



2013-2014 SCHOOL IMPROVEMENT PLAN

Park Lakes Elementary School
3925 N STATE ROAD 7
Lauderdale Lakes, FL 33319
754-322-7650

School Demographics

| | | |
|---|-----------------------------|---|
| School Type Elementary School | Title I Yes | Free and Reduced Lunch Rate 96% |
| Alternative/ESE Center No | Charter School No | Minority Rate 98% |

School Grades History

| | | | | |
|---------------------|---------------------|---------------------|---------------------|---------------------|
| 2013-14 C | 2012-13 D | 2011-12 D | 2010-11 C | 2009-10 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 | 3 |
| Differentiated Accountability | 4 |
| Part I: Current School Status | 5 |
| Part II: Expected Improvements | 17 |
| Goals Summary | 21 |
| Goals Detail | 21 |
| Action Plan for Improvement | 23 |
| Part III: Coordination and Integration | 34 |
| Appendix 1: Professional Development Plan to Support Goals | 35 |
| Appendix 2: Budget to Support Goals | 38 |

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 |
|-------------|--------|--------------|
| Prevent | 5 | Gayle Sitter |

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

Current School Status

School Information

School-Level Information

School

Park Lakes Elementary School

Principal

Orinthia Dias

School Advisory Council chair

Mitchelle Palmer

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

| Name | Title |
|--------------------|------------------------------------|
| Janet Phelps | Assistant/Intern Principal |
| Sarah Decotis | Reading Resource Specialist |
| Kelly Dougherty | ELL Contact/Curriculum Facilitator |
| Leslie Campbell | Guidance Counselor |
| Dr. Theresa Powell | Guidance Counselor |
| Rosemarie Walsh | ESE Specialist |

District-Level Information

District

Broward

Superintendent

Mr. Robert Runcie

Date of school board approval of SIP

2/19/2014

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

Mitchell Palmer - SAC Chair
 Orinthia Dias - Principal
 Mark Flemming - SAF Designee
 Tanya Reid - Non-Instructional
 Maureen Corniffe - ESE Rep
 Jean Thelusma - ESOL Rep
 Jacqueline Box - Business Rep
 Sheila Valies-Joseph - BTU Rep
 Kevin Brown - IZ Rep
 Kindra Hutch - Parent Rep
 Kimberly Richardson-Barber - Parent Rep

Evelyn Sanchez - Parent
Jean Joseph - Parent
Marina Peralta - Parent
Marilyn Carrera-Jack - Parent
Seretha Stroud - Teacher
Kelly Dougherty - Teacher
Gloria Scott - Teacher

Involvement of the SAC in the development of the SIP

The SAC Committee reviews the prior year plan and discuss strategies that were effective, not used or ineffective and provide input in the writing of plan. Once the plan is written it is presented to the SAC committee for review, input and approval

Activities of the SAC for the upcoming school year

The School Advisory Council (SAC) has an important function to the success of Park Lakes Elementary. Listed below are some of the functions of the SAC.

- Park Lakes Elementary School Advisory Council (SAC) is the sole body responsible for final decision-making at the school related to implementation of the provisions of section 10001.42 and 1008.345.F.S. School Improvement.
- The SAC Committee will oversee the implementation of the School Improvement Plan.
- Sponsor drives to increase parent involvement.
- Organize FCAT Family Night Events
- Assist the school to create and analyze school climate surveys for parents and students
- Organize FCAT/SAT Incentive Awards
- * Assist with

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

*The School Improvement fund will be used for purchasing supplemental academic improvement materials, Accelerated Reader and classroom libraries.

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:

Orinthia Dias

Principal

Years as Administrator: 8

Years at Current School: 1

Credentials

Ed.S. Educational Leadership - Educational Leadership K-12
 MS Education
 BA Education Middle Grades Science 5-9
 Certifications in:
 ESOL
 Middle Grades Science 5-9
 Educational Leadership K-12

Performance Record

12/13 School Year Current School, Park Lakes Elementary School
 Grade D:
 Reading Mastery: 38
 Math Mastery: 40
 Science Mastery: 42
 Writing Mastery: 56
 Learning Gains Reading: 58
 Learning Gains Math: 55
 Lowest 25% in Reading: 60
 Lowest 25% in Math 55
 Lloyd Estates Elementary:
 2013:
 Grade "C"
 Lloyd Estates Elementary:
 2012:
 Grade "B" No AYP
 High Standards-44% Reading/57% Math
 Learning Gains-67% Reading/69% Math
 Lowest 25%-68% Reading/83% Math
 Lloyd Estates Elementary:
 2011:
 Grade "A" No AYP
 High Standards-67% Reading/76% Math
 Learning Gains-61% Reading/66% Math
 Coral Springs Middle:
 2010:
 Grade "A"/No AYP
 High Standards-78% Reading/76% Math
 Learning Gains-67% Reading/70% Math
 Lowest 25%-67% Reading/58% Math
 2009:
 Grade "A"/No AYP
 High Standards-78% Reading/78% Math
 Learning Gains-72% Reading/73% Math
 Lowest 25%-73% Reading/64% Math
 2008:
 Grade "A"/No AYP
 High Standards-75% Reading/78% Math
 Learning Gains-67% Reading/74% Math

Janet Phelps

Asst Principal

Years as Administrator: 4

Years at Current School: 4

Credentials

Bachelor of Science Elementary Education (1-6)
 Master of Science in Curriculum & Instruction
 Certifications:
 -Reading K-12
 -Certification in Educational Leadership K-12
 -ESOL

Performance Record

12/13 School Year Current School
 Grade D:
 Reading Mastery: 38
 Math Mastery: 40
 Science Mastery: 42
 Writing Mastery: 56
 Learning Gains Reading: 58 Math: 55
 Lowest 25% in Reading: 60 Math 55
 11/12 School Year Current School
 Grade D:
 Reading Mastery: 21.7%
 Math Mastery: 23%
 Science Mastery: 19%
 Writing Mastery: 75.3%
 Learning Gains Reading: 60.3 % Math: 56.5%
 Lowest 25% in Reading: 73.8% Math 64.9%
 Did not met AYP
 10/11 School Year, Current School
 Grade: C
 Reading Mastery: 52%
 Math Mastery: 57%
 Science Mastery: 33%
 Writing Mastery: 86%
 Learning Gains Reading: 57% Math: 59%
 Lowest 25% in Reading: 58% Math 74%
 Did not met AYP
 09/10 Prior School, Reading Resource Specialist-
 Dania Elementary
 Grade: A
 Reading Mastery: 67%
 Math Mastery: 80%
 Science Mastery: 48%
 Writing Mastery: 88%
 Learning Gains Reading: 60% Math: 67%
 Lowest 25% in Reading:66 % Math 52%
 AYP: Blacks, Hispanic, Economically
 08/09, Prior School, Reading Resource Specialist
 Dania Elementary
 Grade A:
 Reading Mastery: 76%
 Math Mastery: 80%

Science Mastery: 47%
 Writing Mastery: 92%
 Learning Gains Reading: 68% Math: 71%
 Lowest 25% in Reading: 66% Math 77%
 AYP: ELL did not make AYP in Math and Blacks in Reading

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Sarah Decotis

Full-time / School-based

Years as Coach: 2

Years at Current School: 2

Areas

Reading/Literacy, Mathematics, Science, Data, RtI/MTSS

Credentials

Bachelors Degree Elementary Education

Masters Degree Reading Education

Performance Record

12/13 School Year Current School, Park Lakes Elementary School

Grade D:

Reading Mastery: 38

Math Mastery: 40

Science Mastery: 42

Writing Mastery: 56

Learning Gains Reading: 58 Math: 55

Lowest 25% in Reading: 60 Math 55

11/12, Park Lakes Elementary

Grade D:

Reading Mastery: 21.7%

Math Mastery: 23%

Science Mastery: 19%

Writing Mastery: 75.3%

Learning Gains Reading: 60.3 % Math: 56.5%

Lowest 25% in Reading: 73.8% Math 64.9%

Did not met AYP

10/11, Fairway Elementary

Grade C

Kelly Dougherty

Full-time / School-based

Years as Coach: 8

Years at Current School: 3

Areas

Reading/Literacy, Mathematics, Science, Data, RtI/MTSS

Credentials

BS Elementary Education

Performance Record

12/13 School Year Current School, Park Lakes Elementary School
 Grade D:
 Reading Mastery: 38
 Math Mastery: 40
 Science Mastery: 42
 Writing Mastery: 56
 Learning Gains Reading: 58 Math: 55
 Lowest 25% in Reading: 60 Math 55
 11/12 School Year, Current School
 Grade D:
 Reading Mastery: 21.7%
 Math Mastery: 23%
 Science Mastery: 19%
 Writing Mastery: 75.3%
 Learning Gains Reading: 60.3 % 56.5%
 Lowest 25% in Reading: 73.8% Math 64.9%
 Did not met AYP
 10/11 School Year, Current School
 Grade: C
 Reading Mastery: 52%
 Math Mastery: 57%
 Science Mastery: 33%
 Writing Mastery: 86%
 Learning Gains Reading: 57% Math: 59%
 Lowest 25% in Reading: 58% in Math 74%
 Did not met AYP

Classroom Teachers

of classroom teachers

65

receiving effective rating or higher

63, 97%

Highly Qualified Teachers

100%

certified in-field

100, 154%

ESOL endorsed

57, 88%

reading endorsed

1, 2%

with advanced degrees

41, 63%

National Board Certified

2, 3%

first-year teachers

14, 22%

with 1-5 years of experience

29, 45%

with 6-14 years of experience

39, 60%

with 15 or more years of experience

15, 23%

Education Paraprofessionals

of paraprofessionals

13

Highly Qualified

13, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

receiving effective rating or higher

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

- Ongoing Professional Development and Professional Learning Community: Curriculum Support, District, Guest Speakers
- New Educators' Support System (NESS) : Ericka Clerveaux- NESS Liaison
- Collaborative Meetings : Grade level meets with Administration and Curriculum Support to share best practices and conduct data chats
- Recruitment of new teachers through advertisement and interviewing

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

NESS/PLANT (Park Lakes Academy for New Teachers) is the support/induction program for teachers new to Park Lakes ES and/or the district. Teachers new to the profession are paired with a veteran teacher for support and mentorship. Teachers with experience and new to Park Lakes ES are paired with a point person for support. The goal of this group is retention. The mentor and mentee meet

weekly to discuss goals and concerns. The entire NESS/PLANT group meet monthly. They are provided with various trainings and workshops.

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 RtI Leadership Team, SAC (including SIP committee members) and Administration, met to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, Closed Reading, and Summarizing); and aligned processes and procedures. Tier 1 data is routinely inspected in the areas of reading, math, writing, science, and behavior. This data is used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. This data is available to screen for possible at-risk students that may be in need of Tier 2 or 3 interventions; all such students are referred to CPS team for consideration. Data is also used as an indicator to address teacher effectiveness to address need support or intervention.

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

- Orinthia Dias, Principal Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation and communicates with parents regarding school-based RtI plans and activities.
- Janet Phelps Intern/Assistant Principal, Provides guidance on the K-12 Reading Plan and supports data collection activities, assists in data analysis; supports the implementation of Tier1, Tier 2 and Tier 3 Intervention Plans.
- Kelly Dougherty, Curriculum Specialist for grades 3-5/ELL Contact K-5, will facilitate the RtI Leadership Team for students in the intermediate grades. Provides Professional Development and technical assistance to teachers regarding data based instructional planning;
- Sarah Decotis, Reading Resource Specialist for grades K-2, will facilitate the RtI Leadership Team for students in the primary grades. (Select General Education Teachers (Primary/Intermediate) Assist Dougherty and Decotis in providing information about core instruction, participates in student data collection), delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions and integrates Tier 1 materials/instructions with Tier 2/3 activities. Provides Professional Development and technical assistance to teachers regarding data based instructional planning;
- Dr. Theresa Powell & Leslie Campbell, Guidance Counselors provides guidance on behavior management, facilitates and supports data collection activities, assists in data analysis; provides Professional Development and technical assistance to teachers regarding behavior management; supports the implementation of Tier1, Tier 2 and Tier 3 Intervention Plans, monitor and support implementation of behavior plans.
- Rosmarie Walsh, ESE Specialist: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Provides technical assistance to teachers regarding data based instructional planning;
- The RtI Leadership team will meet at least bi-weekly to analyze student data and to monitor the progress of students in the RtI process. A spreadsheet has been developed to identify the tier level of

each targeted student and to track the progress of students within the RtI Process. Individual student folders have also been created to maintain academic and behavioral progress notes, anecdotal entries, graphs, etc. These folders are maintained in a secure area in each of the case manager's offices. At each bi-weekly meeting, data regarding individual student's performance in reading, math, science, writing, and behavior will be aggregated, analyzed, and discussed. Based on the information revealed in the data and subsequent to each meeting, teaching strategies, instructional resources, and behavior interventions will be modified as needed all modifications will be recorded and updated in each student's file. The parent(s)/guardian(s) of each affected student will be solicited for their cooperation and input in every aspect of the RtI process. Classroom teachers will keep parent(s)/guardian(s) timely notified of their child's response to instruction/intervention

-School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans, provides support for intervention, fidelity and documentation; provides Professional

Development and technical assistance for problem-solving activities including data collection, data analysis, intervention

planning and program evaluation; facilitates data-based decision making activities.

-Speech Language Pathologists: Educates the team in the role language plays in curriculum, assessment and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

-Social Worker assists in areas where needed.

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

The MTSS Leadership team met with SAC and is included in the SIP development, implementation and monitoring are facilitated by Administration. The teachers on the SIP committee spearhead the development of the SIP, with input from the team leaders who gather information from their teams. Information gathered from teams is then brought to the SAC meeting for suggestions and revisions. Each classroom teacher monitors students' progress and analyze data from assessment to determine SIP revisions. All information is shared and discussed with the RtI Leadership Team at each bi-weekly meeting.

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

The RtI team will access academic data from multiple resources including individual student's FCAT scores, CELLA, BAT I and BAT II Journeys Reading Assessments, Go Math! Assessments, FAIR reports, DAR assessments, oral reading fluency assessments, and RIGBY assessments. Data collected from student response to intervention from the Struggling Reader Chart (such as Wilson, and Wilson Foundations) and from the Struggling Math Chart (such as Go-Math Interventions Program, FCAT Explorer) will be documented and reviewed as used to drive further intervention. The RtI team will access discipline and attendance data using the TERMS database and Virtual Counselor to identify school-wide trends and to identify students who may be at risk of not meeting target goals.

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

Professional development will be provided during teachers' common planning time and additional sessions will take place throughout the year within the school wide Professional Learning Communities (PLC).. The RtI team will also evaluate additional staff Professional Development needs during RtI Leadership Team meeting. Additional training will be held to train new and existing teachers, parents on RtI. The trainings will be delivered by the ESE specialist, Curriculum Support, Guidance Counselor and

school psychologist.

The Leadership team will evaluate the needs of the teachers throughout the school year to make informative decisions on what resources will be needed for the staff. District support personnel will be solicited on an as needed basis to enhance what is already being done at the school level. Parents will be informed of the MTSS as part of Open House SAC meetings and Parent Nights. Parents will also receive a notification from the MTSS team to inform them when their students is being discussed.

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: 3,600

Two focus groups are targeted for after-school extended learning opportunities. First, all FCAT Level 1 and 2 students are targeted in order to accelerate their progress beyond one year of growth since they are entering their current grade level behind. These students' reading levels are determined in order to be certain they are being instructed at the higher end of their reading abilities. Secondly, all fragile Level 3 students are targeted for after-school extended learning opportunities in order to enrich their curriculum to help maintain and improve their current level of achievement. Resources to support the needs of these students (high-interest/ low-level text, .) are used while incorporating researched-based strategies such as close reading techniques, high-yield strategies, etc.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Students are given reading screenings including IRI, San Diego, and Rigby in order to determine their current reading levels and their growth. Also, the following data points are tracked for students who attend the after-school ELO programs:

FAIR, BAT, school-based summative assessments, and FCAT.

Who is responsible for monitoring implementation of this strategy?

Administration and curriculum support

Literacy Leadership Team (LLT)

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

| Name | Title |
|-----------------|-------------------------------------|
| Orinthia Dias | Principal |
| Janet Phelps | Intern/Assistant Principal |
| Sarah Decotis | Reading Resource Specialist |
| Kelly Dougherty | Curriculum Facilitator/ESOL Contact |

| Name | Title |
|------------------|-------------------------------------|
| Renata Zotti | Reading Specials/Curriculum Support |
| Tanya Reid | Media Clerk |
| Elizabeth Torres | Writing Specials/Curriculum Support |
| Seporia Bolden | STEM Specials |
| Rose Walsh | ESE Specialist |

How the school-based LLT functions

The Literacy Leadership Team works to mobilize all literacy curriculum and initiatives. Instructional coaches will provide teacher mentoring and push-in student support daily. The literacy team will also analyze test data and share the results with the teachers in order to facilitate individualized differentiated instruction. Data binders

providing evidence of instruction and assessment will be utilized during these chats. There should be evidence to support differentiating instruction to meet students' needs. The process of teaching, assessing, re-teaching, and re-assessing will be documented through Progress Monitoring Logs. It will also participate in monthly data chats with teachers and facilitate professional development using team PLCs, reading strategies, and differentiated instruction. The LLT will facilitate monthly support staff meetings to discuss strategies for assisting teachers.

Major initiatives of the LLT

Monitoring the 120 minutes of reading in all classes, grades K-4, and for struggling readers in grade 5. Intensive support in reading for all grades. Focus on explicit vocabulary building of all the high-frequency words in each grade level. Daily schedule of support for struggling readers by providing supplemental instruction and reading support or double/triple dosing. Classroom teachers and support staff will collaborate and analyze data to determine the effectiveness. The team will support the core reading program by providing a program of supplemental reading activities and incentives to all students through the Accelerated Reader Program, Reading Across Broward, Reading Logs, Book Fairs, a Reading Rally, and Reading Challenging contest for each grade level.

Every Teacher Contributes to Reading Instruction

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

100% of teachers contribute to teaching reading. Teachers are continuously engaged in professional development to improve reading strategies. Administration and Curriculum Support continuously monitors the fidelity of programs and strategies being implemented and utilized.

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

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students'

progress in the program. Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and time-lines for all families participating in the Head Start program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

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 | 45% | 38% | No | 51% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 45% | 38% | No | 51% |
| Hispanic | 39% | 36% | No | 45% |
| White | | | | |
| English language learners | 32% | 14% | No | 39% |
| Students with disabilities | 44% | 28% | No | 50% |
| Economically disadvantaged | 44% | 38% | No | 50% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 121 | 22% | 30% |
| Students scoring at or above Achievement Level 4 | 85 | 15% | 20% |

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> | | 21% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 57% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | 221 | 59% | 65% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 60 | 60% | 68% |

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) | 153 | 42% | 55% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 95 | 26% | 40% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 79 | 22% | 35% |

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 | 108 | 57% | 65% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | | | |

Area 3: Mathematics

Elementary and Middle School Mathematics

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

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 48% | 40% | No | 53% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 48% | 38% | No | 53% |
| Hispanic | 50% | 47% | No | 55% |
| White | | | | |
| English language learners | 40% | 24% | No | 46% |
| Students with disabilities | 43% | 37% | No | 49% |
| Economically disadvantaged | 47% | 40% | No | 52% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 132 | 24% | 53% |
| Students scoring at or above Achievement Level 4 | 85 | 15% | 20% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|-------------------------------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | [data excluded for privacy reasons] | | 40% |
| Students scoring at or above Level 7 | [data excluded for privacy reasons] | | 48% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains | 206 | 55% | 62% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 57 | 55% | 62% |

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 42 | 23% | 28% |
| Students scoring at or above Achievement Level 4 | 32 | 18% | 20% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | | | |
| Students scoring at or above Level 7 | | | |

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 5 | | 8 |
| Participation in STEM-related experiences provided for students | 20 | | 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 | 65 | 6% | 5% |
| Students retained, pursuant to s. 1008.25, F.S. | 23 | 3% | 2% |
| Students who are not proficient in reading by third grade | 28 | 12% | 9% |
| Students who receive two or more behavior referrals | 50 | 4% | 3% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 63 | 5% | 4% |

Area 9: Parent Involvement

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

Parental involvement targets for the school

By June 2014, parent participation in school activities will increase by 15% from previous school year. We hope to achieve this by providing flexible and convenient scheduling of parent meetings and family night events, combining as many events and meetings as is possible and practical, identifying relevant topics that are of interest to parents that will serve as the focus of parent training activities and events, including student performances as part of the parent meetings/family night events, providing translation of information in parents' native language at parent meetings/family night events/activities, as well as for notifications sent home, and providing childcare on campus during meetings and events.

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Increased participation at parent meetings and family night events/activities | 1733 | 12% | 15% |

Goals Summary

- G1.** Teachers will use research-based programs and strategies to improve reading comprehension.
- G2.** Teachers will use research-based strategies and available resources with fidelity to improve student achievement in math.

Goals Detail

G1. Teachers will use research-based programs and strategies to improve reading comprehension.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Journeys Reading Series (vocabulary, comprehension, fluency, phonics, phonemic awareness)
- Six Minute Solution (fluency)
- Wilson / Foundations (phonemic awareness / phonics instruction), Phonics for Reading
- Trade Books (comprehension, vocabulary)
- Computer Based Programs: iStation, Accelerated Reader, FAIR, FCAT Explorer, FL Achieves, Mini Assess, Destination Reading
- Leadership Resources (supplemental material)
- Florida Ready (supplemental material)
- Close Reading
- Whole Brain
- FCRR
- Think Central
- Triumphs/Treasures
- Science/Non-Fiction Resources

Targeted Barriers to Achieving the Goal

- Limited effective use of PLE research-based programs and instructional strategies to increase student achievement.
- Students need to develop the necessary skills needed to determine the meaning of unfamiliar words.
- Students struggle to demonstrate higher order thinking skills.
- The newly adopted Common Core reading series does not explicitly teach and allow practice for NGSSS that will be assessed on this year's FCAT.

Plan to Monitor Progress Toward the Goal

Six Minute Solution student data Oral Reading Fluency assessment scores. Analyzing Journey's assessment data. Analyzing FAIR assessment data. Classroom observations. Formative/ Summative Assessments

Person or Persons Responsible

Administration and Curriculum Support

Target Dates or Schedule:

On going and as needed based on teacher observation data.

Evidence of Completion:

Classroom observation data, student progress monitoring data, BAT and FCAT scores

G2. Teachers will use research-based strategies and available resources with fidelity to improve student achievement in math.

Targets Supported

Resources Available to Support the Goal

- Florida Ready—supplemental instructional material to support the introduction and review of NGSSS. Go Math Common Core & NGSSS textbook and resources Grab -N-Go Manipulative Kit Grab-n-Go Centers Intervention strategic and intensive animated math models (On-line) Carmen Sandiago Think Central Benchmarck Practice Mini-Assessments FCAT Explorer/ FOCUS Destination Math Mega Math Soar to Success Enrichment Touch Math Mountain/ Calendar Math

Targeted Barriers to Achieving the Goal

- Limited effective use of PLE research-based strategies and available resources to increase student achievement.
- The new common core math adoption does not cover all of the NGSSS that will be assessed on FCAT Mathematics 2.0. Teachers lack experience with the common core mathematics standards.
- Teachers inconsistently utilize technology and other math resources. Lack of fidelity in small group instruction and lack of time spent on problem solving/no application in real-life. Lack of priority for components of math resources
- Students will be taking the computer-based version of Grade 5 FCAT 2.0.

Plan to Monitor Progress Toward the Goal

Teachers will utilize resources necessary to increase student performance.

Person or Persons Responsible

Administration and Curriculum Support

Target Dates or Schedule:

On-going Classroom walkthroughs, BAT I & II

Evidence of Completion:

FCAT scores, Summative and Formative Assessments, BAT I & II

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Teachers will use research-based programs and strategies to improve reading comprehension.

G1.B1 Limited effective use of PLE research-based programs and instructional strategies to increase student achievement.

G1.B1.S1 Provide Professional development and monitoring for the effective use of PLE research-based programs and instructional strategies. Teachers will engage students in repeated readings of familiar text through the research based program Six Minute Solution, Whole Brain and Close Read. Teachers will hold frequent student/teacher data chats in which they will determine an attainable goal for each unique learner. Classroom Libraries need to be increased, giving students more opportunities.

Action Step 1

Further develop PLE training calendar. Develop monitoring plan. Incorporate training and implementation review within PLANT meetings. Review of work samples and data Provide follow-up opportunities for coaching to individual teachers as needed. Administration focus walkthroughs Teachers incorporating strategies in Reading resources, science, FL Ready and non-fiction material

Person or Persons Responsible

Administration, Curriculum Support and Teachers

Target Dates or Schedule

On-going Data chat meetings, classroom walkthroughs

Evidence of Completion

Student data

Facilitator:

District, Dougherty and DeCotis

Participants:

Administration, Curriculum Support and Teachers

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

Focused walkthroughs, Meetings for shared best practices/data.

Person or Persons Responsible

Administration and leadership team

Target Dates or Schedule

9/30 through June 2014

Evidence of Completion

Curriculum meeting debriefings Training attendance Coaching Logs Work Samples/data Walkthrough data Schedules/calendars/plans

Plan to Monitor Effectiveness of G1.B1.S1

Review work samples/data Analyze teacher's implementation and debrief

Person or Persons Responsible

Administration and leadership team

Target Dates or Schedule

Biweekly Curriculum meetings 9/30 through June 2014

Evidence of Completion

Increase in student achievement based on data and work samples

G1.B2 Students need to develop the necessary skills needed to determine the meaning of unfamiliar words.

G1.B2.S1 Teachers will deliver explicit instruction in context clues and root words to help determine meanings of unfamiliar words. Teachers will increase vocabulary acquisition through Read Alouds, Close Reads, and the research based program Elements of Vocabulary. Teachers will provide opportunities to students to reinforce skills through centers.

Action Step 1

Classroom walkthroughs and informal observations.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Once a month

Evidence of Completion

Evidence of vocabulary acquisition integrated in children's writing and speaking skills.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B3 Students struggle to demonstrate higher order thinking skills.

G1.B3.S1 Teachers will increase the number of higher order questions asked to students during whole group and small group settings. Teachers will implement the QAR strategy in whole group and small group instruction. Teachers will explore with students in examining errors in reasoning through class discussions and debates. Teachers will organize students for cognitively complex tasks. Teachers will implement a Close Read to comprehend rigorous text on a deeper level. Classroom Libraries need to be increased, giving students more opportunities.

Action Step 1

Classroom walkthroughs and informal observations.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Once a month

Evidence of Completion

FCAT scores, BAT I & II

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Through classroom walkthroughs, we will monitor the use of close reads, QAR strategies and the use of independent classroom libraries.

Person or Persons Responsible

Administration, Curriculum Support and Teachers

Target Dates or Schedule

Classroom Walkthroughs

Evidence of Completion

Student samples, FCAT scores

Plan to Monitor Effectiveness of G1.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B4 The newly adopted Common Core reading series does not explicitly teach and allow practice for NGSSS that will be assessed on this year's FCAT.

G1.B4.S1 Purchase Florida Ready and Leadership Resources in order to introduce, practice, and review NGSSS.

Action Step 1

Purchase Florida Ready and Leadership Resources in order to introduce, practice, and review NGSSS. Push in groups will be scheduled to work with students in small groups.

Person or Persons Responsible

Teachers, push-in support, curriculum

Target Dates or Schedule

Beginning in the second quarter

Evidence of Completion

Small group schedules, support schedules, classroom observations and walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B4.S1

schedule review, classroom observations

Person or Persons Responsible

curriculum support

Target Dates or Schedule

at least biweekly

Evidence of Completion

classroom observation logs

Plan to Monitor Effectiveness of G1.B4.S1

review student work samples and ongoing progress monitoring data for increased achievement

Person or Persons Responsible

curriculum support, administration

Target Dates or Schedule

at least biweekly

Evidence of Completion

student consumable books, student data sheets,

G2. Teachers will use research-based strategies and available resources with fidelity to improve student achievement in math.

G2.B1 Limited effective use of PLE research-based strategies and available resources to increase student achievement.

G2.B1.S1 Establish a math PLC to plan for effective use of available resources and research-based strategies.

Action Step 1

Development of a pacing calendar and identification of appropriate resources, including Florida Ready Math. Select a facilitator for Math PLC Surveying staff (utilizing Quia and promote) Create list of objectives having a clear focus for each month. Establish roles for members, needs assessment Plan for sharing best practices with teams. Track teacher implementation by reviewing work samples and data. Administration will have targeted walkthroughs. Support staff will provide support as needed.

Person or Persons Responsible

Administration, Curriculum support and classroom teachers

Target Dates or Schedule

During collaborative planning sessions on a bi-weekly basis

Evidence of Completion

Completed pacing calendar and lesson plans

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

Focused walkthroughs, Meeting for sharing Best Practices/Data

Person or Persons Responsible

Administration, Curriculum support

Target Dates or Schedule

October 28 through June 2014

Evidence of Completion

On-going classroom observations, Student Math Journals, work samples, talent development, walkthrough data, PLC attendance, meeting agendas and Curriculum debriefing.

Plan to Monitor Effectiveness of G2.B1.S1

Review work samples, Analyze teachers implementation and delivery

Person or Persons Responsible

Administration and Curriculum support

Target Dates or Schedule

bi-weekly (October 28 through June 2014)

Evidence of Completion

Increase in student achievement based on data and work samples.

G2.B2 The new common core math adoption does not cover all of the NGSSS that will be assessed on FCAT Mathematics 2.0. Teachers lack experience with the common core mathematics standards.

G2.B2.S1 Teachers will attend district and school-based training sessions on the Mathematics Common Core. Teachers will share best practices with their colleagues at all grade levels. Teachers will utilize the Go Math Professional development Podcasts.

Action Step 1

Teachers will attend Common Core Math trainings offered by the District during the summer of 2013 and school-based trainings offered during the first semester. Teachers will also utilize with fidelity Calendar Math K-3 and Mountain Math for grades 4 & 5.

Person or Persons Responsible

Teachers, curriculum support, district trainers

Target Dates or Schedule

Summer 2013–January 2014

Evidence of Completion

Training attendance records

Facilitator:

District staff

Participants:

Teachers, curriculum support, district trainers

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Review attendance of teachers and grade level meeting minutes

Person or Persons Responsible

Administration, Curriculum Support

Target Dates or Schedule

August, 2013 and following scheduled school-based trainings. Bi-weekly review of team meeting minutes.

Evidence of Completion

training attendance records, records of sharing best practices and team viewing of Go Math podcasts, Math Journals, Student work samples

Plan to Monitor Effectiveness of G2.B2.S1

Review recent grade level math data for increased achievement levels.

Person or Persons Responsible

Administration, Curriculum Support

Target Dates or Schedule

Monthly

Evidence of Completion

Data record sheets, classroom observations

G2.B3 Teachers inconsistently utilize technology and other math resources. Lack of fidelity in small group instruction and lack of time spent on problem solving/no application in real-life. Lack of priority for components of math resources

G2.B3.S1 Teachers will attend district and school-based trainings to improve their working knowledge of the available technology in the classroom. Students will access the Go Math on-line resources. Students will also utilize Soar to Success, Think Central, Destination Math and FOCUS/FCAT Explorer. Students will learn to access online resources while at home and at school in order to supplement in-class instruction. Parents will be provided an opportunity to learn how to use the technology available in the classrooms and at home.

Action Step 1

Provide technology staff development to teachers who will implement the use of the technology with their students. Also, plan a family night with a focus on technology for parents.

Person or Persons Responsible

Support staff, teachers

Target Dates or Schedule

September, 2013

Evidence of Completion

Staff development attendance roster and parent night sign-in sheet.

Facilitator:

Sarah DeCotis/Kelly Dougherty

Participants:

Support staff, teachers

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Review of teacher and parent attendance to staff development and parent night. Classroom observation of increased teacher and student usage of available technology and resources.

Person or Persons Responsible

Curriculum, administration

Target Dates or Schedule

September, 2013

Evidence of Completion

Attendance logs and increased use of technology

Plan to Monitor Effectiveness of G2.B3.S1

Review training attendance records, monitor student usage and progress reports, review parent sign-in sheets

Person or Persons Responsible

Curriculum Support, Administration

Target Dates or Schedule

Bi-weekly throughout school year

Evidence of Completion

attendance records/agendas, CAI reports

G2.B4 Students will be taking the computer-based version of Grade 5 FCAT 2.0.

G2.B4.S1 Students will take regular ongoing assessments on the computer through Think Central.

Action Step 1

Set up classes in Think Central and assign chapter and other ongoing assessments for electronic administration

Person or Persons Responsible

Teachers

Target Dates or Schedule

August, 2013 for set up and ongoing approx biweekly

Evidence of Completion

Think Central reports

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Review Think Central usage

Person or Persons Responsible

Curriculum Support

Target Dates or Schedule

Monthly

Evidence of Completion

Think Central reports

Plan to Monitor Effectiveness of G2.B4.S1

Review student reports for increased achievement, survey students on level of comfortability with computer-based format

Person or Persons Responsible

Curriculum Support

Target Dates or Schedule

Monthly

Evidence of Completion

Think Central reports, survey results

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

Funds are used to fund teachers' salary, provide staff development and purchase materials to implement and support the staff development. Funds are also utilized to provide supplemental materials to increase parent participation and parent involvement for parent nights and to assist students.

ELO funds will be utilized for Academic Camps for reading, math and writing.

*Title II

Title II funds are used to offer supplemental academic instruction. This has included the hiring of resource teachers to provide push-in and pull out services for struggling students in grade 3-5 in reading and math.

*Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Title III Funds are used to provide service to our English Language Learners (ELL) students. The items include:

- 1 Teacher Salary
- 1 Paraprofessional
- Classroom materials and supplies
- District support personnel
- Curriculum materials

*Title X- Homeless

District Homeless Social worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the Guidance Counselors act to eliminate barriers for a free and appropriate education. In addition, academic tutoring is provided at homeless shelters and transportation to and from school.

*Supplemental Academic Instruction (SAI)

SAI funds are used to provide additional tutoring after school and additional support during the school day. The school offers a non-violence program through Guidance which includes school based counseling.

*Nutrition Program

- Park Lakes Elementary adheres and implements the nutrition requirements stated in the District Wellness Policy
- Nutrition Education as per state statute is taught through Physical Education
- Park Lakes Elementary participates in the federal funded Fresh Fruit and Vegetable program, that provides students with a fresh fruit or vegetable three times per week. Students have the opportunity to taste a variety of fruits and vegetables. The School Food Service Program, school breakfast, school lunch and the Dinner Program, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

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. Teachers will use research-based programs and strategies to improve reading comprehension.

G1.B1 Limited effective use of PLE research-based programs and instructional strategies to increase student achievement.

G1.B1.S1 Provide Professional development and monitoring for the effective use of PLE research-based programs and instructional strategies. Teachers will engage students in repeated readings of familiar text through the research based program Six Minute Solution, Whole Brain and Close Read. Teachers will hold frequent student/teacher data chats in which they will determine an attainable goal for each unique learner. Classroom Libraries need to be increased, giving students more opportunities.

PD Opportunity 1

Further develop PLE training calendar. Develop monitoring plan. Incorporate training and implementation review within PLANT meetings. Review of work samples and data Provide follow-up opportunities for coaching to individual teachers as needed. Administration focus walkthroughs Teachers incorporating strategies in Reading resources, science, FL Ready and non-fiction material

Facilitator

District, Dougherty and DeCotis

Participants

Administration, Curriculum Support and Teachers

Target Dates or Schedule

On-going Data chat meetings, classroom walkthroughs

Evidence of Completion

Student data

G2. Teachers will use research-based strategies and available resources with fidelity to improve student achievement in math.

G2.B2 The new common core math adoption does not cover all of the NGSSS that will be assessed on FCAT Mathematics 2.0. Teachers lack experience with the common core mathematics standards.

G2.B2.S1 Teachers will attend district and school-based training sessions on the Mathematics Common Core. Teachers will share best practices with their colleagues at all grade levels. Teachers will utilize the Go Math Professional development Podcasts.

PD Opportunity 1

Teachers will attend Common Core Math trainings offered by the District during the summer of 2013 and school-based trainings offered during the first semester. Teachers will also utilize with fidelity Calendar Math K-3 and Mountain Math for grades 4 & 5.

Facilitator

District staff

Participants

Teachers, curriculum support, district trainers

Target Dates or Schedule

Summer 2013–January 2014

Evidence of Completion

Training attendance records

G2.B3 Teachers inconsistently utilize technology and other math resources. Lack of fidelity in small group instruction and lack of time spent on problem solving/no application in real-life. Lack of priority for components of math resources

G2.B3.S1 Teachers will attend district and school-based trainings to improve their working knowledge of the available technology in the classroom. Students will access the Go Math on-line resources. Students will also utilize Soar to Success, Think Central, Destination Math and FOCUS/FCAT Explorer. Students will learn to access online resources while at home and at school in order to supplement in-class instruction. Parents will be provided an opportunity to learn how to use the technology available in the classrooms and at home.

PD Opportunity 1

Provide technology staff development to teachers who will implement the use of the technology with their students. Also, plan a family night with a focus on technology for parents.

Facilitator

Sarah DeCotis/Kelly Dougherty

Participants

Support staff, teachers

Target Dates or Schedule

September, 2013

Evidence of Completion

Staff development attendance roster and parent night sign-in sheet.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

| Goal | Description | Total |
|-------|---|---------|
| G1. | Teachers will use research-based programs and strategies to improve reading comprehension. | \$6,810 |
| G2. | Teachers will use research-based strategies and available resources with fidelity to improve student achievement in math. | \$1,800 |
| Total | | \$8,610 |

Budget Summary by Funding Source and Resource Type

| Funding Source | Evidence-Based Program | Evidence-Based Materials | Total |
|-----------------------|------------------------|--------------------------|---------|
| School Accountability | \$6,810 | \$1,800 | \$8,610 |
| Total | \$6,810 | \$1,800 | \$8,610 |

Budget Details

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

G1. Teachers will use research-based programs and strategies to improve reading comprehension.

G1.B1 Limited effective use of PLE research-based programs and instructional strategies to increase student achievement.

G1.B1.S1 Provide Professional development and monitoring for the effective use of PLE research-based programs and instructional strategies. Teachers will engage students in repeated readings of familiar text through the research based program Six Minute Solution, Whole Brain and Close Read. Teachers will hold frequent student/teacher data chats in which they will determine an attainable goal for each unique learner. Classroom Libraries need to be increased, giving students more opportunities.

Action Step 1

Further develop PLE training calendar. Develop monitoring plan. Incorporate training and implementation review within PLANT meetings. Review of work samples and data Provide follow-up opportunities for coaching to individual teachers as needed. Administration focus walkthroughs Teachers incorporating strategies in Reading resources, science, FL Ready and non-fiction material

Resource Type

Evidence-Based Program

Resource

Six Minute Solution materials, supplemental resource to introduce and review NGSSS, FL Reading, STEM Materials 1,500 (6-min); 5,000(Classroom Libraries); 1,800 (FL Ready); 2,000(STEM)

Funding Source

School Accountability

Amount Needed

\$10

G1.B3 Students struggle to demonstrate higher order thinking skills.

G1.B3.S1 Teachers will increase the number of higher order questions asked to students during whole group and small group settings. Teachers will implement the QAR strategy in whole group and small group instruction. Teachers will explore with students in examining errors in reasoning through class discussions and debates. Teachers will organize students for cognitively complex tasks. Teachers will implement a Close Read to comprehend rigorous text on a deeper level. Classroom Libraries need to be increased, giving students more opportunities.

Action Step 1

Classroom walkthroughs and informal observations.

Resource Type

Evidence-Based Program

Resource

Classroom libraries and materials needed

Funding Source

School Accountability

Amount Needed

\$5,000

G1.B4 The newly adopted Common Core reading series does not explicitly teach and allow practice for NGSSS that will be assessed on this year's FCAT.

G1.B4.S1 Purchase Florida Ready and Leadership Resources in order to introduce, practice, and review NGSSS.

Action Step 1

Purchase Florida Ready and Leadership Resources in order to introduce, practice, and review NGSSS. Push in groups will be scheduled to work with students in small groups.

Resource Type

Evidence-Based Program

Resource

School Accountability

Funding Source

School Accountability

Amount Needed

\$1,800

G2. Teachers will use research-based strategies and available resources with fidelity to improve student achievement in math.

G2.B1 Limited effective use of PLE research-based strategies and available resources to increase student achievement.

G2.B1.S1 Establish a math PLC to plan for effective use of available resources and research-based strategies.

Action Step 1

Development of a pacing calendar and identification of appropriate resources, including Florida Ready Math. Select a facilitator for Math PLC Surveying staff (utilizing Quia and promote) Create list of objectives having a clear focus for each month. Establish roles for members, needs assessment Plan for sharing best practices with teams. Track teacher implementation by reviewing work samples and data. Administration will have targeted walkthroughs. Support staff will provide support as needed.

Resource Type

Evidence-Based Materials

Resource

School Accountability

Funding Source

School Accountability

Amount Needed

\$1,800