2013-2014 SCHOOL IMPROVEMENT PLAN

Dillard Elementary School
2330 NW 12TH CT
Fort Lauderdale, FL 33311
754-322-6200

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	99%

Alternative/ESE Center	Charter School	Minority Rate
No	No	99%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Dillard Elementary School

Principal
Angela Brown

School Advisory Council chair
Afiha Waite

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

Name	Title
Angela Brown	Principal
Gretchen Atkins	Assistant Principal
Lashawn Tukes	Intermediate Reading Coach
Khaveta Ramnath	Math Coach
Tashara Jean-Baptiste	Science Coach

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

Afiha Waite, Co-Chair
Vince Watson, Co-Chair
Angela Brown, Principal
Katrina Blanks, BTU Stewart
Lisa Curry, Parent
Tonya Davis-Philpot, Parent
Kimberly Thomas, Parent
Phil McNally, Business Partner, Paradise Bank
Lola Jordan, Business Partner, United Way
Adriana Lecorgne, Business Partner, Reading Pals
Peggy Reynolds, Business Partner, YMCA
Big Brothers and Big Sisters, Business Partners

Involvement of the SAC in the development of the SIP

The purpose of the School Advisory Council is to enhance Dillard Elementary School by providing input and serve in an advisory capacity to the administration regarding school improvement. Also, to assist in the planning and evaluation of the school improvement plan, and to provide input on the budget and use of school improvement funding.

Activities of the SAC for the upcoming school year

Monthly Meeting to address the following:
School Improvement Plan
Increase community outreach programs
Brainstorm ideas to increase student achievement and parental support
Relay information to the community to bridge the communication gap
Development and implement academic parent nights

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

Student Incentives in reading, math, writing and science-$400.00
Monthly Incentives for Accelerated Reader Programs-$500.00
Instructional Materials-$800.00
Student of the month incentives-$300.00
School-Wide Incentive Program-$800.00
Multicultural Program-$350.00
Academic Parent Nights -$350.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
Not 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:

Angela Brown		
Principal	Years as Administrator: 10	Years at Current School: 3

Credentials

Masters Degree in Educational Leadership,
Bachelor Degree In Clinical Psychology

Performance Record

Dillard Elementary 2012-2013 Grade D
Reading Mastery: 30%
Math Mastery: 31%
Science Mastery: 25%
Writing Mastery: 38 %
AMO criteria met in Reading:
Total (%) 30
Reading (Black) (30%) Target Met: N
Reading (Economically Disadvantaged) (30%)Target Met: N
Reading (SWD) (22%) Target Met:N
AMO criteria not met in Math:N
Total (31%)
Math (Black) (31%) Target Met: N
Math (Economically Disadvantaged)(31%)Target Met: N
Math (SWD)(9%) Target Met:N
Dillard Elementary 2011- 2012 Grade:C
Reading Mastery: 28%
Math Mastery : 32%
Science Mastery:21%
Writing Mastery :81%
AMO criteria met in Reading:N
Total (28%)
Reading (Black) (28%) Target Met: N
Reading (Economically Disadvantaged) (28%)Target Met: N
Reading (SWD)(11%) Target Met:N
AMO criteria not met in Math:N
Total (32%)
Math (Black) (32%) Target Met: N
Math (Economically Disadvantaged)(32%)Target Met: N
Math (SWD)(22%) Target Met:N

Gretchen Atkins		
Asst Principal	Years as Administrator: 4	Years at Current School: 4

Credentials	Bachelor Degree in Elementary Education, Masters Degree in Reading, Educational Specialist Degree Educational Leadership
Performance Record	Dillard Elementary 2012-2013 Grade D Reading Mastery: 30% Math Mastery: 31% Science Mastery: 25% Writing Mastery: 38 % AMO criteria met in Reading: Total (%) 30 Reading (Black) (30%) Target Met: N Reading (Economically Disadvantaged) (30%)Target Met: N Reading (SWD) (22%) Target Met:N AMO criteria not met in Math:N Total (31%) Math (Black) (31%) Target Met: N Math (Economically Disadvantaged)(31%)Target Met: N Math (SWD)(9%) Target Met:N Dillard Elementary 2011- 2012 Grade:C Reading Mastery: 28% Math Mastery : 32% Science Mastery:21% Writing Mastery :81% AMO criteria met in Reading:N Total (28%) Reading (Black) (28%) Target Met: N Reading (Economically Disadvantaged) (28%)Target Met: N Reading (SWD)(11%) Target Met:N AMO criteria not met in Math:N Total (32%) Math (Black) (32%) Target Met: N Math (Economically Disadvantaged)(32%)Target Met: N Math (SWD)(22%) Target Met:N

Instructional Coaches

# of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Lashawn Tukes		
Full-time / School-based	Years as Coach: 13	Years at Current School: 2

Areas	Reading/Literacy
Credentials	Educational Doctorate in Educational Leadership Masters Degree in Educational Leadership, Bachelor Degree In Political Science
Performance Record	Dillard Elementary 2012-2013 Grade D Reading Mastery: 30% Math Mastery: 31% Science Mastery: 25% Writing Mastery: 38 % AMO criteria met in Reading: Total (%) 30 Reading (Black) (30%) Target Met: N Reading (Economically Disadvantaged) (30%)Target Met: N Reading (SWD) (22%) Target Met:N AMO criteria not met in Math:N Total (31%) Math (Black) (31%) Target Met: N Math (Economically Disadvantaged)(31%)Target Met: N Math (SWD)(9%) Target Met:N Coconut Palm Elementary 2011- 2012 Grade:A Reading Mastery: 67% Math Mastery : 65% Science Mastery:49% Writing Mastery :88% AMO criteria met in Reading:Y Total (65%) Reading (Asian)71%) Target Met:N Reading (Black) (62%) Target Met: Y Reading (Hispanic)(65%) Target Met:Y Reading (White)(75%) Target Met:Y Reading (Economically Disadvantaged) (57%)Target Met: Y Reading (ELL)(41%) Target Met:Y Reading (SWD)(27%) Target Met:Y AMO criteria not met in Math:N Total (67%) Math (Asian)(78%) Target Met:Y Math (Black) (61%) Target Met: N Math (Hispanic)(70%) Target Met:N Math (White)(75%) Target Met:Y Math (Economically Disadvantaged)(60%)Target Met: N Math (ELL)(49%) Target Met:Y Math (SWD)(27%) Target Met:Y

Tashara Jean-Baptiste		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Science
Credentials	
Performance Record	

Khaveta Ramnath		
Full-time / School-based	Years as Coach: 3	Years at Current School: 2

Areas	Mathematics
Credentials	Specialist Degree in Technology Management and Administration Masters Degree in Educational Leadership, Bachelor Degree In Elementary Education
Performance Record	Dillard Elementary 2012-2013 Grade D Reading Mastery: 30% Math Mastery: 31% Science Mastery: 25% Writing Mastery: 38 % AMO criteria met in Reading: Total (%) 30 Reading (Black) (30%) Target Met: N Reading (Economically Disadvantaged) (30%)Target Met: N Reading (SWD) (22%) Target Met:N AMO criteria not met in Math:N Total (31%) Math (Black) (31%) Target Met: N Math (Economically Disadvantaged)(31%)Target Met: N Math (SWD)(9%) Target Met:N Thurgood Marshall 2011-2012 Grade:C Reading Mastery:36% Math Mastery:40% Science Mastery:40% Writing Mastery:69% AMO criteria met in Reading:N Total (40%) Reading (Black) (40%) Target Met: N Reading (Economically Disadvantaged) (38%)Target Met: N Reading (ELL)(17%) Target Met:Y Reading (SWD)(35%) Target Met:N AMO criteria not met in Math:N Total (54%) Math (Black) (52%) Target Met: N Math (Economically Disadvantaged)(53%)Target Met: N Math (ELL)(43%) Target Met:N Math (SWD)(53%) Target Met:N

Classroom Teachers

# of classroom teachers
52

 # receiving effective rating or higher
52, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
52, 100%

 # ESOL endorsed
28, 54%

 # reading endorsed
5, 10%

 # with advanced degrees
23, 44%

 # National Board Certified
, 0%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
6, 12%

 # with 6-14 years of experience
25, 48%

 # with 15 or more years of experience
16, 31%

Education Paraprofessionals

# of paraprofessionals
10

 # Highly Qualified
10, 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

Each new teacher will participate in the Investing in Innovation Program (i3). Each teacher will work with a highly trained, full-time induction coach. The teacher will receive an average of 90 minutes of one-to-one coaching per week. Coach to teacher interaction will include: observation(s), coaching conversation(s), lesson planning and analysis of student work. The teacher will receive support in the form of the following: online learning, online coaching, online 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

1. Partnering new teachers or teachers with less than 3 years experience with a veteran staff member.
2. Bi-Weekly Professional Learning Communities.
3. Clear concise staff/administration communication with performance feedback.
4. Administration mentoring.
5. Schedule regular meetings between administration and teachers to support their work with students.
6. Continuous professional development.
Persons Responsible: Principal, Assistant Principal, Instructional Coaches and NESS Liaison/ Coaches

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

Dillard Elementary RtI Leadership Team meets weekly. The goal of the RtI team is to work collaboratively with all stakeholders to address academic and/or behavioral concerns. Data is the driving tool the team will use for diagnosing and prescribing appropriate interventions. Progress monitoring of interventions by the team will ensure plans are carried out with fidelity and adequate decisions are made to meet the needs of each student referred to RtI. The RtI facilitator is responsible for notifying the Team as to which cases will be brought up for review. The RtI facilitator is responsible for maintaining written records for the Team. A log is maintained for each student, which contains information gathered for Tier 1 and Tier 2 interventions. The Assistant Principal, ESE Specialist, ESOL Coordinator, Reading Coach, Instructional Coaches and Behavior Specialist will serve as Case Managers for affected students. Classroom teachers, through weekly team and department meetings, will identify students who may be demonstrating academic weakness, behavioral problems, social/emotional problems and, etc. Concerned will be discussed at these meetings and appropriate Tier 1 interventions will be developed, implemented and documented for a six week period. At the end of the six week period, the RtI team will reconvene to consider the effectiveness of the Tier 1 interventions. If the student(s) have not shown sufficient progress, more intensive Tier 2 interventions will be discussed, implemented and monitored for another six week period. The RtI Team will again consider the effectiveness of these Tier 1 and Tier 2 interventions. If necessary, more intensive, individualized Tier 3 interventions will be discussed, implemented and monitored for a six week time period. During this time, the RtI Team will reconvene to discuss the effectiveness of all Tier 1, 2 and 3 interventions. The possible outcomes of this meeting may include: reviewing and monitoring of Tier 2 interventions, remaining in and monitoring of Tier 3 interventions, referring student for a comprehensive psycho-educational evaluation, referring student for

ESOL services, recommendations for 504 eligibility or a referral to outside agencies. The case manager designated to follow up on the suggested interventions will report back to the RtI team with the results.

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

Angela Brown,Principal, Member and Monitor
Gretchen Atkins, Assistant Principal , Member and Monitor
Loriece Glover, ESE Specialist, ESE Caseworker
Lashawn Tukes, Reading Coach, Reading Caseworker
Khaveta Ramnath, Mathematics Coach, Math Caseworker
Classroom Teachers (Referring Teacher)
Social Worker
School Psychologist
Vince M. Watson, Behavior Support (RtI Coordinator)
Laura Martin, Guidance Counselor, Home/School Connection Caseworker

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

Bi-Weekly meetings are used to monitor student progress and to collaborate with classroom teachers, instructional coaches, RtI coordinator, guidance counselor, school social worker and school psychologist. Multiple sources of data is used to determine effectiveness.

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

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.
Tier 1 reading, math, science, writing data sources:
Review previous year's District Test/Florida Comprehensive Assessment Test (FCAT) scores to identify struggling and advanced students.
Diagnostic Assessment of Reading (DAR) is administered to students that fell below the 70th percentile on the District Reading Test and all students scoring a Level 1 on the FCAT reading.
FAIR is developed by the Florida Center for Reading Research in collaboration with Just Read, Florida! The assessment system provides teachers with screening, progress monitoring, and diagnostic information that is essential for guiding instruction for students in grades K-5.
Rigby is a reading benchmark assessment that assesses fluency and comprehension. It is used to place students at their instructional reading level at the beginning of the school year, during the school year, and at the end of the school year. Rigby is also used for progress monitoring students' instruction to check reading levels throughout the school year for K-2 students.
School-Wide Bi-Weekly checkpoints are used to assess all skills instructed to determine progress and mastery.
Narrative and Expository Writing Samples
Tier 1 reading, math, science, writing management systems:
Accelerated Reading Technology Program, personalizes reading practice to each student's current level and it manages all reading activities including read to, read with, and read independently. It also assess students' reading utilizing four types of quizzes: Reading Practice, Vocabulary Practice, Literacy Skills, and Textbook quizzes.
Virtual Counselor, BASIS and FileMaker Pro databases are used to house, to generate and monitor student data.
Writing Rubric
Tier 2 reading, math, science, writing , data sources:

Diagnostic Assessment of Reading (DAR), is administered to students scoring a Level 1 on the FCAT reading.

School-Wide Bi-Weekly checkpoints are used to assess all skills instructed to determine progress and mastery.

Narrative and Expository Writing Samples

Tier 2 reading, math, science, writing data management systems:

Accelerated Reading Technology Program personalizes reading practice to each student's current level and it manages all reading activities including read to, read with, and read independently. It also assess students' reading with four types of quizzes: Reading Practice, Vocabulary Practice, Literacy Skills, and Textbook quizzes.

Virtual Counselor, BASIS and FileMaker Pro databases are used to house, generate and monitor student data.

Writing Rubric

Tier 3 reading, math, science, writing data sources:

Diagnostic Assessment of Reading (DAR), is administered to students that fell below the 70th percentile on the District Reading Test and all students scoring at a Level 1 on the FCAT reading.

School-Wide Bi-Weekly checkpoints are used to assess all skills instructed to determine progress and mastery.

Narrative and Expository Writing Samples

Tier 3 reading, math, science, writing data management systems:

Accelerated Reading Technology Program personalizes reading practice to each student's current level and it manages all reading activities including read to, read with, and read independently. It also assesses students' reading utilizing four types of quizzes: Reading Practice, Vocabulary Practice, Literacy Skills, and Textbook quizzes.

Virtual Counselor, BASIS and FileMaker Pro databases are used to house, generate and monitor student data.

*BEHAVIOR

Tier 1 behavior data sources:

The intent of the Struggling Behavior Chart is to provide classroom teachers, administrators, and support staff, who may serve as members of the Collaborative Problem Solving Team (CPST) teams, with tools for behavioral interventions in the classroom. The underlying assumption is that many of the behavioral problems of students can be adequately addressed with evidence-based interventions in the general education classroom. In addition, the vast majority of students should respond to "universal" interventions (e.g.,school-wide and/or class-wide strategies), while some may require "targeted" interventions (e.g., small group or individualized strategies), and relatively few should require "intensive" interventions (e.g. highly individualized strategies,including special education). Finally, in tier 2 and tier 3, progress monitoring graphs are generated for each student to show progress or lack of progress.

Tier 1 behavior management system:

When teachers encounter behavioral problems in the classroom, their first set of options for intervention should be those universal strategies found in Tier 1 of the Struggling Behavior Chart. These are school-wide and/or class-wide strategies found in the CHAMPs I program, endorsed for all Broward schools. Where appropriate, teachers should first select strategies from Tier 1 of the Struggling Behavior Chart that best correspond to the types of problems they are encountering. This may occur individually, or in consultation with another colleague or grade level team leader, but should not require involvement of the CPST team. At minimum, anecdotal data should be kept regarding the interventions attempted and an evaluation (even an informal one) should be made to demonstrate the success of the strategies implemented by the teacher. Ample time should be allowed to elapse (e.g., 4-6 weeks) to determine if the strategies were successful before moving to targeted interventions (Tier 2).

Tier 2 behavior data sources:

Tier 2 interventions are targeted for more specific behavioral problems of individual students and may require consultation between the teacher and selected specialists from the CPST team (e.g., behavior specialist, school psychologist, social worker, etc.). In most Tier 2 cases, involvement of the full CPST team should not be required. The strategies included in Tier 2 are drawn from a variety of sources (e.g.,

CHAMPs II, PAX, interventioncentral.org.) several may prove useful for addressing the behavioral problem(s) encountered by the classroom teacher.

Tier 2 behavior management system:

Tier 2 strategies are drawn from a variety of sources (e.g., CHAMPs II, PAX data, etc.)several may prove useful for addressing the behavioral problem(s) encountered by the classroom teacher. Hence, consultation with other professionals who have expertise in behavioral interventions is crucial. It is also necessary at Tier 2 to keep more rigorous records of interventions attempted and the success (or lack of success) of the strategies utilized. That is,baseline data should first be obtained for the student's problem, which can be compared to data collected during intervention (s). Evaluation of the intervention should consist of inspection of these comparative data (baseline vs. intervention) in order to draw conclusions about the effectiveness of the strategies used. Documentation of these data-based interventions should be retained as part of the student's record. Specialists from the CPST team can be used to assist with data collection and evaluation when the teacher needs assistance in this area. Again, ample time should be allowed (e.g., 4-6 weeks) to determine if the strategies were successful before moving to intensive interventions (Tier 3).

Tier 3 behavior data sources:

Tier 3 interventions tend to be more severe and/or chronic, involvement of the full CPST team is recommended. Again, the strategies included at Tier 3 are drawn from a variety of sources (e.g., CHAMPs II, PAX, interventioncentral.org, etc.) and are more intensive and individualized in their focus.

Tier 3 behavior management system:

Tier 3 strategies require the same rigor with regard to data collection, evaluation of the intervention(s), and retention of student records. Additionally, it is at this level that consideration of a referral for ESE evaluation may become viable. That is, if the student does not respond to Tier 3 interventions, then referral for a comprehensive evaluation may be considered. The full assistance of the CPST team should be used for Tier 3 interventions to ensure that strategies are attempted as planned and with the fullest cooperation possible. Tier 3 is ultimately an evaluation of whether or not interventions were effective and the team can determine if their is a need for referral for a comprehensive evaluation.

The goal of Dillard Elementary is to provide the necessary support to our students to ensure they are focused on learning and managing their social issues positively. Dillard provides various services through community partners and outside agency to service our families. Dillard Elementary will utilize the PROMISE program for students who commit multiple behavioral infractions at our site.

PROMISE is designed to enhance pro-social skills by both a short-term on-site intervention portion and a longer- term regular school program progress-monitoring component. The foundation of the PROMISE program is both respect for community safety and a systemic understanding that [1] builds on the strengths of the participant[s], [2] employs a System-of-Care team approach, [3] embeds Response to Intervention [RTI] practices and [4] identifies clear and specific expectations and outcome measures, in order to help the youth develop more effective coping skills and pro-social behaviors.

Tracking Student Data

A Filemaker pro database is used to track student data during the RtI process. This database will simply maintain information pertaining to student progression in the RtI process. In addition, teachers are responsible for maintaining all data used in the RtI process in a safe and secure location. All RtI data used to track student progress will also be used when determining student growth. Finally, the same RtI academic and behavior process will be used to track data for all students and support students at-risk.

Training and support

The school psychologist, ESE specialist, district ESE personnel, social worker, instructional coaches, and the behavior specialist will provide RtI training and support at Dillard Elementary collaboratively.

What is the Process?

Tier 1 – Identify the students in classes who are struggling

• Identify the expected level of performance, student level of performance, and peer level performance

• Implement Tier 1 interventions/instruction

(basic classroom strategies you would use for any student in need)

• Document baseline data on intervention record

• Monitor progress for a minimum of 6 weeks

• No progress made? Move to tier 2
Tier 1: All students receive classroom - based instruction
• Core Reading (i.e., Journeys/Direct Instruction - Grades K-2) and Journeys - Grades 2-5) and Core
Math (Go Math - Grades K-5)
• Center Activities
• Elements of Vocabulary
• Reflus and Gizmos
• FCAT Explorer, Mindplay,
• Accelerated Reader (AR)
• Diagnostic Assessment of Reading (DAR)
• Skill based grouping
• Classroom Guidance
• Classroom Management System (CHAMPS)and (PAX)
• On-Going Progress Monitoring
• FAIR
• BAT I & II
• Checkpoints/Mini Benchmarks Assessment
• Oral Reading Fluency Probes
• Go Math Assessments
• Weekly test
• Mid-Unit Tests
• End –of- Unit Test
Tier 1-Behavior
• CHAMPS (School-wide discipline plan)
• PAX (The Good Behavior Game)
• Misbehavior Recording Sheet (Analysis of conduct)
Tier 2 – Consultation with CPST
• At bi-weekly CPST meeting develop Tier 2 interventions/instruction.
Tier 2 intervention plan is based on the data collection from Tier 1.
• Document Tier 2 intervention plan on the student's intervention record during CPST
meeting.
• Monitor progress---collecting data for 4-6 weeks
• No progress made. Request another CPST meeting
Tier 2: Targeted Supplemental Group Interventions/Instruction
• Small group instruction (4 – 6 students)
• In addition to and in alignment with effective core instruction
Tier 2 Intervention/Instruction Programs
Direct Instruction (K-2) Journeys Intervention (3-5)
• Grades 1 - 3
• 20 minutes daily with-in initial 90 minute reading block, and supplemental beyond 90-minute reading
block, if needed
• Daily Journeys lesson
• On-Going Progress Monitoring
• Quick Checks within lessons
• Weekly Tests
• Mid-Unit Tests
• End-0f-Unit Tests
Journeys Intervention
• Grades 4-5
• 20 minutes daily with-in initial 90 minute reading block, and supplemental beyond 90-minute reading
block, if needed
• Daily Journeys lesson
• On-Going Progress Monitoring

• Weekly Tests
• Unit Test
• Mid-Unit Tests
• End-of-Unit Tests
Additional Tier 2 Resources
Phonics for Reading
• Grades 2-5
• 30 minutes daily
• Supplemental beyond 90- minute reading block
• On-Going Progress Monitoring
• Core Program Assessments
• Quick Checks
• Super QAR
• Grades 1-5
• 15 – 30 minutes daily
• Supplemental beyond 90-minute reading block
• Concept lessons can be divided into two sessions
• Boosters lessons may take more than one day
• On-Going Progress Monitoring
• Core Program Assessments
• Quick Checks
• Soar to Success
• Grades 3 -5
• 30 – 40 minutes daily
• Supplemental beyond 90- minute reading block
• On-Going Progress Monitoring
• Informal Reading Inventory (IRI) Assessment
• Protocols for Oral Reading Fluency and Retelling
• Phonics and Decoding
• Go Math
• Grades K – 5
• Prescriptive lessons
• On- Going Progress Monitoring
• Core program assessments
Tier 2- Behavior
• 30 minute teach observation
• #1 parent conference
• Behavior checklist (identify specific behaviors)
• Goal contract
• Monitoring Reactions to Correction form (Tallies appropriate and inappropriate conduct)
• Student rating form (Collaborative problem-solving and comprehensive evaluation)
•PBIP
Tier 3 – Intensive
• CPST will collaboratively develop a plan of action with parent involvement
• At CPST meeting, document Tier 3 intervention record
• At CPST meeting, schedule a follow- up meeting after 6 or more weeks at Tier 3
Tier 3 – Intensive Interventions/Instruction
• Very small group (1 – 3) Push In-Pull Out
Leveled-Literacy Intervention
• In addition to and in alignment with effective core instruction
Resource & Assessments
• Direct Instruction
• Grades K – 2

- 30 minutes or twice daily
- Supplemental beyond 90 reading block
- One lesson per day
- On-Going Progress Monitoring
- Weekly check-ups
- End-of unit Tests
- OPM every 2-3 weeks
- Moving With Math
- Grades 1 – 5
- Alternative core math program delivered during 60 minute math block
- Daily lessons
On-Going Progress Monitoring
- Pre/post tests
- Bi-weekly assessments
- Chapter tests
- Mini-assessments
- Individual Counseling
- FBA & PBIP
Tier 3-Behavior
- FBA/PBIP
- Student rating
- Observation (Point person)
- #2 Parent conference
- 30 minute time observation (Point person)
- Work completion form
- Frequency chart

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

Teachers will be provided continuous Professional Development:
1.Common Planning Times
2. Early Release Day
3. Teacher Planning Day
Professional Development:
A."RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI"
B."RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions
C. The RtI Process at Dillard Elementary
D. Understanding Tier 1, Tier 2 and Tier 3 Interventions.
E. Data Collection
F. The Promise Program
Training and support
1. School Psychologist
2. ESE specialist, District ESE personnel
3. Social Worker
4. Behavior Specialist
5. Reading and Math Instructional Coaches

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

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

Strategy: Extended Day for All Students

Minutes added to school year: 30

The following academic programs will be utilized to increase the reading skills of all students:
Grades K-2-Buzz About It
A read aloud program that focuses on strategies for building vocabulary, leading discussions, and extending the learning with activities that build literacy and content knowledge before, during, and after reading.
Grades K-2 Elements of Vocabulary
The Elements of Reading (EOR) Vocabulary Program encourages children to take pleasure in language
and to repeatedly hear and use new vocabulary in a variety of contexts. The Elements of Reading Vocabulary engages students' oral competence to develop sophisticated vocabulary repertoires for academic success.
Grades 3-5--G.O.A.L.S
Is an Informational Text/Nonfiction Program which is aligned to the Common Core State Standards.
The program focuses on informational text and the understanding of Key Ideas & Details, Craft & Structure, Integration of Knowledge & Ideas, and Range of Reading & Level of Text Complexity.
G.O.A.L.S. provides a science, social studies and writing component.

Strategy Purpose(s)

- Instruction in core academic subjects

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

An initial pretest is administered to determine strengths and weaknesses
The data is than analyzed during data chats.
Once analyzed, the data is utilized to drive instruction.
Additional data is collected bi-weekly.
Remedial strategies and enrichment strategies are implemented .

Who is responsible for monitoring implementation of this strategy?

Principal, Assistant Principal, Instructional Coaches and Team Leaders.

Literacy Leadership Team (LLT)

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

Name	Title
Angela Brown	Principal
Gretchen Atkins	Assistant Principal
Marva Harris	Media Specialist
Lashawn Tukes	Intermediate Reading Coach
Afiah Waite	Primary Reading Coach
Micque Feldman	Primary Teacher

Name	Title
Adrianne Smoot	Intermediate Teacher

How the school-based LLT functions

Meet monthly to discuss data and literacy needs of students.
Develop, implement, explore and research successful literacy initiatives in different settings.
Design, assign and monitor literacy initiatives.
Report to SAC current reading data from mini assessments tied to the instructional focus calendar (IFC) and Benchmark Assessment Test(BAT).
Monthly Reading Reports will be provided to staff regarding the school's reading initiatives (i.e., goals and objectives) and plan of action for achieving the initiatives.

Major initiatives of the LLT

Use data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student's instructional and intervention needs
Develop programs to increase parental involvement and provide reading material in the home
Focus on content area reading
Implement rubrics to align with Common Core Standards
Implement the Daily 5 Reading Enhancement Program
Lead and engage all teachers in Literacy Professional Learning Communities
Implement the Comprehensive Core Reading Programs or Comprehensive Intensive Reading Programs with fidelity
Create and share activities designed to promote literacy (i.e., book buddies and read-ins).
Implement school-wide reading initiatives and plan literacy parent/student events.
Support and participate in classroom demonstrations and modeling of research-based reading strategies.
Implement student reading logs.

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 PreK/Headstart and Kindergarten teachers collaborate throughout the school year. The teachers vertical plan and participate in Professional Learning Communities designed to assist with making a smooth transition from Preschool to Kindergarten. During the end of each preschool year, Dillard Elementary offers a "Moving-Up" Ceremony. Parents are informed of the transition from Preschool to the elementary level by kindergarten teachers and the primary reading coach. In May, a parent meeting is held to inform parents of the requirements for Kindergarten. Throughout the year, Headstart/PreK and Kindergarten teachers plan to develop lessons and bridge the academic gap.
Dillard Elementary administers a Pre-K Program Inventory. It is administered to all preschoolers as an initial diagnostic assessment tool to determine the specific skills and knowledge of students; and, as a final assessment tool as students prepare to transition to Kindergarten. The Florida Kindergarten Readiness Screening (FLKRS) is administered to all kindergarten students. It is an early childhood observation tool called "ECHOS".
ECHOS is an assessment tool designed to collect information and monitor the progress and seven domains of learning. These domains include: Language and Literacy, Mathematics, Social and Personal skills, Science, Social Studies, Physical Development and Fitness and Creative Arts.
Students in Pre-K also take the Brigance Comprehensive Inventory of Basic Sills Test. This test is a

comprehensive assessment tool that determines present level of performance or academic achievement, and functional performance (PLOP/PLAAFP). This test also assesses for effective diagnosis, and instructional planning, and monitoring and reporting progress for IEPs.

In addition, to ensure school readiness, the Head Start (HS) Program has also implemented a new literacy, math, and science curricula in all HS classrooms. The program aligns the literacy and math standards with the

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 timelines to all families participating in the 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 the school.

Dillard Elementary has also adopted a fee-based PreK Program. This program is designed to prepare children for a successful entry into kindergarten. Focusing on early literacy and building social skills.

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	51%	30%	No	56%
American Indian				
Asian				
Black/African American	51%	30%	No	56%
Hispanic				
White				
English language learners				
Students with disabilities	38%	22%	No	45%
Economically disadvantaged	51%	30%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	21%	26%
Students scoring at or above Achievement Level 4	28	9%	13%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	124	62%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	40	74%	78%

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)	*[data excluded for privacy reasons]*		69%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		49%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		59%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	32	38%	48%
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%	31%	No	54%
American Indian				
Asian				
Black/African American	48%	31%	No	54%
Hispanic				
White				
English language learners				
Students with disabilities	43%	9%	No	49%
Economically disadvantaged	48%	31%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	73	25%	29%
Students scoring at or above Achievement Level 4	18	6%	10%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	100	50%	56%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	39	64%	69%

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	13	14%	
Students scoring at or above Achievement Level 4	10	11%	

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)	8		15
Participation in STEM-related experiences provided for students	107	6%	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	68	9%	7%
Students retained, pursuant to s. 1008.25, F.S.	51	7%	5%
Students who are not proficient in reading by third grade	17	12%	9%
Students who receive two or more behavior referrals	153	23%	19%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	31	5%	3%

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

Increased parent participation in academic activities/parent nights
Increased parent communication teachers (i.e., conferences)
Implement parent trainings to increase knowledge and ability to support academically

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increased parental participation	280	40%	50%

Goals Summary

G1. Teachers will incorporate research-based instructional strategies to increase student application of foundational skills across all content areas through the implementation of Common Core State Standards.

Goals Detail

G1. Teachers will incorporate research-based instructional strategies to increase student application of foundational skills across all content areas through the implementation of Common Core State Standards.

Targets Supported

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

- Writing

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

- Social Studies

- Science

- Science - Elementary School

- STEM

- STEM - All Levels

- Parental Involvement

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Extended Learning Opportunities, monthly incentives, and manipulatives, MindPlay (Virtual Reading Coach), Innovations for Learning, Soaring to Success, Accelerated Reader, Gizmos (Science and Math), Reflex Math, NASA STEM, Mechanics, Ipads, Tiered Strategies for RTI (Reading/Math), Phonics for Reading, Super QAR, Direct Instruction (K-2), Rewards Reading Program, G.O.A.L.S, Leveled Literacy Intervention, Digital Five

- External: Reading Pals (United Way), Florida State University Early Intervention Literacy Program (tutoring), Rangers Good Work (business partners-tutoring), Big Brothers/Big Sisters (tutoring/mentoring)

- Internal: Instructional Coaches, Support Staff, Administrators, Special Area Teachers, and Educational Support Staff

Targeted Barriers to Achieving the Goal

- There has been a lack of focus on foundational skills during instructional opportunities.

Plan to Monitor Progress Toward the Goal

Review and analyze assessment data and Instructional Focus Walk-through Feedback Form data

Person or Persons Responsible

Administration Instructional Coaches Teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data Chat Forms Eagles Database (individual teacher/student data)

Action Plan for Improvement

Problem Solving Key

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

G1. Teachers will incorporate research-based instructional strategies to increase student application of foundational skills across all content areas through the implementation of Common Core State Standards.

G1.B1 There has been a lack of focus on foundational skills during instructional opportunities.

G1.B1.S1 Implement small group instruction to target foundational skills.

Action Step 1

Each grade level will group the students according to area(s) of weaknesses based on Pre-assessment data.

Person or Persons Responsible

Classroom Teachers Instructional Coaches

Target Dates or Schedule

August 2013

Evidence of Completion

Grouping Charts (displayed) Small groups (according to grouping chart)

Action Step 2

Develop differentiated center activities relative to the academic needs of the students.

Person or Persons Responsible

Teachers Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Implementation of differentiated center activities

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

Conduct classroom walk-throughs

Person or Persons Responsible

Administration Instructional Coaches

Target Dates or Schedule

Daily

Evidence of Completion

Instructional Focus Walk-through Feedback Form (used for follow-up of expected instructional implementation)

Plan to Monitor Effectiveness of G1.B1.S1

Data Collection

Person or Persons Responsible

Administration Instructional Coaches

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Bi-Weekly Assessment Data (analyzing multiple sources)

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 1 is the largest federal funded education program in the United States Authorized by Congress, it provides supplemental funds to school districts to assist eligible public and private schools with the highest student concentration of poverty to meet school educational goals. The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

Dillard Elementary participated in the Supplemental Educational Services (SES) program, which provides extra academic assistance such as tutoring and other after school services that have been approved by the State Department of Education. Tutoring takes place outside of the regular school day and parents must choose the provider of these services. The program targets students with FCAT reading levels of a 1 or 2.

Head Start is a national program that promotes school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children and families.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

Appendix 2: Budget to Support School Improvement Goals