gains, 67 points  
 Math Lrg. Gains, 63points  
 Rdg. Imp. of Lowest 25% - 70 points  
 Math Imp. of Lowest 25% - 67points  
 Rdg. AMO – 34  
 Math AMO– 42  
 '11 '10 '09  
 School Grade D A C  
 AYP N Y N  
 High Standards Rdg. 45 41 66  
 High Standards Math 57 67 57  
 Lrng Gains-Rdg. 52 49 69  
 Lrng Gains-Math 52 51 77  
 Gains-Rdg-25% 52 34 64  
 Gains-Math-25% 57 60 85

Renita Lee		
Asst Principal	Years as Administrator: 7	Years at Current School: 3

<b>Credentials</b>	<p>Educational Leadership Middle Grade Science Sociology 6-12</p>
<b>Performance Record</b>	<p>2013 – School Grade D Rdg. Proficiency, 34% Math Proficiency, 43% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 57 points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 56 points Rdg. AMO – 40 Math AMO– 48</p> <p>2012 – School Grade C Rdg. Proficiency, 35% Math Proficiency, 40% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 63points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 67points Rdg. AMO – 34 Math AMO– 42</p> <p>‘11 ‘10 ‘09 School Grade D D D AYP N N N High Standards Rdg. 45 23 22 High Standards Math 54 56 51 Lrng Gains-Rdg. 52 37 41 Lrng Gains-Math 52 71 70 Gains-Rdg-25% 52 34 44 Gains-Math-25% 57 73 69</p>

### Instructional Coaches

<b># of instructional coaches</b>	3
<b># receiving effective rating or higher</b> (not entered because basis is < 10)	
<b>Instructional Coach Information:</b>	

Juan Campbell		
Full-time / School-based	Years as Coach: 2	Years at Current School: 3
<b>Areas</b>	Mathematics	
<b>Credentials</b>	Elementary Education ESOL Endorsement Educational Leadership	
<b>Performance Record</b>	2013 – School Grade D Rdg. Proficiency, 34% Math Proficiency, 43% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 57 points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 56 points Rdg. AMO – 40 Math AMO– 48 2012 – School Grade C Rdg. Proficiency, 35% Math Proficiency, 40% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 63points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 67points Rdg. AMO – 34 Math AMO– 42 '11 '10 '09 School Grade D A A AYP N N Y High Standards Rdg. 45 93 88 High Standards Math 54 86 88 Lrng Gains-Rdg. 52 75 74 Lrng Gains-Math 52 67 62 Gains-Rdg-25% 52 72 67 Gains-Math-25% 57 66 67	

<b>Aliany Romero</b>		
<b>Full-time / School-based</b>	<b>Years as Coach: 3</b>	<b>Years at Current School: 4</b>
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Elementary Education ESOL Endorsement Reading K-12 Exceptional Student Education	
<b>Performance Record</b>	2013 – School Grade D Rdg. Proficiency, 34% Math Proficiency, 43% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 57 points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 56 points Rdg. AMO – 40 Math AMO– 48 2012 – School Grade C Rdg. Proficiency, 35% Math Proficiency, 40% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 63points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 67points Rdg. AMO – 34 Math AMO– 42 '11 10 '09 School Grade D C A AYP N N N High Standards Rdg. 45 51 83 High Standards Math 54 60 83 Lrng Gains-Rdg. 52 60 71 Lrng Gains-Math 52 66 80 Gains-Rdg-25% 52 55 68 Gains-Math-25% 57 65 67	

Laura Gardner		
Full-time / School-based	Years as Coach: 10	Years at Current School: 3
<b>Areas</b>	Science	
<b>Credentials</b>	Early Childhood Education Elementary Education ESOL Endorsement	
<b>Performance Record</b>	2013 – School Grade D Rdg. Proficiency, 34% Math Proficiency, 43% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 57 points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 56 points Rdg. AMO – 40 Math AMO– 48 2012 – School Grade C Rdg. Proficiency, 35% Math Proficiency, 40% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 63points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 67points Rdg. AMO – 34 Math AMO– 42 '11 '10 '09 School Grade B C A AYP N High Standards Rdg. 69 66 72 High Standards Math 72 69 74 Lrng Gains-Rdg. 66 59 67 Lrng Gains-Math 61 55 66 Gains-Rdg-25% 0 41 58 Gains-Math-25% 60 44 69	

**Classroom Teachers**

**# of classroom teachers**

78

**# receiving effective rating or higher**

78, 100%

**# Highly Qualified Teachers**

68%

**# certified in-field**

, 0%

**# ESOL endorsed**

56, 72%

**# reading endorsed**

8, 10%

**# with advanced degrees**

32, 41%

**# National Board Certified**

1, 1%

**# first-year teachers**

3, 4%

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

13, 17%

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

49, 63%

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

13, 17%

**Education Paraprofessionals****# of paraprofessionals**

4

**# Highly Qualified**

, 0%

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

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

The assistant principal will recruit and retain highly qualified teachers by:

1. Continue to provide year round professional development to enhance the meaningful pedagogical strategies of the teachers.
2. Partner new teachers with veteran teachers for support and modeling in the classroom.
3. Utilize the Lesson Study Cycle to support instructional practices.
4. Establish Professional Learning Communities.

**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**

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

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

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

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

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

#### Tier 2

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

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

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

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

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

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

Identify the names and position titles of the members of your school-based leadership team. What is the function and responsibility of each team member as it relates to MTSS and the SIP?

#### Tier 1 (Leadership Team)

- Administrator(s) (specify name) who 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) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- School reading, math, science, and behavior specialists (specify names)
- Special education personnel (specify names)
- School guidance counselor (specify name)
- School psychologist (specify name)
- School social worker (specify name)
- Member of advisory group, community stakeholders, parents (specify names)
- In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (specify frequency) to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected (specify) members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected (specify) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

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

- Assistant Principals of Curriculum, will provide guidance on K-12 comprehensive reading, mathematics, and science plans; facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data based instructional planning; and support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
- Teachers will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.
- The Behavior Management Teacher, will participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co teaching.
- The Math Coach, will provide professional development as it relates to differentiated instruction and use of manipulatives in Mathematics.
- The Reading Coaches, will develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches, and 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
- The School Psychologist, will participate in the collection, interpretation, and analysis of data; facilitate development of intervention plans; provide 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.
- 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; and help identify systemic patterns of student need with respect to language skills.

- The School Counselor, will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students.
- The School Social Worker, will provide interventions; continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The following steps will be considered by the school's Leadership Team to address how we can utilize the Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
  - What will all students learn? (curriculum based on standards)
  - How will we determine if the students have learned? (common assessments)
  - How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
  - How will we respond when students have learned or already know? (enrichment opportunities)
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress

### **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

2. Managed data will include:

Academic

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- Bi-weekly assessments

\*Data is managed through Edusoft and PMRN

Behavior

- Student Case Management System

- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Attendance
- Referrals to special education programs

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

The MTSS Leadership Team will meet with the principal and the Educational Excellence School Advisory Council (EESAC) support MTSS. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

### **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:** 1,920

After-school ELL tutoring will be provided twice a week in reading for remediation.

#### **Strategy Purpose(s)**

- Instruction in core academic subjects

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

School site assessments will be administered periodically to monitor the progress and determine if the students are responding to the programs.

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

The Assistant Principal will be responsible for monitoring the implementation.

**Strategy:** Before or After School Program

**Minutes added to school year:** 1,920

After-school activities will be provided to offer enrichment to students to promote a well rounded education.

### Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

School site assessments will be administered periodically to monitor the progress and determine if the students are responding to the programs.

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

The Assistant Principal will be responsible for monitoring the implementation.

## Literacy Leadership Team (LLT)

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

Name	Title
Angeles Fleites	Principal
Peter Gutierrez	Assistant Principal
Renita Lee	Assistant Principal
Aliany Romero	Reading Coach
Ashley Giroux	Reading Coach
Maria Echemendia	Counselor
Diann Coats	Teacher
Sue Carvajal	Teacher
Artenry Jackson	Teacher

### How the school-based LLT functions

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities.

The principal will provide necessary resources to the LLT. The Literacy Coach will serve as a member of the Literacy Leadership Team. The coach will share his/her expertise in reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions. The Literacy Coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The Literacy Coach will provide motivation and promote a spirit of collaboration within the Reading Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.

The principal will ensure that the Literacy Coach uses the online coach's log on the Progress Monitoring Reporting Network (PMRN) by:

- analyzing the biweekly entries of the Literacy Coaches on the PMRN; and

- monitoring time spent on specific activities to ensure alignment to the K-12 CRRP.

Principals will conference with the Literacy Coaches on a biweekly basis in order to discuss trends and determine if accommodations need to be made to the Literacy Coach's schedule in order to best impact student achievement.

The principal will monitor lesson plans during regular classroom visitations. The principal will evaluate what she sees instructionally and expect it to match what is on the plans. Teachers needing assistance will be supported by the Literacy Coaches and the school administrators.

The principal will conference with all teachers individually to analyze their students' data and determine strengths and weaknesses. In addition to the regular data chats after each assessment period, data will be discussed at grade level meetings and department chair meetings for the purpose of refining and targeting instruction.

The data study team will meet approximately five times per year: at the beginning of the year, following each of the three FAIR assessments, and at the end of the year. Based on the MTSS model, school site staff will meet as needed to identify and target intervention for students. Additionally, each school site's MTSS Team will schedule data chat meetings to include teachers, literacy coaches, school psychologist, and administrators.

Principals will monitor implementation of the K-12 CRRP through a variety of methods including weekly classroom walkthroughs, monthly grade/departmental meetings, and reading leadership team meetings. In addition, student performance data in reading will be reviewed regularly during Data Team meetings. The Principal Reading Walkthrough Guidelines from the Just Read, Florida! office provide principals with a tool to effectively structure classroom visits in order to observe effective reading instruction. This tool provides a snapshot of classroom organization, instruction, and learning opportunities in the reading classroom. Indicators focus on the learning environment and include instructional strategies essential for reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The principals will create a reading goal, specific objectives and action steps in their School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of AYP. By participating in the analysis of student data and interpreting various reports that drive instructional implications across the curriculum, principals will serve as literacy leaders.

### **Major initiatives of the LLT**

The initiative of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The team will meet monthly throughout the school year. The Literacy Leadership Teams will encourage and support the development of Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. In addition, will develop lessons that provide students with opportunities for research and incorporate writing throughout.

## **Every Teacher Contributes to Reading Instruction**

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

#### **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**

The school offers parent meetings that allow for dissemination of information both in- house and off campus (South Dade Agricultural Camp and Homeless Assistance Center) regarding beginning Kindergarten, the philosophy of the school, and the programs offered. In order to ensure that appropriate skills are being taught that will prepare students for Kindergarten, quarterly meetings are conducted with

staff from preschools in the area for the purpose of articulating readiness expectations. Incoming Kindergarten students are screened in order to assess readiness for Kindergarten. Data gleaned from pre-assessment is utilized to create intervention groups.

## 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	40%	34%	No	46%
American Indian		0%		
Asian		0%		
Black/African American	37%	35%	No	43%
Hispanic	40%	31%	No	46%
White	68%	78%	Yes	72%
English language learners	31%	20%	No	38%
Students with disabilities	28%	19%	No	36%
Economically disadvantaged	39%	34%	No	45%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	145	21%	32%
Students scoring at or above Achievement Level 4	71	10%	15%

#### Florida Alternate Assessment (FAA)

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

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		63%	67%
Students in lowest 25% making learning gains (FCAT 2.0)		70%	73%

**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)	106	40%	46%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	40	15%	24%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	35	13%	22%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	0%

**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	79	36%	42%
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	48%	43%	No	53%
American Indian		0%		
Asian		0%		
Black/African American	41%	33%	No	47%
Hispanic	52%	48%	No	57%
White	64%	72%	Yes	68%
English language learners	51%	44%	No	56%
Students with disabilities	28%	22%	No	36%
Economically disadvantaged	48%	43%	No	53%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	161	24%	34%
Students scoring at or above Achievement Level 4	100	15%	19%

**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%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		57%	61%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		56%	60%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		80%	82%
Middle school performance on high school EOC and industry certifications		92%	93%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	73%	73%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		18%

**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	23	19%	24%
Students scoring at or above Achievement Level 4	13	11%	13%



**Florida Alternate Assessment (FAA)**

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

**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	13	13%	17%
Students scoring at or above Achievement Level 4	23	23%	25%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]	[data excluded for privacy reasons]	0%
Students scoring at or above Level 7	[data excluded for privacy reasons]	[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	188	16%	15%
Students retained, pursuant to s. 1008.25, F.S.	76	9%	8%
Students who are not proficient in reading by third grade	105	68%	61%
Students who receive two or more behavior referrals	410	37%	36%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	117	10%	9%

**Middle School Indicators**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course	67	21%	20%
Students who fail an English Language Arts course	11	3%	2%
Students who fail two or more courses in any subject	39	12%	11%
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

## Goals Summary

- G1.** Teachers will increase the quality of instruction through allowing students to extend skills and concepts to new context through the application and the use of higher order thinking skills
- G2.** Increase opportunities for STEM applied learning by increasing opportunities for students to participate in skill competitions
- G3.** Teachers will increase student achievement through implementation of developed lessons that include explicit instruction and the Gradual Release of Responsibility Model (GRRM).
- G4.** Teachers will increase writing through effective delivery of the writing instructional framework during the instructional block.

## Goals Detail

**G1. Teachers will increase the quality of instruction through allowing students to extend skills and concepts to new context through the application and the use of higher order thinking skills**

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

**Resources Available to Support the Goal**

- District Pacing Guide, ETO Created Resources, FCAT 2.0 Item Specs, FCAT Explorer, Florida Focus Achieves, Instructional Coaches, Interventionist, common planning

**Targeted Barriers to Achieving the Goal**

- There is limited opportunities for students to engage in higher order thinking activities.

### Plan to Monitor Progress Toward the Goal

The Instructional Coach will conduct data chats with teachers to review the progress of students.

**Person or Persons Responsible**

Administration Math coach

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Student work samples Benchmark mini-assessments Teacher generated assessments

### G2. Increase opportunities for STEM applied learning by increasing opportunities for students to participate in skill competitions

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Project Based Learning, District Pacing Guide, ETO Created Resources, FCAT 2.0 Item Specs, FCAT Explorer, common planning

**Targeted Barriers to Achieving the Goal**

- Lack of STEM based activities and its use in the classroom.

### Plan to Monitor Progress Toward the Goal

Provide students opportunities to participate in inquiry/project-based lesson for practice and competitions.

**Person or Persons Responsible**

Administration Math Coach Science Coach

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Lesson Plans District Participation

**G3.** Teachers will increase student achievement through implementation of developed lessons that include explicit instruction and the Gradual Release of Responsibility Model (GRRM).

### **Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

### **Resources Available to Support the Goal**

- District Pacing Guide, ETO Created Resources, FCAT 2.0 Item Specs, FCAT Explorer, Florida Focus Achieves, Instructional Coaches, Interventionist, common planning

### **Targeted Barriers to Achieving the Goal**

- The Gradual Release model and student accountability is not consistently embedded throughout the instructional block.

### Plan to Monitor Progress Toward the Goal

The Instructional Coach will conduct data chats with teachers to review the progress of students.

#### Person or Persons Responsible

Instructional Coach Administration

#### Target Dates or Schedule:

Ongoing

#### Evidence of Completion:

Student work samples Benchmark mini-assessments Teacher generated assessment

**G4.** Teachers will increase writing through effective delivery of the writing instructional framework during the instructional block.

#### Targets Supported

- Writing

#### Resources Available to Support the Goal

- Write Score, Interactive Journals, District Pacing Guide, ETO Created Resources, FCAT 2.0 Item Specs, FCAT Explorer, Florida Focus Achieves, Instructional Coaches, Interventionist, common planning

#### Targeted Barriers to Achieving the Goal

- Consistent utilization of the instructional framework to allow for purposeful writing instruction.

### Plan to Monitor Progress Toward the Goal

Conduct data chats based on data and develop lessons to address individual/group needs through targeted small groups.

#### Person or Persons Responsible

Administration and Instructional Coach

#### Target Dates or Schedule:

Ongoing

#### Evidence of Completion:

Formative and Summative Assessments

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Teachers will increase the quality of instruction through allowing students to extend skills and concepts to new context through the application and the use of higher order thinking skills

**G1.B1** There is limited opportunities for students to engage in higher order thinking activities.

**G1.B1.S1** Create higher order (HOT) questions during common planning and include them in the lesson plans utilizing the higher levels of Webb's Depth of Knowledge.

#### Action Step 1

Instructional Coach will assist teachers to plan and implement the use of higher order (HOT) questions during instruction.

#### Person or Persons Responsible

Administration Instructional Coach Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Lesson Plans Classroom walkthroughs

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

Monitor the use of interactive journals during walkthroughs.

#### Person or Persons Responsible

Administration Instructional Coach

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Interactive journals Classroom walkthrough



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

The Instructional Coach will review ongoing classroom activities and assist teachers in strategic and effective planning and debriefing.

**Person or Persons Responsible**

Administration Instructional Coach

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Common Planning Student Work Samples Interactive journals

**G1.B1.S2** Plan for and provide opportunities for students to engage in student accountable talk (collaborative conversations) to defend answers and cite evidence from text, during the “They Do” portion of the lesson.

**Action Step 1**

Instructional Coach will model ways to use accountable talk during the "I do" portion of the lesson.

**Person or Persons Responsible**

Instructional Coach

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson Plans Classroom Walkthrough

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

Monitor common planning to ensure appropriate planning that promotes accountable talk

**Person or Persons Responsible**

Instructional Coach Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plans Classroom walkthrough

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

Instructional Coach will support teacher during instruction to facilitate effective accountable talk among students.

### Person or Persons Responsible

Instructional Coach

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Classroom walkthrough

**G2.** Increase opportunities for STEM applied learning by increasing opportunities for students to participate in skill competitions

**G2.B1** Lack of STEM based activities and its use in the classroom.

**G2.B1.S1** Provide students with opportunities to practice more complex and rigorous performance tasks that foster creativity and higher order thinking.

### Action Step 1

Increase rigor, relevance, and opportunities for STEM activities in the Math and Science classes.

### Person or Persons Responsible

Administration Math Coach Science Coach

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Lesson Plans Classroom Walkthrough

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

Provide professional development on STEM and its use within the classroom.

**Person or Persons Responsible**

Instructional Coach

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Completion of PD

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

Schedule cross curriculum common planning to ensure all components are incorporated in the inquiry/ project-based lessons.

**Person or Persons Responsible**

Administration Math Coach Science Coach

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson Plans Classroom Walkthrough

**G3.** Teachers will increase student achievement through implementation of developed lessons that include explicit instruction and the Gradual Release of Responsibility Model (GRRM).

**G3.B1** The Gradual Release model and student accountability is not consistently embedded throughout the instructional block.

**G3.B1.S1** Provide professional development opportunities through the use of lesson study.

**Action Step 1**

Utilize common planning throughout the year to plan the instructional block to include collaborative strategies and small group/DI activities.

**Person or Persons Responsible**

Instructional Coach

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson Plans Classroom walkthrough

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

Implement activities through classwork and interactive notebook, and unit guides.

**Person or Persons Responsible**

Instructional Coach, Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson Plans, Classroom walkthrough

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

The Instructional Coach will review ongoing classroom activities and assist teachers in strategic and effective planning and debriefing.

**Person or Persons Responsible**

Instructional Coach

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work

**G4.** Teachers will increase writing through effective delivery of the writing instructional framework during the instructional block.

**G4.B1** Consistent utilization of the instructional framework to allow for purposeful writing instruction.

**G4.B1.S1** Integrate writing throughout all curricular area.

**Action Step 1**

Develop a focus calendar of lessons and writing strategies based on the writing at a glance calendar.

**Person or Persons Responsible**

Administration and Instructional Coach

**Target Dates or Schedule**

8/9/13-6/5/14

**Evidence of Completion**

Lesson Plans, Classroom walkthroughs and observations by administration and coaches.

**Facilitator:**

Instructional Coach

**Participants:**

Administration and Instructional Coach

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

Use common planning to develop writing activities that will allow students to respond to text across content areas and grade levels. planning.

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

Assistant Principal and Instructional Coach

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

8/9/13-6/5/14

#### **Evidence of Completion**

Collaborative planning and debriefing during common planning.

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

Classroom walkthroughs and observations by administration and coaches.

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

Assistant Principal, Instructional Coach

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

8/9/13-6/5/14

#### **Evidence of Completion**

Monitoring of interactive journals, teacher developed rubrics and lesson plans.

## 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

Mandarin Lakes K-8 Academy provides services to ensure students requiring additional remediation are assisted through after-school programs, Saturday School, or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. 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; 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; (Title CHES); Saturday Tutoring Academy; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

Mandarin Lakes K-8 Academy provides services and support to migrant students and parents. Informational meetings on school policies/procedures, parental involvement, and curriculum (i.e, FCAT Informational Meeting) are provided by the Principal, Assistant Principals, the reading coaches, and the Lead Teacher at the South Dade Agricultural Camp. Teachers provide Saturday tutoring services to migrant students at the camp. 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. The liaison also provides supplemental academic intervention in the areas of Reading and Mathematics during the school day based on student needs.

#### Title I, Part D

Mandarin Lakes K-8 Academy provides training and substitute release time for Professional Development Liaisons (PDL) to focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

#### Title II

Mandarin Lakes K-8 Academy uses supplemental funds provided by the District for improving basic education as follows:

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

#### Title III

Mandarin Lakes K-8 Academy will use Title III funds to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing an after school tutorial program and software for the development of language and literacy skills in reading.

#### Title X- Homeless

Mandarin Lakes K-8 Academy’s Homeless Liaison provides training for the school registrar on the procedures for 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. Mandarin Lakes K-8 Academy will cooperate with the liaison from Community Partnership for the Homeless agency to provide tutoring services and parent informational meetings to the homeless students the school services.

#### Supplemental Academic Instruction (SAI)

Mandarin Lakes K-8 Academy will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

#### Violence Prevention Programs

Mandarin Lakes K-8 Academy will provide teacher/student and administration/student conflict resolution interventions, character education, and peer mediation to foster positive behavior, improve attendance, and lower suspension rates.

#### Nutrition Programs

- 1) Mandarin Lakes K-8 Academy 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.

#### Career and Technical Education

Mandarin Lakes K-8 Academy will provide Career and Technical Education through elective courses offered to the Upper Academy Students. Project Based Learning will be encouraged among all courses to support the CTE courses.



## 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.*

**G4.** Teachers will increase writing through effective delivery of the writing instructional framework during the instructional block.

**G4.B1** Consistent utilization of the instructional framework to allow for purposeful writing instruction.

**G4.B1.S1** Integrate writing throughout all curricular area.

### PD Opportunity 1

Develop a focus calendar of lessons and writing strategies based on the writing at a glance calendar.

#### Facilitator

Instructional Coach

#### Participants

Administration and Instructional Coach

#### Target Dates or Schedule

8/9/13-6/5/14

#### Evidence of Completion

Lesson Plans, Classroom walkthroughs and observations by administration and coaches.

## Appendix 2: Budget to Support School Improvement Goals