



2007 – 2008

SCHOOL IMPROVEMENT PLAN

School Name: WEST HOMESTEAD ELEMENTARY SCHOOL

District Name: Dade

Principal: Prudence Mingo Ingraham

SAC Chair: Danese Taylor

Superintendent: Rudolph F. Crew, Ed.D

Date of School Board Approval: Pending School Board Approval

**Jeanine Blomberg,
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Florida Department of
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VISION/MISSION/BELIEF STATEMENTS

The vision of West Homestead Elementary School is to deliver an engaging, rigorous, curriculum individualized for each student's unique needs, designed to maximize student achievement, while striving to help every student to become responsible citizens, and enhance their individual potential and ability for their own learning.

The mission of West Homestead Elementary is to provide students with the tools and skills needed to achieve their highest achievement level and strive for academic, social and physical excellence through a rigorous, quality, and challenging curriculum.

SCHOOL PROFILE DEMOGRAPHICS

Facility/Community

West Homestead Elementary School is a Title I, SINI Level 5 school, constructed in 1960, on fourteen acres in a rural multi-ethnic community. The facility is surrounded by low-income housing projects, a community park, and a recreational center. The school has six portables buildings, three stand alone computer labs, and a fulltime parent resource center. The school houses approximately 752 students in grades pre-kindergarten through fifth. In addition the school has a modern music suite and an enclosed patio area which supports a variety of schoolwide programs. Many of the students at West Homestead Elementary School are a part of a large migrant population, which is situated on the south side of the school. In addition, the school has a modern music suite and enclosed patio area to support a variety of schoolwide programs.

Student Demographics

Based on the enrollment for the 2007-2008 school year, the multi-ethnic school population consists of 752 students from a predominantly economically disadvantaged community, accounting for 95 percent of the student body. As a result, West Homestead Elementary continues to be a Title I School. The ethnic/racial student population are 17% White, 36 % Black, 43 % Hispanic, and 2% classified as other. The mobility rate of the school is 40 %. Additionally, 11 % of the students are Special Education (SPED), 85 % Limited English Proficient (LEP) and 10 % are migrant. According to the results of the 2007 FCAT Reading Test, 59 % of the students scored at Achievement Levels 1 and 2. The mastery level in mathematics is 35 %, meaning that 65% of students are below grade level, as documented by results of the 2007 FCAT Mathematics Test.

Unique Aspects: STRENGTHS

West Homestead Elementary School is included in the newly created and focused Facilitating Academic Success Together (F. A. S. T.) Initiative, which seeks to improve the lowest-performing schools in Regional Center VI, through alignment of curriculum and assessments emphasizing the importance of data analysis to inform instructional decisions, building the capacity of administrators and teachers through expanded professional development opportunities. The focus will be on literacy development, improving the inner and outer infrastructures of schools, and heightening the monitoring and accountability of effective teaching and learning in all F. A. S. T. schools.

West Homestead Elementary is an active participant in the development of the Focus Calendar Initiative, developed by staff from the Homestead and South Dade Feeder Patterns, with the purpose of aligning teaching and articulation for students as they progress to each level.

West Homestead Elementary will implement Regional, District and National Initiatives, including the Ready Schools, Pre-Kindergarten through Grade Three, I Choose: Literacy Through the Arts, Just Read Florida Reading, and the Family Literacy Grants. Funding included with these programs will support professional development and student learning activities for academic achievement. Additionally,

Homestead Middle School, the primary feeder school, provides a link between the West Homestead Elementary Literacy Through the Arts with their Literacy Across the Curriculum program to foster the interests of the learning community.

Unique Aspects: AREAS OF CONCERN

West Homestead Elementary has several areas which have adversely affected the administrative initiatives during the academic school year. Of utmost concern is a high level of instability of students connected both to a transient population and truancy. The student attendance rate for the 2006-2007 school year was 92.7% which was significantly below the 94.74 % average of Regional Center VI schools.

On a yearly basis, there is an average of 15 beginning teachers and an average of 8 years experience among veteran teachers. This pattern will continue this year, as the school will open in August with a minimum of ten beginning teachers.

Approximately one half of the new staff will be second career teachers who have had no previous educational training and experiences and will be required to attend inservices to increase skills needed for success.

Another area of concern is West Homestead Elementary School will begin the 2007-2008 school year with a vacancy in the Student Services Department. This will delay the operation of the Student Support Team and will affect the much needed services for students and families.

Teacher Demographics

The Leadership Team of West Homestead Elementary consists of the Principal, one Assistant Principal, two Reading Coaches, one Mathematics Coach, one Science Coach, one Psychologist, one Counselor, and one teacher representative. The instructional staff includes 99 fulltime teachers, of which are 18 % White, Non-Hispanic, 32 % Black Non-Hispanic, 47 % Hispanic, and 2 % Asian//American Indian. Of the nineteen part-time staff members, 11 % are White, 63% are Black, 5 % are Hispanic.

Class Size/Teacher to Student Ratio

The average class size in grades kindergarten through grade 3 is 18:1 and 22:1 in grades 4 and 5. The average Special Education (SPED) ratio is 11.1%

Attendance Rate

The student attendance trend at West Homestead Elementary is an average rate of 94.13 %. At West Homestead Elementary the average teacher attendance rate is 94.5%

Promotion/Graduation/Retention Rates

West Homestead Elementary School's feeder pattern senior high school's drop out rate is 6.1% and the percentage of students promoted is 16.9 %

Feeder Pattern

West Homestead Elementary transitions into Homestead Middle School and South Dade Senior High.

Homestead Middle School received a “D” in grading from the State A+ Plan scoring system. This was a two letter drop from the previous year. South Dade Senior High School earned a letter grade of “F” from a letter grade of “D”. South Dade Senior High School’s diverse school population services English Speakers of Other Languages and Special Education. The students of South Dade Senior High School participate in academies of their choice. Students choose from Agri-Science, Trade and Industry, Technology, Child Care, Culinary Institute and Information Technology Academies. The students of South Dade participate in various exhibits at the Miami Dade County Youth Fair. The Bio-Medical department plays an active and involved role with Baptist Hospital of Homestead.

Special Programs

West Homestead Elementary School specializes in several programs which include the Academic Enrichment Program (AEP), Title I, America Reads, Pull-Out Tutorial Programs during the school day, and a Migrant Education Program. The Academic Excellence Program (AEP) provides an extracurricular enrichment session for students who are on or above grade level for three hours during the school week. Title I, a federally funded program assists by meeting the needs of the low-performing students, Limited English Proficient Students (LEP), Migrant Students and Students with Disabilities (SWD). Through the diligence of America Reads tutors, students in first grade receive one to one intervention strategies throughout the academic week. The America Reads tutors read with students, focusing on the Big Five attributes of reading, while providing support for reading teachers. During the school day, pull-out tutorial programs provides students’ with daily intervention strategies within small groups, focusing on the individual needs of each student. Benchmarks that have not been mastered and grade level expectations/materials with an extension of the core curriculum are the primary targets of this intensive instructional time. The Migrant Education program creates a link with student and families of English language learners via student-home connections. Parents enrolled in the Migrant Education program are instructed in the English language and their children are provided with tutorial services. West Homestead has a full-time health program, through Health Connect, including a a full-time nurse to provide medical services to students enrolled at West Homestead Elementary School. This reduces the amount of time students are absent due to minor illnesses.

School Community Relations/Partners

West Homestead Elementary School is supported by Regional Center VI via the Facilitating Academic Success Together (F. A. S. T.). By following a Regional and District Support Plan, the FAST schools will promote high achievement while eliminating low student performance. The F.A.S.T. schools are placed in a small learning community which will focus on a delineated action based upon the following: a focus on literacy at the core of the instructional program, structured curriculum utilizing researched-based materials, innovative and

appropriate instructional strategies, instructional decisions based on student achievement data, rigorous professional development strand and an alignment of resources to the academic goals. The Director for Curriculum and Instruction will lead the efforts to advance high achievement while eliminating low performance at West Homestead Elementary School. As the liaison between the regional center and the F.A.S.T. Learning Community, the Director for Curriculum and Instruction will provide guidance, identify resources and support. Additional Regional support will be provided by an Instructional Supervisor assigned to the elementary F.A.S.T. schools.

West Homestead Elementary School works closely with the Haitian Organization of Women (HOW), Holy Rosary Church and the Open House Ministries. HOW provides services to the Haitian population in Homestead and Florida City and assists families, students and the administration of West Homestead Elementary School. HOW provides after school home learning assistance, delinquency prevention programs and summer camp services to the students of West Homestead Elementary School. The Holy Rosary Church provides the students of West Homestead Elementary School with school supplies for the opening of school. Open House Ministries provides school bags for selected grade levels and uniforms for several families in need.

Grants

Reading First

Through the Just Read, Florida! Initiative, West Homestead Elementary School is a recipient of the original Reading First Grant. Reading First, a national reading program designed to assist all students in kindergarten through grade 3 become successful readers. The Reading First Grant has provided West Homestead Elementary with professional development for teachers in the essential components of reading. The Reading First initiative assists with identification, assessment and the monitoring process of students who have been identified as reading below grade level as well as increasing the percentage of children in disaggregated groups reading at grade level and above. West Homestead Elementary's Reading First program contributes to these high expectations by consistently supporting high-quality Regional, District and State Reading Initiatives with funds needed to decrease the gap of students reading below grade level in kindergarten through grade 3.

Ready Schools Pre K-3 Initiative

The Ready Schools Initiative will assist in the enhancement of the Reading First program by initiating the ready to learn process of the students in the pre-kindergarten academy. The Ready Schools project aids in enhancing the initial entry of student in order to prepare the students in the aspect of being ready to learn and, once in school, to be successful in learning to read. The purpose of the initiation is to increase children's literacy skills and to foster a love of reading by providing professional development for teachers of pre-kindergarten through third grade students.

I Choose! Literacy Through the Arts Grant

In order to foster readiness and a successful transition from grade 3 to grade 4. West

Homestead Elementary closes the gap utilizing the I Choose! Literacy through the Arts Program. The I Choose! Literacy Through the Arts Grant is designed to significantly expand the availability of high quality academics in schools with declining enrollment of students, increasing numbers and participation of high performing students, while assisting those students who are working on or below grade level. The main focus of the grant is to create an “All Academy” school in the future for West Homestead Elementary School. This will enable the Miami-Dade Public School District to measure the success of the program using a combination of criteria such as the State of Florida “A+ Plan” school rating, the District’s Attendance Initiative, and a decline in the suspension rate.

Family Literacy

The Family Literacy Grant encourages efforts to teach West Homestead Elementary’s English as Second Learners parents and guardians methods to be their child’s primary teacher while learning the English language. The Family Literacy Grant assists in monthly interactive literacy activities between parents and children through forums facilitated by teachers of reading at West Homestead Elementary School. All forums are age and grade level appropriate and prepare the students for success in school and life experiences while enabling the parents to become proficient English speakers.

SCHOOL MATCH

Redondo Elementary School has a 94% Minority Rate for the 06-07 school year 87% considered Economically Disadvantaged and School Grade "A".

West Homestead Elementary School has a 98% Minority Rate for the 06-07 school year and 95% Economically Disadvantaged and School Grade "B".

QUALITY STAFF

Highly Qualified Administrators

PRUDENCE MINGO INGRAHAM, PRINCIPAL

Prudence Ingraham has been employed with Miami-Dade County Public Schools since 1983 and served as an administrator, teacher, educational specialist, and reading leader. In addition she served an administrative assistant with the Geary County School District in Fort Riley, Kansas, which is a highly mobile community. Ms. Ingraham earned a Bachelor of Science Degree in Elementary Education at Florida Memorial College, Master's of Science Degree in Reading and Diagnostic, and an Educational Specialist Degree in Educational Leadership from Nova Southeastern University. Currently, Ms. Ingraham has completed the requirements for a Doctoral Ed. D. Degree, with a concentration in Organizational Leadership from Nova Southeastern University. In June, 2007, Ms. Ingraham was appointed the interim principal at West Homestead Elementary School. As a first year assistant principal in 2002, Ms. Ingraham was responsible for curriculum at Comstock Elementary School. As a member of the administrative team, Ms. Ingraham assisted the school in raising its grade of double "F" to a grade of "C" and the school maintained this grade for three consecutive years. In 2006, the school earned a "B" rating. At this time she monitored the Title I program, worked with the administrative staff to improve student performance in all areas of the curriculum. She has worked with the staff to improve instructional practices by utilizing a data driven curriculum. Ms. Ingraham worked with staff to develop and maintain curriculum maps. She monitored the instructional program by analyzing test data, identifying academic areas of need for both students and instructional staff members, and built positive learning programs rooted in high academic standards geared towards enhancing student achievement and teacher performance.

BARBARA LEVEILLE BROWN, ASSISTANT PRINCIPAL

Mrs. Barbara Leveille-Brown, Assistant Principal, has been employed with Miami-Dade County Public Schools for ten years. As a Haitian American, she brings diversity to the West Homestead community. Mrs. Leveille-Brown has a Bachelor of Science degree in Elementary Education and Early Childhood Education from Barry University. While teaching, she pursued her Master's degree in Educational Leadership from Barry University. From 2001 through 2006, Mrs. Leveille-Brown was a teacher at Miami Heights Elementary School where she helped to move the school grade from "D" to "A". She participated in bi-weekly data chats with administration on the progress of her students. Mrs. Leveille-Brown assisted with the disaggregation of quarterly assessments. In October 2006, Mrs. Leveille-Brown became the assistant principal of West Homestead Elementary. During her first year as an assistant principal, Mrs. Leveille-Brown participated in the following professional developments focusing on curriculum: Curriculum Initiatives for Elementary Instructional Leaders (on a quarterly basis) and Building Leadership Capacity. She trained teachers, implemented the Continuous Improvement Model (CIM), utilizing data to study the effectiveness of instructional strategies and delivery models.

Recruitment/Retention of Highly Qualified Teachers

ELEMENT: Quality Staff – (Recruitment and Retention of Highly Qualified Teachers)

CRP #7. Leadership/Mentoring

Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of reading teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods including recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS. To ensure the retention of reading teachers, support through professional development that strengthens the knowledge base in reading, access to mentor teachers and collaboration with colleagues will be utilized.

In order to retain highly qualified teachers, West Homestead elementary will train and mentor new teachers to the school. Each new teacher is paired with experienced and successful colleague teachers in the building who are selected based on their strengths, experiences and expertise in a particular subject area. Colleague teachers will meet bi-weekly with the new teachers to discuss lesson planning and classroom management among other topics. In addition, colleague teachers will have the opportunity to visit new teacher's classrooms and observe instruction and model good teaching. In addition, new teachers will meet with the principal monthly for one-on-one meetings.

The instructional leadership team provides support to new teachers by using Curriculum Specialists' Coaching Model, which includes modeling lessons and then observing those lessons taught by the new teachers. The Reading Coaches, Mathematics Coach, and Science Coach will share best practices and strategies for teaching the benchmarks that correlate with the Instructional Focus Calendars in the areas of reading in an effort to enhance the competency of teachers in all curriculum areas.

[Show attached staff list](#)

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

West Homestead will incorporate the Continuous Improvement Model (CIM) throughout the school year to raise the FCAT letter grade and improve the quality of teaching and learning in the school. Below is a description of how the eight-step CIM process will be implemented at West Homestead Elementary School.

Step One: Test Score Disaggregation

The first step of the CIM process will occur at the beginning of the school year and continue throughout the year as the results from various assessments are made available. The principal, along with the Instructional Leadership Team, will review data from the district's Interim Assessments in reading, mathematics and science, along with results from previous FCAT Tests. Through the review of data, the Instructional Leadership Team will identify the school's instructional strengths and areas of improvement, meet with the grade level chairpersons of each grade level, and determine instruction based on student data and classroom visitations. The Instructional Leadership Team and grade level chairpersons will meet with teachers to review the data by subject area, grade level, and individually to define strategies to target instructional concerns that are surfaced by data analysis. This process will also include identifying the strengths and areas of need of particular subgroups and discussing those results with students. Individuals responsible for this step will be the principal and the Instructional Leadership Team.

Step Two: Time Line Development

The second step of the CIM process involves creating the school's instructional time line that encompasses all instructional objective areas and time allocations based on the needs of student groups. This process also begins in the summer, prior to the beginning of the school year, and assessed each nine week period. During this process, teachers and administrators meet to identify their student's strengths and weaknesses on instructional benchmarks in reading, writing, mathematics, and science through the examination of assessment results. Then, by examining the specific skills and concepts in each standard of the FCAT Content Focus by grade level/subject area, and constantly referring back to the areas in which students struggled and excelled in, a calendar will be created by grade level/subject area to determine appropriate benchmarks to be taught on specific days. The calendar will clearly delineate which days are non-instructional and assessment days. The Instructional Focus Calendar will be used throughout the school by all teachers. The person responsible for the development of the instructional time line is the principal and participating teachers of each grade level and subject area.

Step Three: Instructional Focus

The third step of the CIM process focuses on the actual implementation of the Instructional Focus Calendar. All teachers, regardless of grade level or subject area, either teaches or reinforces the Instructional Focus benchmarks. This is a non-negotiable. Lesson plans and instructional delivery is aligned across grade level and subject areas, and the modeling of Instructional Focus activities are provided to teachers by subject area coaches. The principal and the members of the Instructional Leadership Team are responsible for the third step of the CIM process.

Step Four: Assessment

Step four of the CIM process takes place when the Instructional Focus benchmarks are tested and the data acquired through the assessment is analyzed to determine student's strengths and weaknesses. Teachers, as well as students, will identify correct and incorrect answers and discuss why answers were chosen in order to use the assessments as teaching tool. This process will also include the discussion of test taking skills. The principal is responsible for the fourth step of the CIM process as are members of the Instructional Leadership Team.

Step Five: Tutorials

During the fifth step of the CIM process, intervention is provided to students on non-mastered areas. After reviewing the data and discussing it with their students, teachers will differentiate instruction targeting the instructional needs of students through grouping and direct instruction. Students may be pulled from their class periodically to be provided with private tutoring sessions in that particular subject area or offered tutoring before or after school. The effectiveness of the tutoring session will also be determined by the use mini-assessments. The principal is responsible for the fifth step of the CIM process as are members of the Instructional Leadership Team.

Step Six: Enrichment

The sixth step of the CIM process provides enrichment activities to ensure mastery of the subject areas that are taught. This time is used to stretch student's intellectual capabilities. West Homestead Elementary School Academic Enrichment Program and Title 1 Chess Program provides students with enrichment opportunities. The principal and the assistant principal who oversees the programs will ensure the step six is implemented in fidelity.

Step Seven: Maintenance

The eighth step of the CIM process ensures that students are retaining what has been taught. This step involves spiraling the teaching of previously taught benchmarks through creative activities and "fun" projects. This time is used to expand the breadth and depth of each student's knowledge base. The principal and members of the Instructional leadership Team are responsible for the implementation of step seven.

Step Eight: Monitoring

The eighth step of the CIM process is spearheaded by the principal and the Instructional Leadership Team through daily classroom visits and newly developed team walkthroughs. All members of the Instructional Leadership Team will have a common understanding of teaching and learning expectations. The Instructional Leadership Team will meet weekly to discuss the instructional concerns that are revealed through classroom visits and focused team walkthroughs. The principal and members of the Instructional Leadership Team will have regular one-on-one meetings with Departments Chairpersons and teachers to discuss instructional concerns in order to develop action plans for interventions and support to teachers. All faculty and department meetings will have an instructional focus and all sign-in

sheets will be collected and examined to ensure attendance.

Communication with Parents

The involvement of parents is a key factor to improving the school's culture and raising student achievement. The following is how the school plans to increase parental involvement and effectively communicate with parents:

Parents of students for the upcoming school year will to be apprised of the school's direction and expectations through open meeting forums such as Open House, Title I Orientations, Connect ED, School Advisory Council Meetings, and PTA Meetings.

Parent Handbooks will be disseminated which outlines discipline policies, school uniform code, and general information about the school.

ESSAC meetings will be held monthly and scheduled through the Citizen Information Center.

The newly instituted Parent Academy will be continued and expanded during the 2007-2008 school year.

Other parental involvement activities will include parent evening parent workshops, Breakfast with the Principal, Community Involvement Specialist (CIS) monthly meetings and ESOL classes. Parents will continue to be encouraged to actively participate in all activities that impact their child's academic success.

On-going communication with parents will occur regularly, between the home and the school, through the use of student progress reports, report cards, letters, flyers, monthly calendars and newsletters, parent/teacher conferences, home visits, and telephone conference calls.

[Show attached Public School Notice to parents](#)

[Show attached notification of SINI status](#)

Pre-School Transition

West Homestead Elementary school participates in the pre-school transition program. Pre-schools and local day care facilities visit kindergarten classrooms at West Homestead several times a year. During these visits, pre-school students spend time in the kindergarten classroom settings. After, pertinent information is shared with parents of participating students.

As a part of the pre-school transition program, West Homestead Elementary works collaboratively with the Ready School Assessment Project. In order to assess students' readiness for kindergarten, pre-school teachers are trained to implement the Ready School Assessment Tool. The pre-school transition model works collaboratively with early childhood community leaders, elementary education experts and interested representatives from the Kellogg SPARK (Supporting Partnerships to Assure Ready Kids) initiative, to develop, validate, communicate and disseminate the Ready School Assessment and School Improvement tools.

Teacher Mentoring

In order to retain highly qualified teachers, West Homestead Elementary School will train and mentor new teachers to the school. Each new teacher is paired with experienced and successful colleague teachers in the building who are selected based on their strengths, experiences and expertise in a particular subject area. Colleague teachers will meet bi-weekly with the new teachers to discuss lesson planning and classroom management among other topics. In addition, colleague teachers will have the opportunity to visit new teacher's classrooms and observe instruction and model good teaching. In addition, new teachers will meet with the principal monthly for one-on-one meetings.

Teachers in need of improvement are assigned to work with colleague teachers in order to receive additional support from their peers. Scheduling accommodations are made for colleague teachers to assist new and struggling teachers in: (1) lesson planning, (2) successful teaching practices, and (3) rendering support that focuses on the successful completion of teaching requirements.

The Instructional Leadership Team provides additional support to new teachers and struggling teachers by using the Reading Coach, Mathematics Coach and Science Coach. This includes modeling lessons and then observing those lessons as they are taught by the new teachers or teachers in need of improvement. The Reading Coach, Mathematics and Science Coach shares best practices and strategies for teaching the benchmarks in an effort to enhance the competency of teachers.

For all instructional staff members, Professional Learning Communities' activities occur weekly on Wednesdays from 2:10 – 3:20 p.m. These activities allow all teachers to have the opportunity to network and discuss areas of concern. Best practices are shared, as well as instructional strategies in the areas of reading, writing, mathematics, and science.

Other professional development opportunities include professional book studies and data analysis.

The Reading Coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to school administration, teachers, and Reading Coaches. The Reading Coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students only when modeling strategies

for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the entire school year.

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

ELEMENT: CRP Related Items – (Teacher Mentoring)

CRP #3. Professional Development

The Reading Coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to school administration, teachers, and Reading Coaches. The Reading Coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students only when modeling strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the entire school year.

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching.

Extended Learning Opportunities

West Homestead Elementary provides several extended learning opportunities. The after-school tutorial program is aligned with the Instructional Focus Calendars to provide benchmark intervention for targeted students in reading, writing, mathematics, and science. Targeted lessons addressing the benchmark from each one of the Instructional Focus Calendars are taught, assessed, and the data is analyzed to determine mastery.

Enrichment and reinforcement are also provided through various software programs aligned to the benchmarks. FCAT Explorer, Reading Plus, Success Maker, and Voyager Reading are used to supplement regular lesson plans and direct teaching. Data from these programs is analyzed to assess the effectiveness and to form tutoring groups. Saturday Academy is also provided for Level 1 and Level 2 students with lessons that are aligned to the Instructional Focus Calendars.

In addition, students are offered opportunities to participate in programs such as Academic Enrichment Programs (AEP) and Title I Chess Club. These programs provide opportunities for students to develop critical thinking skills.

SCHOOLS GRADED C OR BELOW

Professional Development

Describe the professional development that supports enhanced and differentiated instructional strategies.

Regional Center VI administration will provide support through Facilitating Academic Success Together (FAST). The region will facilitate professional development activities for both administrators and teachers throughout the 2007-2008 school year.

In August, teachers will be receive professional development in differentiated instruction, core curriculum, rigor and relevance, project based learning and quality learning environments. These topics will continue to be a guiding force for the professional development efforts throughout the school year. Professional book studies will be utilized to further explore topics relevance to the needs of the faculty and staff at West Homestead Elementary School.

Disaggregated Data

Describe the use of student achievement data to determine the effectiveness of instructional strategies.

As the results of school-wide assessments become available, either through district interim assessments, Instructional Focus Calendar assessments or FCAT data, the results will be disseminated to the staff. The results will be reviewed by the principal and the Instructional Leadership Team to identify trends and areas of improvement and strength. Grade level and individual meetings will take place with teachers to review data and determine how instruction will be redirected to target areas of concern or to capture knowledge of what instructional strategies were used to produce positive results. Student achievement data will also be used to determine the intervention groups and to identify professional development activities for teachers.

During the months of October, January and May, grade level teams will meet to discuss data results from the District Interim Assessment to make necessary changes to their instruction to meet individual student needs.

For the 2007-2008 school year, West Homestead Elementary School will conduct bi-weekly Data Chats with individual teachers and the principal to discuss student progress and remediation procedures and instructional variations based on data obtained from biweekly Regional Center VI created assessments.

Each week benchmark data review teams of grade level teachers and Reading Coaches, Mathematics Coach, and Science Coach will meet to formulate tutorial groups in order to maximize student learning.

Informal and Formal Assessments

Describe the type of ongoing formal and informal assessments to be used during the school year to measure student progress

According to the Instructional Focus Calendars, benchmark testing will occur bi-weekly to assess progress in Reading, Mathematics, and tri-weekly in Science. The results of these formative assessments will be made available quickly through Edusoft to quickly provide students with their scores. The assessment results can be reviewed carefully during the next day. Intervention will then occur through cooperative grouping, tutoring, or whole class direct instruction, dependent upon the results. In addition, mini-assessments will be used to determine the effectiveness of the intervention sessions.

District Interim Assessments in Reading, Mathematics and Science will occur three times a year, with the results made quickly through Edusoft. The Instructional Focus Benchmark Tests, results will be analyzed and shared with students in order to use the assessment as a learning tool. Students learn to answer questions correctly by becoming familiar with question stems and by learning which questions are misleading.

District Writing Pre and Post tests will be administered four times a year using both Expository and Narrative prompts. The results will be used to target students for tutoring groups through all curriculum groups.

DIBELS is used with students in kindergarten through fifth grades to determine their Phonemic Awareness, Phonics, Vocabulary, Fluency and Comprehension skills. The results will be entered into the State's Progress Reporting Network (PRMN). The reports will be analyzed to provide appropriate intervention to students in reading classes.

For those students whose DIBELS scores are in the lowest ranges, the Diagnostic Assessment of Reading (DAR) test will be used in a one-to-one setting. The results of the DAR test provide additional information to be used in the intervention of reading deficiencies.

Alternative Instructional Delivery Methods

Describe the alternative instructional delivery methods that allow you to reach all student subgroups and help to improve their academic achievement.

West Homestead Elementary School utilizes the Inclusion Model for SPED students. In this model, a SPED teacher co-teaches with a Standard Curriculum teacher. The SPED teacher may use whole group instruction or tutor small groups, based on the needs of the students in each class. With this delivery method, West Homestead Elementary is able to further reduce the teacher to student ratio.

Another alternative instructional delivery method for teaching SPED students is the Consultation Model, in which the SPED teacher consults with small groups and facilitates the learning of SPED students within the Standard Curriculum classroom on a rotating basis. This allows the Consultation teacher to monitor the progress of students in more than through the co-teaching model of inclusion.

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the text box below.

In the checkbox below, please indicate which of the ten guiding principles is addressed below.

- Different Innovative Approaches to Instruction
- Responsibility of Teaching Reading for Every Teacher
- Quality Professional Development for Teachers and Leaders
- Small Learning Communities (SLC)
- Intensive Intervention in Reading and Mathematics
- Course Choice Based on Student Goals / Interests / Talent
- Master Schedules Based on Student Needs
- Parental Access and Support
- Applied and Integrated Courses
- Academic and Career Planning

Label

GOALS

Goal:	Reading
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Needs Assessment

An analysis of the 2007 FCAT Reading Test indicates that 59 % students in grades 3 through 5 are reading below grade level. Specifically, the majority of Level 1 student in grades 3 through 5 are reading at least two years below grade level and require additional intensive instruction in phonemic awareness, phonics, vocabulary, fluency and comprehension.

Students scoring at Level 1 and 2 on the 2007 FCAT Reading Test included the following information:

- Students in Grade 3 – 55 % of students scored at Level 1 and 17 % scored at Level 2 for a total of 72 % of students scoring at Levels 1 and 2.
- Students in Grade 4 – 35 % of students scored at Level 1 and 24 % scored at Level 2 for a total of 59 % of students scoring at Levels 1 and 2.
- Students in Grade 5 – 23 % of students scored at Level 1 and 32 % of students scored at Level 2 for a total of 55 % of students scoring at Levels 1 and 2.

An analysis of the 2007 FCAT Reading data reveal the following trends regarding the average reading scores in each content cluster:

- Words and Phrases – 38 % a decrease of 25 percentage points in grade 5; however students in grade 3 and 4 show gains in this cluster.
- Main Idea/Author's Purpose – 42 % a decrease of 15 percentage points in grade 4 and 42 % a decrease of 13 percentage points in grade 5; however students in grade 3 show gains in this cluster.
- Comparison/Contrast – 42 percent, a decrease of 15 percentage points in grade 5; however students in grade 4 shows a gain of 6 percentages points and grade 3 show no gains in this cluster.
- Reference/Research – 50 percent, a decrease of 25 percentage points in grade 5; however students in grade 3 revealed a gain of 10 percentage points and grade 4 show no gains in this cluster.

According to the Adequate Yearly Progress Report the subgroups of students achieving at Level 3 and above on the 2007 FCAT Reading Test are as follows:

- Of the total population in grades 3-5, 36% scored above the state required mastery level in reading.
- Students in the Black subgroup had 30% scoring at or above the state mastery levels in grades 3-5.

Students in the Hispanic subgroup had 39 % scoring at or above state mastery level in grades 3-5.

- Of the Economically Disadvantaged subgroup in grades 3 through 5, 39% of the students in grades 3-5 scored at or above the state mastery level.
- Of the Students with Disabilities subgroup in grades 3-5, 13 % scored at or above the state required mastery level in reading.
- Of the Limited English Proficient subgroup in grades 3-5, 27 % scored at or above the state required mastery level in reading.
- A total of 59 % of the lowest 25th percentile subgroup in grades three through five scored at or above the state required mastery level in reading.

Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase to 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Limited Proficient students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Student with Disabilities students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Strategies

1. Create and implement a School Improvement Plan that will drive the instructional programs at the school and effectively meet the needs of the

- students in greatest instructional need as per data points in reading.
2. Analyze student reading learning gains and restructure staff as needed to ensure student progress.
 3. Analyze results from the Reading Instructional Focus Benchmark tests and other formative assessments based on the Instructional Focus Calendars, utilizing the CIM Model to identify students in all curriculum groups needing intervention and enrichment; revise groups as needed.
 4. Provide pullout, after-school, and Saturday school intervention groups for Reading Level 1 and 2 students and ensure that lessons are aligned with the Instructional Focus Calendar.
 5. Provide direct, systematic, and intensive instruction through research-based reading programs (Voyager, Reading Plus, Early Success, and SOAR to Success) to Level 1 and 2 students and selected single gender classes; ensure fidelity by analyzing data, providing training, and supporting teachers to maximize student progress in reading.
 6. Identify and closely monitor the progress of the lowest 25 percentile students consistently; revising instruction and intervention groups as needed.
 7. Ensure that greater rigor and relevance are evident in all classes and in extended day experiences through consistent and focused classroom visits by administrators and the Instructional Leadership Team.
 8. Implement with fidelity Voyager Passport for all students who scored at Intensive levels on DIBELS and at Achievement Level 1 or 2 on the 2007 administration of the FCAT.
 9. Create bi-weekly reading benchmark assessments that are correlated to the instructional focus calendars to progress monitor the acquisition of the content focus benchmarks.
 10. Utilize the Curriculum Specialist Service Model to provide coaching for teachers in best reading practices to facilitate and monitor small group tutorials for targeted students.
 11. Provide and monitor opportunities for the Reading Coaches to work with teachers at all grade levels to share and model best practices for reading instruction and to serve as resource teachers for reading.
 12. Create a master schedule that complies with all of the time requirements of the Student Progression Plan and Comprehensive Research-Based Reading Plan (90 minutes daily).

1. Schedule and conduct parent meeting workshops in reading strategies and skills to support the reading curriculum and provide more parental support.
2. Identify the students in all subgroups scoring at Level 1 and Level 2 on the FCAT Reading Test, as delineated in the AYP disaggregated data, and implement a tutorial program to address the reading deficiencies of students.
3. Provide NCSLearn reading services and READ-180 computer-based reading instruction in each classroom for students in grades kindergarten through five, as budgetary constraints allow.
4. Implement recognition programs to improve the attendance rate of all subgroups identified in the NCLB requirements.
5. Implement the School-Parent Compact Agreement.
6. Implement biweekly assessments to monitor benchmark progress.
7. Provide in-service training for teachers and paraprofessionals in reading and language arts strategies including computer-assisted learning to enhance reading instruction, as budgetary constraints allow including training on Houghton Mifflin reading

series, Voyager Passport, Quick Reads, Early Success and Soar to Success and Thinking Maps.8. Implement the Competency-Based Curriculum, the Sunshine State Standards and the Comprehensive Research-Based Reading Plan.

Language Arts Two-Hour Block
 Instructional Time Two-Hour Block
 Opening Routines Grades K-5
 Teacher Read Aloud Grades K-5
 Journaling News Of The Day Grades K-5
 Daily Grammar/ Sentence Editing Grades K-5
 Reading Around The Room/ Word Walls Grades K-5
 Teacher Directed Instruction Grades Grades K-5
 Use Of Graphic Organizers Grades K-5
 Recognizing similarities and differences
 Using metaphors and analogies
 Reinforcing efforts
 Providing recognitions
 Using cooperative learning
 Generating nonlinguistic

3. Describe how District data from DIBELS will be used to drive instruction at grades K-5.

DIBELS progress monitoring data will help ensure that students are developing the knowledge skills that they will need to become readers. Areas assessed using the

DIBELS include the following:

- Kindergarten – Letter Naming, Beginning Sounds, and Phoneme Segmentation
- Grade 1 – Phoneme Segmentation and Nonsense Words
- Grade 2 – Nonsense Words and Reading Fluency
- Grade3-5 – Oral Reading Fluency

Data from this assessment will be used to form groups for differentiated instruction, plan for intervention and continually calibrate instruction.

4. Describe the system for communicating assessment data across grade levels.

a. Grade level weekly meetings or discussions of instruction driven by student data

Regular review of assessment data is critical to effective instruction and meeting student's individual needs. The school site literacy leaders will develop a plan for data review for the following purposes:

- Determine current status/success of instruction which should lead to modification of instruction;
- Extract trends or pattern;
- Identify need for professional development (including coaching and mentoring); and
- Identify topics for action research.

Suggested forums for data review and instruction may include, but are not limited to the following:

- Regularly scheduled grade level meetings;
- Regularly scheduled articulation meetings (across grade levels);
- Regularly scheduled staff meetings; and
- Literacy Leadership meetings.

b. Data study teams (Principal and/or Coach leads meeting)

School-site administrator(s), Reading Coach, mentor teachers, and classroom teachers should comprise the team of professionals who regularly review and share assessment data. These data study teams will review data and monitor trends in student achievement, and the effectiveness of interventions.

Assessment data may also be used to define professional development opportunities for teachers.

c. Vertical teams

School site and feeder pattern vertical teaming initiatives will serve as a vehicle to communicate across grade levels in an effort to work cooperatively to develop and implement a vertically aligned program aimed at helping students acquire the skills necessary for academic success. In addition to teachers, vertical teams may also include counselors, principals, and other stakeholders.

5. Describe how you will meet the reading needs of all at-risk student subgroups identified under No Child Left Behind. Use the Tier 1, 2, and 3 approach in statute. At-risk students: Utilizing assessment data, all students, including LEP and SWD, will be prioritized for support through intervention. The level of intensity and intervention selected for use will be based upon the nature and severity of the students' deficit(s).

The school site will monitor student progress and adjust intervention services as needed. The following plan is in place for students in Tiers 1, 2, and 3:

a. Tier 1 students (any K-5 student who is experiencing reading difficulties)

i. Assessment: DIBELS each 9-weeks for all K-3. All data will be reported using the PMRN. Students in grades 2-5/6 will be administered an interim assessment. Results of this assessment will be reported using EDUSOFT.

Appropriate subtests from the DAR will be administered to students who are not making progress as indicated by progress monitoring measures when additional data is needed to plan targeted or comprehensive interventions.

ii. Initial Instruction (ii): Two-hour uninterrupted literacy block using the Houghton Mifflin CCRP.

iii. Immediate Intensive Intervention (iii): Guided reading using leveled texts included in the CCRP as well as the Houghton Mifflin intervention Strategies Handbook that connects areas of need to specific strategies and resources included in the CCRP.

b. Tier 2 students (any student who has been retained once AND demonstrates reading deficiencies)

i. Assessment: DIBELS each 9-weeks for all K-3 All data will be reported using the PMRN. Students in grades 2-5/6 will be administered an interim assessment. Results of this assessment will be reported using EDUSOFT.

Appropriate subtests from the DAR will be administered to students who are not making progress as indicated by progress monitoring measures when additional data is needed to plan targeted or comprehensive interventions. The Diagnostic Assessment of Reading (DAR) will be administered to all students who are not making progress as indicated by the DIBELS.

ii. Initial Instruction (ii): Two-and-one half-hour uninterrupted literacy block

using the Houghton Mifflin CCRP.

iii. Immediate Intensive Intervention (iii): Guided Reading using leveled texts included in the CCRP as well as a selected FCRR reviewed intervention; Early Success, Soar to Success, Elements of Reading: Vocabulary, and/or Voyager Passport.

c. Tier 3 students (any grade 3 student who has been retained twice in grade 3)

i. Assessment: DIBELS each 9-weeks for all K-3 DIBELS each 9-weeks for all K-3 All data will be reported using the PMRN. Students in grades 2-5/6 will be administered an interim assessment. Results of this assessment will be reported using EDUSOFT. Appropriate subtests from the DAR will be administered to students who are not making progress as indicated by progress monitoring measures when additional data is needed to plan targeted or comprehensive interventions. The Diagnostic Assessment of Reading (DAR) will be administered to all students who are not making progress as indicated by the DIBELS.

ii. Initial Instruction (ii): Two-hour uninterrupted literacy block using the Houghton Mifflin CCRP and one hour of iii using Voyager Passport.

iii. Immediate Intensive Intervention (iii): Guided reading using leveled texts included in the CCRP as well as the FCRR reviewed Voyager Passport daily.

6. Describe how the school will meet the reading needs of proficient grade level students.

Students reading at or above grade level will be provided opportunities to further develop their skills through extension activities related to the theme or concept taught using the CCRP. These extension activities will be included in the literacy block. Proficient readers are provided a daily 2-hour block of uninterrupted literacy instruction. The block consists of whole and small group differentiated instruction. Students also engage in independent reading and writing practice through application of learned skills and strategies. Houghton Mifflin, Reading is the CCRP used to deliver high quality, explicit instruction in grades K-5. The CCRP is scientifically research based and addresses all five of the essential elements of reading. The supplemental materials included in the resources provided with the CCRP along with the ALL leveled texts available through the school's resource area will be used to further advance the skills and abilities of proficient readers

7. Describe how students will receive high-quality, explicit, and systematic instruction in the reading classroom. Address each of the following:

a. 90-minute block of uninterrupted time

The state of Florida recommends at least a ninety-minute reading instructional block for students in Kindergarten – grade 3. Additional time during school hours must be provided for students who are experiencing reading difficulties. The MDCPS Board-approved Comprehensive Research-based Reading Plan (CRRP) mandates a two-hour, uninterrupted block of literacy instruction for students in Kindergarten – grade 5. Therefore, the District's CRRP meets and exceeds the state's minimum requirement. Each student must receive two consecutive, uninterrupted hours of literacy instruction daily. This two-hour uninterrupted instructional block includes the following five essential elements of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The following components of the two-hour uninterrupted instructional block

must be addressed daily.

1) Whole group initial instruction using Houghton Mifflin, Reading

- Opening Routine: Activities should review and reinforce current instruction as well as previous concepts and skills. The use of visuals, word walls, and graphics in the classroom should reflect what is being taught and help to make the concepts and skills clear and memorable. Teacher read aloud is an essential daily activity.

Tier 3 students will be provided instruction utilizing the Houghton Mifflin, Invitations to Literacy series. This previously state-adopted series will serve as the alternate core reading series and will be utilized in place of the current Houghton Mifflin, Reading series.

- Teacher-Directed Instruction: the teacher systematically and explicitly teaches and models a particular strategy, skill, or process incorporating tested benchmarks utilizing Houghton Mifflin, Reading (CCRP). The CCRP and its scope and sequence will be utilized to deliver quality reading instruction that is research-based and incorporates the five essential elements of reading.

The use of content area text is also included in this instructional time.

Integrating informational text allows for the opportunity to widen the knowledge base of students and also to practice and apply reading strategies specific to this genre.

- Working with Words: Students practice and apply a wide range of strategies to develop their phonemic awareness and phonics skills including solving unknown words and construct meaning. These strategies, exploring language, understanding patterns and structure using context clues, and manipulating sounds using syllabication, expand vocabulary and spelling, which the student can transfer and apply to all other areas of learning.

- Effective Writing: Students receive daily writing instruction and use writing to demonstrate what they have learned.

2) Differentiated instruction

Houghton Mifflin, Reading connects meaningfully to differentiated instruction (with use of supplemental materials). In-class grouping strategies are in use, including direct instruction to small groups of students at the same reading level. Student placement in groups is flexible, and different curricula may be in use to instruct these different groups. There is active student engagement in a variety of reading-based activities, which connect to the five essential components of reading and to overall, clearly articulated academic goals.

Differentiated Instruction: An explicit instructional approach in which teachers support and model each reader's development of effective reading strategies in small groups. Students will be groups based upon needs determined by assessment data.

- Guided Reading (intervention): Groups are created according to student assessment and teacher judgment. Students develop comprehension and fluency as they process a variety of increasingly challenging text at their instructional level.

- Guided Reading (acceleration for advanced and gifted students): Groups are created to progress through curriculum at a more rapid pace. Students develop comprehension and fluency at a higher degree of complexity, abstraction, and depth.

- Skill/Strategy Groups: Groups are created according to deficiencies of

specific skills. Students develop skills that support the areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. During this instructional time, the classroom will operate in centers. While the teacher is working with a small group of students, at the teacher-led center, the “other students” are engaged in independent, cooperative, or small-group activities that reinforce the whole group initial instruction. Students may also practice, demonstrate, and extend skills previously taught at the teacher-led center. The independent activities are based upon the content taught and reinforced at the students’ level of need.

3) Immediate intensive intervention (iii)

Students struggling according to progress monitoring need to receive immediate intensive intervention in the areas showing a deficit/smaller group size (may use an intervention program at this time).

The FCRR reviewed interventions Early Success, Soar to Success, Essential Elements of Reading: Vocabulary, and Voyager Passport will be utilized.

These programs target phonemic awareness, phonics, fluency, vocabulary, and comprehension needs at all grade levels through a variety of resources.

Additional interventions utilized in select high-needs schools include:

- America Reads: A one-on-one primary tutorial for struggling readers in late kindergarten – grade 1. This tutorial focuses on building and developing prerequisite skills for reading utilizing a systematic series of instructional strategies that include repeated readings, developmental writing and strategy practice for reading new text. The components of this tutorial are based upon the research contained in Preventing Reading in Young Children (1998) and The National Reading Panel Report (2000). This tutorial is conducted 2 – 3 times weekly by a trained tutor utilizing an established set of procedures and phonemic awareness/phonics activities and leveled texts matched to their instructional level.

c. Print Rich Environment

1) Utilization of Classroom Libraries with leveled text

The Reading Coach will work with the school site staff during the preplanning days and throughout the school year to assist teachers in developing their understanding of the role that classroom libraries containing leveled text play in the student’s literacy development. Additionally, the reading coach will provide professional development in effective utilization and maintenance of classroom libraries.

2) Utilization of Word Wall (nonsense words are inappropriate)

The Reading Coach will work with the school site staff during the preplanning days and throughout the school year to assist teachers in their developing their understanding of the development and utilization of classroom word walls.

The reading coach will provide professional development through demonstration lessons and coaching to ensure that all teachers are secure in their understanding and application.

3) Utilization of Reading Stations/Centers

Recognizing the critical role that the effective utilization of reading stations/centers play in a classroom that allows for quality differentiated instruction to occur, the Reading Coach will work with the school site staff during the preplanning days and throughout the school year. The goal of this professional development and coaching in this area will serve to assist teachers in the effective utilization of reading stations, particularly during the

iii/differentiated instructional time.

4) Utilization of Sound/Spelling Cards

The Reading Coach will work with the school site staff during the preplanning days and throughout the school year to assist teachers in the effective utilization of Sound/Spelling cards included in the CCRP. These cards will be used to assist in developing phonemic awareness and phonics skills. The Reading Coach will provide demonstration lessons using the sound/spelling cards included in the CCRP.

8. Describe how you will integrate authentic literature into the reading program to include classroom libraries and leveled text.

Independent reading is essential for students to develop accuracy, fluency, and comprehension. According to Chall and Popp (1996), "There is also considerable evidence that reading development depends on wide reading of connected text, the development of fluency, and the growth of vocabulary, knowledge and reasoning."

Students in kindergarten – grade 5 are required to read a minimum of five books or their equivalent during each nine-week grading period. This includes in-class independent reading and at-home reading. A minimum of 30 minutes of at-home reading is a daily home-learning assignment for all M-DCPS students. Teachers may take into account the length of the books and the density of the content when accounting for this requirement.

In elementary schools, the independent reading requirement is not limited to the language arts/reading/ESOL, but must be a school wide program.

a. Students have access to fiction and nonfiction text representing a range of levels, interest, genres, and cultures.

Classroom libraries will contain texts representative of multiple genres and reading levels. The Reading Coach will assist classroom teachers in the selection of appropriate text for their classroom.

b. How will the books be leveled?

The District has invested in two text-leveling systems that assist teachers in appropriately matching students to text (i.e., Automated Literacy Labels – ALL and Accelerated Reader). Text included in the classroom libraries will be selected using one or both of the two leveling systems. Additionally, the supplemental leveled texts that accompany the District selected CCRP; Houghton Mifflin, Reading will also be included in classroom library collections.

c. How will teachers determine the leveled text appropriate for students?

Teachers will determine text levels appropriate for their students based upon student assessment data and teacher judgment. Classroom libraries will contain texts that mirror as closely as possible their students' independent reading levels.

d. How will classroom libraries be utilized?

Classroom libraries will be utilized throughout the school day. Students will have access to text during independent work time, structured independent reading time and any other time during the school day when their work is completed. Teachers will receive additional professional development regarding the effective utilization of classroom libraries.

The establishment and utilization of classroom libraries in all classrooms will be supported by the Reading Coach. The Reading Coach will work with the school site staff during the preplanning days and throughout the school year to

assist teachers in developing their understanding of how to assemble a library representative of all reading levels and the role that classroom libraries play in the student's literacy development.

9. Describe how all content area teachers will incorporate reading into subject areas including a description of the utilization of leveled text.

a. Guided instruction in comprehension strategies before, during, and after reading through explicit modeling (Think Alouds), practice in instructional level texts, and feedback

The concept of reading across the curriculum is integrated into the daily instructional design. While teacher will utilize the CCRP explicitly during the literacy block, and in addition will utilize content area texts to further reinforce the application of effective reading strategies during scheduled content area instruction. Professional development in the principles and philosophy of CRISS (Creating Independence through Student-Owned Strategies) will assist teachers as they provide content area instruction.

b. Leveled reading focused on content-area concepts

Classroom libraries containing leveled text will include content area concepts and themes. These texts will also reflect the range of independent reading levels of the students in the classroom. Additionally, the wide range of leveled materials available in the school's media center will be utilized.

c. Work collaboratively with teacher and coach to determine students' instructional reading levels, so text assigned is appropriate

The principal and Reading Coach will establish a system for communicating the reading scores of students to content area teachers. Additionally, the Reading Coach will provide professional development, as needed, to content area teachers to support them in matching instructional levels to text.

Evaluation

2008 FCAT Reading Test – yearly

2007-2008 Interim Reading Tests: tri-annually

Instructional Focus Benchmark Test: bi-weekly

DAR

PMRN Reports

STAR Reading Test – pre and post

Success Maker, Accelerated Reader, and FCAT Explorer Reports - monthly

Reading Plus Results - ongoing

Attendance logs – bi-weekly

Classroom Walkthrough Reports

Lesson Plans - Weekly

Intervention Groups Attendance Logs

Professional Development Agendas and Attendance Logs

Progress Monitoring Logs

Reading Coaches' Logs indicating professional development and classroom visits

Research-based Programs

CORE READING PROGRAM:

Houghton Mifflin Reading Series

RESEARCH-BASED SUPPLEMENTAL READING PROGRAMS:

Voyager Passport

CRISS (Creating Independence Through Student Owned Strategies)

Reading Plus

Early Success

Soar to Success

1. Describe the research based instructional materials used in the reading program.

Include a description of how each of the following will be integrated.

The instructional materials include strategies and accommodations that meet the needs of all students, including limited English proficient (LEP) and students with disabilities (SWD), as well as advanced and gifted students.

a. Core Reading Program

Core Reading Program, Houghton Mifflin, Reading provides the basis for instruction and connects meaningfully to supplemental materials. The core reading program provides a coherent design that includes explicit instructional strategies, coordinated instructional sequences, and ample practice opportunities. Utilizing the core reading program is a portion of the allocated, protected, uninterrupted two-hour block of time for literacy instruction.

Accommodations in both pace and level may be required to meet the instructional needs of advanced and gifted students.

b. Supplemental materials

In-class grouping strategies (guided reading) are in use and include explicit instruction to small groups of students at the same reading level. Student placement in groups is flexible and leveled text provided by and included in the Houghton Mifflin CCRP collection, along with other leveled texts will be used to instruct these groups.

There is active student engagement in a variety of reading-based activities that connect to the five essential elements of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). Supplemental materials for advanced and gifted students may include materials that accelerate and enrich with a higher degree of complexity and abstraction. To support initial instruction provided using Houghton Mifflin CCRP, schools will utilize FCRR favorably reviewed supplemental programs that address the students' needs during differentiated instructional time: QuickReads - is a program for 2nd through 4th graders that is specifically designed to improve students' fluency, and has strong comprehension, vocabulary and background knowledge elements as well. The prescribed lesson format includes 3 reading of the same passage within an instructional period of approximately 15 minutes.

Elements of Reading: Vocabulary - is an oral vocabulary instructional program designed for kindergarten through 3rd graders. While the program is designed to be taught with the whole class by the regular classroom teacher, teachers may utilize the program for small group instruction.

c. Intervention programs for struggling readers

The FCRR research-based intervention program Voyager Passport will be utilized with all Tier 3 students and with struggling readers for whom previous interventions have not worked. Instruction using this material will occur during the differentiated instructional time within the 2-3 hour literacy instructional time.

Early Success – is an intervention program designed for 1st and 2nd graders who are below grade level. The daily lessons are patterned after a 3 step model: rereading for fluency, reading a new book, and working with words and sentences.

Soar to Success – is an intervention for 3rd through 8th graders who are reading below grade level. Two primary goals of this intervention are: to accelerate students' reading ability, and to help students to quickly and easily apply the comprehension and decoding strategies they have learned to other content area texts.

Voyager Passport – is an intervention for kindergarten – 3rd graders who encounter reading difficulty and are performing below grade level. The goal of

Voyager Passport is to accelerate students' reading growth to be commensurate with grade-level expectations. Designed to supplement the CCRP, the program can be delivered by a trained teacher, or paraprofessional.

Earobics – provides students help in developing the foundational skills to become successful readers. The primary goals of this program are to give teachers effective strategies for teaching reading and to give students practice developing skills not found in the CCRP through the combined use of software, teacher directed activities, manipulatives and books.

d. Materials and programs, including educational software, to provide additional support in reading growth for all children. Educational software must supplement and not supplant instruction by a highly qualified instructor. In order to address the needs of students reading below, at and above grade level, additional materials will be utilized within the two-hour instructional block. These materials will be selected based upon appropriateness related to needs and ease of integration of use with the core comprehensive reading program (Houghton Mifflin, Reading).

e. Materials that build intrinsic motivation to read versus extrinsic motivation are recommended. Extrinsically motivating materials should not limit student access to text.

Schools will continue to utilize the Accelerated Reader (AR) program to motivate independent reading and assist in monitoring the levels of text and amount of student reading. Accelerated Reader is utilized to assist students in locating text that is within their independent reading level (ZPD) but will not limit students to the only reading AR texts. Media Specialists and classroom teachers, with support from the reading coaches through professional development, will be trained in the effective elements of independent reading, including selection of texts. Additionally, classrooms will actively utilize the leveled libraries.

Professional

Provide professional development to teachers in the areas of:

Development

Data Analysis
 Linking Data to Instruction
 CRISS
 Reading Plus
 Houghton Mifflin Basal Core Implementation
 Houghton Mifflin Intervention Implementation (Soar to Success, Early Success/Voyager Passport/Differentiated Instruction in the 90 minute reading block)
 Florida FCAT Item Specifications
 Reading Endorsement
 Reciprocal Teaching
 Elements of Reading Vocabulary
 Reading Literacy Centers
 Guided Reading
 DIBELS
 CIM
 Accelerated Reader
 Reading Plus
 Edusoft
 Measuring effectiveness of the Core Reading program and interventions
 Using Technological Resources to Support Reading Instruction.

-In-house activities related to the teaching of reading during the 2007-2008 school year. These include training in Comprehensive Reading Program and NCSLearn software, guided reading workshops, and Thinking maps .

-In-house professional development activities related to the teaching of reading during the 2007-08 school year. These include FCAT training, introduction to the Comprehensive Reading Program, Project CRISS, Houghton Mifflin training, DIBELS training, Literacy Centers, Data Analysis based on the Conitnuous Improvement Model, Reciprocal Teaching, Best Practices (Becoming Effective Active Readers (B.E.A.R.), Opening Worlds of Literacy (O.W.L.), and Developing Reading and Writing (D.R.A.W.).Guided Reading workshops,tutoring and thinking maps.

-Literacy skills training-(Phonics, Comprehension, Vocabulary, Fluency and Phonemic Awareness)

-Increase family literacy activities with parents via trainings by the reading coaches.Provide inservice training for teachers and paraprofessionals in reading and language arts strategies including computer-assisted learning to enhance reading instruction, as budgetary constraints allow to include training on Houghton Mifflin reading series, Voyager Passport, Quick Reads, Early Success and Soar To Success and Thinking Maps.

Principal

h. The principal will identify model classrooms within the school. Mentor teachers, based on student data, will serve in the capacity of a model classroom teacher. Mentor teachers are those teachers whose assessment data

in a specific area of reading is exemplary. A model classroom should only be used for demonstration purposes in the area of strength of the mentor teacher. (There could possibly be a different model classroom for all five areas of reading).

Based on student data and input from the Reading Coach, the principal will identify classroom teachers who are successfully implementing the essential elements of reading. Teachers in need of support may have an opportunity to observe a model classroom in action, practice the new behavior in a safe context and apply the behavior with peer support in the classroom.

i. How will the principal ensure that time is provided for teachers to meet weekly for professional development opportunities that include, but are not limited to grade group meetings, additional training, and one on one coaching sessions?

The District's plan will ensure that time is provided weekly for professional development and grade group meetings. Options for professional development may include, but not be limited to, study groups, collaborative teams, individual projects, peer observations, demonstrations, coaching and mentoring. Professional development opportunities will be individualized based on student performance data, in addition to the teacher's Individual Professional Development Plan (IPDP).

j. The principal will provide professional development materials to support instruction.

School-site administrators provide access to instructional materials, technological resources, reference materials and research that support high-quality teaching, learning and professional growth for the benefits of teachers and support personnel. All professional development services will directly support research based reading strategies, student interventions, and progress monitoring assessments identified in the district's comprehensive reading plan. During the 2006-07 school year, professional development offerings for teachers will focus on building a core set of knowledge, skills and tools in the area of reading and writing. Additionally, Miami-Dade County Public Schools has placed online the catalogs of professional libraries at Library Media Services Division and schools. These professional libraries are online at <http://destiny.dadeschools.net>.

k. The principal will conduct weekly walk-through visits to monitor implementation and will follow up with feedback.

The Classroom Walk-about Reading Tool developed by the Florida Department of Education through Developing Educational Leaders for Tomorrow's Achievers (DELTA) provides a process that prepares K-3 school administrators to conduct brief, structured classroom visits. The focus of these visits is to examine the alignment between instructional delivery and curriculum in reading. Feedback arising from these visitations provides a basis for dialogue supporting the professional development of teachers.

To insure effective implementation, all principals and assistant principals will receive training to conduct weekly walk-through visits. To enhance the district's capacity, a Classroom Walk-Through Strategy trainer cadre will be established. Aspiring school administrators will also receive training in Classroom Walk-Through Strategies as a required component of their preparation program. Follow-up sessions will focus on reinforcing training content, refining skills, and structuring and delivering feedback to teachers.

4. Describe how performance evaluations (principal, coach, and teacher) will be tied to student achievement in reading, and how the IPDP and evaluations will be aligned.

a. Individual Professional Development Plans (IPDP) need to address reading strategies. These strategies need to be constantly updated based on progress monitoring in reading.

Individual Professional Development Plans and Miami-Dade County Public Schools' Performance Planning and Assessment System documents will address reading strategies that have been developed based on students' reading test data and will be updated based on progress monitoring results. School Choice and Parental Options/Charter School Operations will work cooperatively with charter schools' governing boards to ensure that student assessment results are considered in principals' performance evaluations.

b. Evaluations need to reflect goals on IPDP. If goals are not met, a plan of action needs to be created.

If the goals identified on a teacher's IPDP are not met, the teacher, school administrator and Reading Coach will work together to provide further support and assistance to the teacher. This collaborative process will ensure that appropriate professional development opportunities are made available, and that the teacher is able to implement appropriate instructional strategies in reading to meet their students' needs.

6. The District and principal will enforce the JRF Reading Coach model in all schools where coaches are based. What support will be provided to the Reading Coach in order to facilitate the coaching model as described by the Just Read, Florida! Office?

a. Describe how the coaches' role will be explained to school level administrators.

Principals will attend the Just Read, Florida! Leadership Conference. In addition, District/Region/Zone staff will ensure that all principals are provided with information regarding the role of the Reading Coach during their opening of school activities. This information will include a copy of the Reading Coach job description, a sample of daily activities, and a list of those duties that may not be assigned to the Reading Coach.

b. Describe how the coaches' role will be explained to the teachers at the school level.

Principals will attend the Just Read, Florida! Leadership Conference. In addition, principals will ensure that all teachers at the school site are provided with information regarding the role of the Reading Coach during their opening of school activities. This information will include a copy of the Reading

Coach job description, a sample of daily activities, and a list of those duties that may not be assigned to the Reading Coach. Teachers will sign for receipt of this information.

c. A coach must be provided opportunities to assist teachers in the area of reading. Describe how administrators will ensure accessibility to teachers for ongoing professional development opportunities.

Principals will establish time for the Reading Coach to collaborate and share information with teachers. Implementation of the coaching model (plan, demonstrate, debrief, co-teach, and follow up) will include, but not be limited to: methods of scientifically-based reading research, including comprehensive knowledge of the essential reading components, the reading process, and the framework for monitoring student learning. Also, training will be provided on the three types of classroom assessments: screening, diagnosis, and progress monitoring, in addition to immediate intensive intervention (iii).

Coaches will be given the opportunity to:

- Deepen their content knowledge
- Become aware of new professional development resources and materials
- Collaborate with mentor teachers and other coaches
- Objectively reflect on their own coaching work
- Learn how to interpret data and use it to drive instruction

Professional development will be provided by the Reading Coach to include seven areas of professional growth for teachers at their school site:

- Examination and discussion of scientifically-based research in reading;
- Delivery and scaffolding of instruction in the five major reading components;
- Administration and use of instructional assessment for screening, diagnostic testing, progress monitoring and outcome measures;
- Data analysis for planning instruction and effective use of time;
- Methods for providing differentiated instruction in the classroom;
- Meeting the need of all students specific to individual school sites; and
- Increasing instructional density.

School site administrators will sustain the momentum of professional development in schools by building leadership capacity as the foundation for supporting improvement. This will be accomplished through the establishment of professional learning communities where Reading Coaches will facilitate ongoing follow-up through:

- Reviewing sample lesson plans and adapting them for the classroom;
- Co-planning and co-teaching lessons with a knowledgeable peer or a region educational specialist;
- Planning with a study group that focuses on implementing new practices;
- Analyzing student data;
- Implementing the coaching model of support including the planning, modeling, follow-up, feedback activities and inservices 55% of the time;
- Analyzing student performance data to monitor student progress 35% of the time; and
- Planning in a cadre with other coaches 10% of the time.

**Highly Qualified
Instructors**

West Homestead Elementary School is staffed with classroom instructors who have been certified and deemed highly qualified by the State of Florida per the issuance of a state teaching certificate, which documents the completion of a bachelor's degree and knowledge of subject area(s) taught. All teachers will be involved in instruction during the 2007-2008 school year. The teachers identified are:

5791 WEST HOMESTEAD ELEMENTARY

Staff Name Area(s) of Teaching Teaching Type of
Certification Field Assignment Certificate

Aguiar, Yamila Elementary Ed, ESOL Elementary 2nd Grade PS

Alexis, Ketly Elementary Ed, ESOL Elementary Bilingual/Curriculum PS

Alfonso, Magda Spanish, ESOL Elementary Bilingual/Curriculum CC

Arispe, Maria ESE-Trainable mental hand Elementary ESE-Trainable Ment PS

Mntl- Hndcp, ESOL

Arguinzoni, K ART Elementary Art AC

Bravo, Damion ESE-Emotionally Ha Elementary ESE-Emotionally Ha AC

Brito/Con, Jennifer Elementary Ed, ESOL Elementary ESE-Varying Except
PS

Cambridge, Susan Social Worker Elementary AC

Canino, Pedro PE K-8 Elementary PE EDU PS

Carvajal, Sue PK/Primary Elementary Kindergarten Tchr AC

Cesarano, Elizabeth PE K-8 Elementary PE PS

Coronado, Irasema Varying Except Elementary ESE- Trainable Ment AC

Crider, Tamara Elementary Ed Elementary 1st Grade AC

Diez, Luisa Elementary Ed Elementary Kindergarten AC

Edwards, Jennifer Elementary Ed/PK/Primary Elementary 1st Grade AC

Fernandez, Yovanis English Lang, ESOL Elementary Eng 2nd language AC

Flores De La Paz, Hector English Lang, ESOL Elementary Eng 2nd language
AC

Flowers-Rob,Sophia Elementary Ed Elementary 5th Grade PS

Garcia, Ada Music Elementary Music AC

Gonzalez, Bernardo Elementary Ed, Math Elementary Kindergarten AC

Grant, Patricia Spec Learn Disb Elementary ESE-Preschool PS

Gutierrez, Norma Elementary Counselor Elementary Elementary Counselor PS

Hernandez, Katrina MG English Elementary 5th Grade AC

Herrera, Maria Elementary Ed, ESOL Elementary KG AC

Spanish ,ESE

Jaen, Mildred Varying Except Elementary ESE-Physically IMP AC

Jester-Fagan, Chanel Elementary Ed, ESOL Elementary 3rd Grade PS

Jones, Lana Elementary Ed, ESOL Elementary 2nd Grade CC

Jova, Juan Carlos Adaptive PE Elementary ESE-Adaptive PE AC

Kidd, Jennifer MNTL- HNDCP Elementary ESE-Educable Ment PS

Lopez, Roxana ESE,Elem Ed, ESOL Elementary ESE-Physically IMP AC

Lopez, Yolanda Elementary Ed, ESOL, Gifted Elementary 2nd grade PS

Mancinelli, Cresilia Elementary Ed Elementary Kindergarten AC

Mastrapa, Susan Elementary Ed, ESOL Elementary 5th Grade PS

Matos, Jessica Elementary Ed Elementary 1st Grade AC

McCoy, Pamela Pathology Speech Elementary Speech CC
McGill, Alfonso Early Childhood ED Elementary 2nd Grade PS
Mendoza, Nancy Elementary Ed,ESE,ESOL Elementary Kindergarten PS
Miyashiro, Rita English Second Lang Elementary English 2nd Lang PS
Elem Ed, ESOL
Molina, L Spanish Elementary World Language AC
Montero, Sitara Elementary Ed Elementary 2nd Grade Temp
Moore, Cynthia Elementary, ESOL Elementary 3rd Grade PS
Novoa, Argelia Elementary Elementary 1st Grade AC
Orozco, M Spanish, ESOL Elementary Bilingual Curricul AC
Pech, Courtney ESE, ESOL Elementary ESE-Varying Except AC
Pestana, Idania ESE-Preschool Elementary ESE-Preschool AC
Pino, Bella ESE Ment Hand Elementary ESE-Trainable Ment AC
Poonen, Nalini Elementary Ed, ESOL Elementary 5th Grade PS
Rapp, Mariela Elementary Ed Elementary 3rd Grade PS
Riera, Jenny Social Science Elementary Kindergarten AC
Rivera, Rosa Elementary Ed, ESOL Elementary 2nd Grade PS
Roberts, Laticia Elementary Ed Elementary 4th Grade AC
Robinson, Susan Elementary Ed Elementary 4th Grade PS
Rodriguez, F Elementary Ed Elementary 3rd Grade AC
Salg-Ramos, Nelly Elementary Ed, ESOL Elementary 1st Grade PS
Sewer, Everett Elementary Ed Elementary Media Specialist PS
Skinner, Amoy Elementary, ESOL,ART Elementary 4th Grade PS
Smith, Tangelia Elementary Ed, ESOL Elementary 4th Grade PS
Snoke, Kimberly Elementary Ed Elementary 2nd Grade AC
Stas, Nataliya Eng Second Language, Elementary Eng 2nd language AC
Elem Ed, ESOL
Tamayo, Victoria Eng Second Language Elementary ESOL Grade 3 PS
Elem Ed, ESOL
Taylor, Danese Elementary, ESOL Elementary 3rd Grade CC
Throckmorton, Merc ESE-Emo Hand Edu, Elementary ESE Emotionally Ha
PS
ESOL
Torres, Linda Leadership, Reading, ESE Elementary 3rd Grade AC
Urbanik, Jessica Music Elementary Music PS
Vindigni, Connie ESE,ESOL Elementary ESE Program Spe PS
Yen, Melissa Elementary Ed Elementary 3rd Grade AC

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Houghton Mifflin	District Funds, District Funds	12000
Technology	Reading Plus	Title I	2135
Professional Development	SuccessMaker	Title I	2000
Other	ESE Inclusion, Reading Coach, Before and After School Tutoring	Title I Funds, IDEA Funds, Grant Funds	114000
Total:			\$130,135.00

Goal:	Mathematics
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Needs Assessment An analysis of 2007 FCAT Mathematics Test revealed that 65 % of students in grades 3 -5 scored below grade level. Specifically, students scoring at Level 1 and 2 on the 2007 FCAT Mathematics Test included the following information:

- Grade 3 – 36 % of students scored at Level 1 and 28 % of students scored at Level 2 for a total of 64 % of students scoring at Levels 1 and 2.
- Grade 4 – 29 % of students scored at Level 1 and 35 % of students scored at Level 2 for a total of 64 % students scoring at Levels 1 and 2.
- Grade 5 – 30 % of students scored at Level 1 and 41 students scored at Level 2 for a total of 71 % of students scoring at Levels 1 and 2.

According to the Adequate Yearly Progress Report, subgroups of students achieving at Level 3 and above on the 2007 Mathematics Test reveals the following:

- Of the total population in grades 3-5, 35 % of students scored at or above the state required mastery level in mathematics.
- Of the Black subgroup in grades 3 through 5, 31 % scored at or above the state required mastery level in mathematics.
- Of the Hispanic subgroup in grades 3 through 5, 37 % scored at or above the state required mastery level in mathematics.
- Of the Economically Disadvantaged subgroup in grades 3 through 5, 35 % scored at or above the state mastery in mathematics.
- Of the Students with Disabilities subgroup in grades 3 through 5, 20 % of the students scored at or above the state required mastery level in mathematics.
- Of the Limited English Proficient subgroup students in grades 3 through 5, 37% of the students, scored at or above the state required mastery level in mathematics.
- Of the lowest 25 % of students, 65% of the students did not make adequate progress on the 2007 FCAT Mathematics Test.

An analysis of the 2007 FCAT Mathematics data revealed the following trends regarding the mathematics content clusters:

- Number Sense – 42 %, a decrease of 8 percentage points in grade 3 and thirty-one % in grade 5, a decrease of twenty-three percentage points;

however, there was no growth in grade 4 grade in this cluster.

- Measurement - 38 %, a decrease of 25 percentage points in grade 3 and 36 % in grade 5, a decrease of 19 percentage points. In grade 4 there was no growth in this cluster.
- Geometry - 38 %, a decrease of 31 percentage points in grade 5; however, there was no growth in grades 3 and four in this cluster.
- Algebraic Thinking – 33 %, a decrease of 17 percentage points in grade 3, 43 %, a decrease of 14 percentage points in grade 4 and 36 percent, a decrease of 28 percentage points in grade 5.
- Data Analysis – 25 %, a decrease of 25 percentage points in grade 5. In grades 3 and 4 there was no growth in this cluster.

Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase to 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will increase their reading skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their reading skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their reading skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Student with Disabilities students will increase their reading skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Strategies

1. Create and implement a School Improvement Plan that will drive the instructional programs at the school and effectively meet the needs of the students in greatest instructional need as per data points in mathematics.
2. Analyze student reading learning gains and restructure staff as needed to ensure student progress.
3. Analyze results from the Mathematics Instructional Focus Benchmark tests and other formative assessments based on the Instructional Focus Calendars, utilizing the CIM Model to identify students in all curriculum groups needing intervention and enrichment; revise groups as needed.

4. Provide pullout, after-school, and Saturday school intervention groups for Mathematics Level 1 and 2 students and ensure that lessons are aligned with the Instructional Focus Calendar.
5. Identify and closely monitor the progress of the lowest 25 percentile students consistently; revising instruction and intervention groups as needed.
6. Ensure that greater rigor and relevance are evident in all classes and in extended day experiences through consistent and focused classroom visits by administrators and the Instructional Leadership Team.
7. Create bi-weekly mathematics benchmark assessments that are correlated to the instructional focus calendars to progress monitor the acquisition of the content focus benchmarks.
8. Utilize the Curriculum Specialist Service Model to provide coaching for teachers in best reading practices to facilitate and monitor small group tutorials for targeted students.
9. Provide and monitor opportunities for the Mathematics Coach to work with teachers at all grade levels to share and model best practices for mathematics instruction and to serve as resource teachers for mathematics.
10. Create a master schedule that complies with all of the time requirements of the Student Progression Plan (60 minutes daily).
11. Reteach content focus benchmarks not mastered and provide enrichment to maintain the ones mastered.
12. Establish Mathematics Vertical Teams to have a conversation about what the expectations are of a student from one grade level to the next to provide curriculum alignment.

1. Employ a variety of assessment strategies including standardized test, district developed tests, and school-developed tests.
2. Continue to implement Competency-Based Curriculum, the Sunshine State Standards, and the Comprehensive Mathematics and Science Plan.
3. Apply interactive technology and hands-on activities, which allows students to transform abstract ideas into concrete models in order to improve students' scientific literacy, logical reasoning, and their ability to apply this skill to solve real world problems.
4. Using graphic organizers, visual aids and audio-visual aids to assist in molding students understanding of algebraic thinking.
5. Identify the students in subgroups scoring level one and level two on the FCAT Math test. Delineated in AYP disaggregated data, and implement the tutorial program to address Math deficient students.
6. Implement biweekly assessment strategies to monitor student progress in support of The Continuous Improvement Model.
7. Schedule and conduct parent workshops in mathematics to support the math curriculum and increase parental involvement.
8. Increase home learning activities in the area of mathematics.
9. Utilize suggested "Mathematics Long Range Plans" (K-5) to insure accurate pacing and exposure to tested benchmarks.
10. Provide NCSLearn (Mathematics) computer-based instructions for students in Kindergarten thru grade five.
11. Increase the amount of time students with Disabilities spend with general education students to provide exposure to high level instructional strategies.
12. Provide small group tutoring to students scoring below minimum achievement standards to include students with disabilities, LEP, and Spanish students to insure that they increase their Mathematics test scores.
13. Provide opportunities for students at all grade levels to explore

career choices and develop critical thinking skills in the field of science through participation in West Homestead's Career Day.14. Provide in-service training for teachers and paraprofessional in mathematics strategies including computer assisted learning to enhance math concepts and math instruction.

Evaluation

2008 FCAT Mathematics Test - yearly
 2007-2008 Interim Mathematics Assessments – tri-annually
 2007-2008 Instructional Focus Benchmark Test – bi-weekly
 Success Maker FCAT Explorer reports – ongoing
 Attendance logs of students participating in Student Achievement Chats.
 Classroom Walkthrough reports
 Lesson Plans
 Intervention Groups Attendance Logs
 Professional Development Agendas and Attendance Logs
 Progress Monitoring Logs

Research-based Programs

CORE MATHEMATICS PROGRAM: McGraw Hill Mathematics Series
 RESEARCH-BASED SUPPLEMENTAL MATERIALS:
 Riverdeep
 Success Maker
 FCAT Explorer

Professional Development

Provide professional development to teachers in the areas of:
 Item Specifications
 Core Knowledge Strands (Number Sense, Data/Probability, Algebraic Thinking, Geometry, and Measurement)
 Riverdeep Mathematics
 On Target
 Using Manipulatives to Enhance Student Application of Mathematics Concepts

Highly Qualified Instructors

West Homestead Elementary School is staffed with classroom instructors who have been certified and deemed highly qualified by the State of Florida per the issuance of a state teaching certificate, which documents the completion of a bachelor's degree and knowledge of subject area(s) taught. All teachers will be involved in the instruction during the 2007-2008 school year. The teachers are identified as:

5791 WEST HOMESTEAD ELEMENTARY

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Certification Field Assignment Certificate

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Alfonso, Magda Spanish, ESOL Elementary Bilingual/Curriculum CC

Arispe, Maria ESE-Trainable mental hand Elementary ESE-Trainable Ment PS

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 Bravo, Damion ESE-Emotionally Ha Elementary ESE-Emotionally Ha AC
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 Canino, Pedro PE K-8 Elementary PE EDU PS
 Carvajal, Sue PK/Primary Elementary Kindergarten Tchr AC
 Cesarano, Elizabeth PE K-8 Elementary PE PS
 Coronado, Irasema Varying Except Elementary ESE- Trainable Ment AC
 Crider, Tamara Elementary Ed Elementary 1st Grade AC
 Diez, Luisa Elementary Ed Elementary Kindergarten AC
 Edwards, Jennifer Elementary Ed/PK/Primary Elementary 1st Grade AC
 Fernandez, Yovanis English Lang, ESOL Elementary Eng 2nd language AC
 Flores De La Paz, Hector English Lang, ESOL Elementary Eng 2nd language AC
 Flowers-Rob,Sophia Elementary Ed Elementary 5th Grade PS
 Garcia, Ada Music Elementary Music AC
 Gonzalez, Bernardo Elementary Ed, Math Elementary Kindergarten AC
 Grant, Patricia Spec Learn Disb Elementary ESE-Preschool PS
 Gutierrez, Norma Elementary Counselor Elementary Elementary Counselor PS

Hernandez, Katrina MG English Elementary 5th Grade AC
 Herrera, Maria Elementary Ed, ESOL Elementary KG AC
 Spanish ,ESE
 Jaen, Mildred Varying Except Elementary ESE-Physically IMP AC
 Jester-Fagan, Chanel Elementary Ed, ESOL Elementary 3rd Grade PS
 Jones, Lana Elementary Ed, ESOL Elementary 2nd Grade CC
 Jova, Juan Carlos Adaptive PE Elementary ESE-Adaptive PE AC
 Kidd, Jennifer MNTL- HNDCP Elementary ESE-Educable Ment PS
 Lopez, Roxana ESE,Elem Ed, ESOL Elementary ESE-Physically IMP AC
 Lopez, Yolanda Elementary Ed, ESOL, Gifted Elementary 2nd grade PS
 Mancinelli, Cresilia Elementary Ed Elementary Kindergarten AC
 Mastrapa, Susan Elementary Ed, ESOL Elementary 5th Grade PS
 Matos, Jessica Elementary Ed Elementary 1st Grade AC
 McCoy, Pamela Pathology Speech Elementary Speech CC
 McGill, Alfonso Early Childhood ED Elementary 2nd Grade PS
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 Miyashiro, Rita English Second Lang Elementary English 2nd Lang PS
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Urbanik, Jessica Music Elementary Music PS
Vindigni, Connie ESE,ESOL Elementary ESE Program Spe PS
Yen, Melissa Elementary Ed Elementary 3rd Grade AC

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	McMillilan Math Textbook	District Funds	12000
Technology	Printers, Electronic Gradebook, Access to Learn, EduSoft,	District Funds, District Funds	20000
Professional Development	Training Consultants	Title I Funds, PASS Grant	5000
Other	Temporary Instructor, Before and After School Tutoring	School Based Budget, Title I Funds	80000
Total:			\$117,000.00

Goal:	Writing
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Needs Assessment An analysis of the results of the 2007 FCAT Writing+ indicated the following: 39% of the students scored below 3.5 on a scale of 6.0.

According to the AYP report 40 % of the students' scores were at 3.0 or below. The results of the 2007 FCAT Writing+ revealed that Total Population, Hispanic and Economically Disadvantaged subgroups show improvement by 1% in writing. In addition, writing trends indicate a decrease in the number of students scoring in 4.0 and above.

After analyzing the data, strategies have been developed to address deficiencies in writing skills.

Objective Given instruction based on the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by an increase of 3 percentage point in the number of students achieving high standards on the 2008 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, Hispanic students in grade 4 will improve their writing skills as evidenced by a 1 percentage point increase in the number of students achieving high standards on the 2008 Administration of the FCAT Writing+ as compared to the 2007 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grade 4 will improve their writing skills as evidenced by a 1 percentage point increase in the number of students achieving high standards on the 2008 Administration of the FCAT Writing+ as compared to the 2007 administration of the FCAT Writing+.

Strategies

1. Implement Instructional Focus Calendar to spiral the teaching of writing throughout the kindergarten through fifth grades.
2. Administer District Writing Pre and Post tests using both Expository and Narrative Prompts.
3. Analyze results from the Writing tests and other formative assessments, utilizing the CIM Model and identify students in all curriculum groups needing intervention and enrichment; revise groups as needed.
4. Conduct Data Chats with teachers and students to analyze and monitor test scores and create academic goals for success on the 2008 FCAT Writing+ Test.
5. Conduct monthly Professional Writer's Workshops for all fourth grade

students that focus on the components of the FCAT Writing+ Test.

6. Utilize the Curriculum Specialist Service Model to provide coaching for teachers in best writing practices and small group tutorials for targeted students.

7. Provide Holistic Scoring training to Language Arts, Reading, and Social Studies teachers.

8. Provide parents with strategies to support writing achievement through hands-on activities at the FCAT and Family Literacy Nights.

9. Continue to spiral the teaching of 6+ Traits of Effective Writing strategies from grades kindergarten through fifth, with emphasis on the use of the six point rubric, strong versus weak arguments, and magnified moments.

10. Continue to infuse the teaching of schoolwide vocabulary across the curriculum.

Evaluation

2008 FCAT Writing+ - Yearly
 2007-2008 District Writing Pre/Post Tests – quarterly
 2007-2008 Site-generated prompts – bi-weekly
 Attendance Logs for Data Chats
 Classroom Walkthrough reports
 Lesson Plans
 Intervention Groups Attendance Logs
 Professional Development Agendas and Attendance Logs
 Reading Coaches Logs – Professional Development and Classroom
 Visitations

Research-based Programs

CORE MATHEMATICS PROGRAM: Harcourt Brace
 RESEARCH-BASED SUPPLEMENTAL MATERIALS: Write Time for Kids

Professional Development

Provide professional development to teachers in the areas of:
 Rubric Scoring
 Writing Across the Curriculum
 Linking Data to Instruction
 Reciprocal Teaching
 Holistic Scoring
 Traits of Writing

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	Write Time for Kids	Title I Funds, Title I Funds	2000
Technology			0
Professional Development			0
Other			0
Total:			\$2,000.00

Goal:	Science
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Needs Assessment An analysis of the 2007 FCAT Science Test revealed the following data:

Of the students in grade 5, 53 % scored at Level 1 and 37 % scored at Level 2.

An analysis of the 2007 FCAT Science data showed the following trends regarding the Science content clusters:

- Physical/Chemical Strand - 38 %, a decrease of 16 percentage points on this cluster.
- Earth/Space Strand -27 %, a decrease of 19 percentage points on this cluster.
- Life/Environment Strand- 38 %, a decrease of 16 percentage points on this cluster.
- Scientific Thinking Strand- 33 % a decrease of 17 percentage points on this cluster.

After analyzing the data, strategies have been developed to address deficiencies in science achievement.

Objective Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 5 will increase by thirty-six percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

- Strategies**
1. Conduct Data Chats with teachers and students to analyze, monitor, and create academic goals for success on the 2008 FCAT Science Test.
 2. Analyze student performance in Science and restructure staff as needed to ensure student progress.
 3. Ensure Science Teachers Classes are implementing the Instructional Focus Calendar with fidelity including the weekly lab component.
 4. Analyze results from the Science Instructional Focus Benchmark tests and other formative assessments based on the Instructional Focus Calendars, utilizing the CIM Model and identify students in all curriculum groups needing intervention and enrichment; revise groups as needed.
 5. Provide pullout, after-school tutoring, and Saturday school intervention groups for students who need intervention to meet high standards in Science and ensure that lessons are aligned with the Instructional Focus Calendar.

6. Implement/Create Professional Learning Communities and professional development to promote collegial support for improved teaching of science with rigor and the spiraling of the curriculum, which will allow students to achieve high standards on the FCAT Science Test.
7. Ensure that greater rigor and relevance are evident in all classes and in all extended day experiences through consistent and focused classroom visits by administrators.
8. Provide professional development opportunities in the use of inquiry-based lessons, technology in the classroom, differentiated instruction, and data analysis.
9. Increase the use of internet and virtual lab resources in the science classrooms to increase student performance on the FCAT Science Test.
10. Increase the number of students participating in the Science Fair and other science competitions.
11. Provide professional development in the direct teaching of reading and writing skills specific to comprehending and responding to science test questions.
12. Employ research-based instructional practices. (e.g. computer-assisted instruction and science manipulatives that impact student mastery of mathematical application skills in science across all grades and disciplines)
13. Provide parents with strategies to support science achievement through hands-on activities at the FCAT and Family Literacy Nights.

Evaluation

2008 FCAT Science Test - yearly
 Instructional Focus Benchmark Test –tri-weekly
 Interim District Science Tests - quarterly
 Attendance logs for Data Chats
 Attendance logs for FCAT and Family Literacy Nights - Science
 Classroom Walkthrough Reports
 Intervention Groups Attendance Logs
 Professional Development Agendas and Attendance Logs
 Attendance logs for professional development activities
 Laboratory logs/Lesson plans indicating number and types of lab experiences
 Science Fair Participation Logs

Research-based Programs

CORE MATHEMATICS PROGRAM: Harcourt
 RESEARCH-BASED SUPPLEMENTAL MATERIALS:
 FOSS kits

Harcourt Supplemental

Professional Development

Provide professional development to teachers in the areas of:
 Implementation of the CORE Science program
 Item Specifications
 Teaching science and differentiating instruction for school-based support facilitation teachers who work with students with disabilities
 Hands-on Science
 Linking Data to Instruction
 Performance-based Learning in Science Classrooms
 Using Technology in Science Classrooms
 Reading and Writing in Science
 Using the FCAT Rubrics

Highly Qualified Instructors

West Homestead Elementary School is staffed with classroom instructors who have been certified and deemed highly qualified by the State of Florida per the issuance of a state teaching certificate, which documents the completion of a bachelor's degree and knowledge of subject area(s) taught. All teachers will be involved in the instruction during the 2006-2007 school year. The teachers identified are:

5791 WEST HOMESTEAD ELEMENTARY

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Alexis, Ketly Elementary Ed, ESOL Elementary Bilingual/Curriculum PS

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Mntl- Hndcp, ESOL

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Carvajal, Sue PK/Primary Elementary Kindergarten Tchr AC

Cesarano, Elizabeth PE K-8 Elementary PE PS

Coronado, Irasema Varying Except Elementary ESE- Trainable Ment AC

Crider, Tamara Elementary Ed Elementary 1st Grade AC

Diez, Luisa Elementary Ed Elementary Kindergarten AC

Edwards, Jennifer Elementary Ed/PK/Primary Elementary 1st Grade AC

Fernandez, Yovanis English Lang, ESOL Elementary Eng 2nd language AC

Flores De La Paz, Hector English Lang, ESOL Elementary Eng 2nd language AC

Flowers-Rob,Sophia Elementary Ed Elementary 5th Grade PS

Garcia, Ada Music Elementary Music AC

Gonzalez, Bernardo Elementary Ed, Math Elementary Kindergarten AC
 Grant, Patricia Spec Learn Disb Elementary ESE-Preschool PS
 Gutierrez, Norma Elementary Counselor Elementary Elementary Counselor PS

Hernandez, Katrina MG English Elementary 5th Grade AC
 Herrera, Maria Elementary Ed, ESOL Elementary KG AC
 Spanish ,ESE
 Jaen, Mildred Varying Except Elementary ESE-Physically IMP AC
 Jester-Fagan, Chanel Elementary Ed, ESOL Elementary 3rd Grade PS
 Jones, Lana Elementary Ed, ESOL Elementary 2nd Grade CC
 Jova, Juan Carlos Adaptive PE Elementary ESE-Adaptive PE AC
 Kidd, Jennifer MNTL- HNDCP Elementary ESE-Educable Ment PS
 Lopez, Roxana ESE,Elem Ed, ESOL Elementary ESE-Physically IMP AC
 Lopez, Yolanda Elementary Ed, ESOL, Gifted Elementary 2nd grade PS
 Mancinelli, Cresilia Elementary Ed Elementary Kindergarten AC
 Mastrapa, Susan Elementary Ed, ESOL Elementary 5th Grade PS
 Matos, Jessica Elementary Ed Elementary 1st Grade AC
 McCoy, Pamela Pathology Speech Elementary Speech CC
 McGill, Alfonso Early Childhood ED Elementary 2nd Grade PS
 Mendoza, Nancy Elementary Ed, ESE, ESOL Elementary Kindergarten PS
 Miyashiro, Rita English Second Lang Elementary English 2nd Lang PS
 Elem Ed, ESOL
 Molina, L Spanish Elementary World Language AC
 Montero, Sitara Elementary Ed Elementary 2nd Grade Temp
 Moore, Cynthia Elementary, ESOL Elementary 3rd Grade PS
 Novoa, Argelia Elementary Elementary 1st Grade AC
 Orozco, M Spanish, ESOL Elementary Bilingual Curricul AC
 Pech, Courtney ESE, ESOL Elementary ESE-Varying Except AC
 Pestana, Idania ESE-Preschool Elementary ESE-Preschool AC
 Pino, Bella ESE Ment Hand Elementary ESE-Trainable Ment AC
 Poonen, Nalini Elementary Ed, ESOL Elementary 5th Grade PS
 Rapp, Mariela Elementary Ed Elementary 3rd Grade PS
 Riera, Jenny Social Science Elementary Kindergarten AC
 Rivera, Rosa Elementary Ed, ESOL Elementary 2nd Grade PS
 Roberts, Laticia Elementary Ed Elementary 4th Grade AC
 Robinson, Susan Elementary Ed Elementary 4th Grade PS
 Rodriguez, F Elementary Ed Elementary 3rd Grade AC
 Salg-Ramos, Nelly Elementary Ed, ESOL Elementary 1st Grade PS
 Sewer, Everett Elementary Ed Elementary Media Specialist PS
 Skinner, Amoy Elementary, ESOL, ART Elementary 4th Grade PS
 Smith, Tangelia Elementary Ed, ESOL Elementary 4th Grade PS
 Snoke, Kimberly Elementary Ed Elementary 2nd Grade AC
 Stas, Nataliya Eng Second Language, Elementary Eng 2nd language AC
 Elem Ed, ESOL
 Tamayo, Victoria Eng Second Language Elementary ESOL Grade 3 PS
 Elem Ed, ESOL
 Taylor, Danese Elementary, ESOL Elementary 3rd Grade CC
 Throckmorton, Merc ESE-Emo Hand Edu, Elementary ESE Emotionally Ha
 PS
 ESOL

Torres, Linda Leadership, Reading, ESE Elementary 3rd Grade AC
 Urbanik, Jessica Music Elementary Music PS
 Vindigni, Connie ESE,ESOL Elementary ESE Program Spe PS
 Yen, Melissa Elementary Ed Elementary 3rd Grade AC

5791 WEST HOMESTEAD ELEMENTARY

EMP # EMP NAME JOB CODE JOB ASSIGNMENT CERTIFICATION

032065 ALFONSO MCGILL 1020 2ND GRADE ELEM ED; E CHILD ED;
 ESOL

098587 MAGDA S. ALFONSO 1007 BILINGUAL CURRICULUM CON
 ELEM ED; SPANISH; ESOL

104947 CARIDAD GONZALEZ 1009 SPECIAL SPANISH TEACHER
 SPANISH; ELEM ED; E CHILD ED; ESOL

106964 PAMELA M. MCCOY 0921 ESE-SPEECH LANG PATHOLOGI
 SPCH CORR; PHYSICALLY IMPAIRED

118715 DANESE S. TAYLOR 1020 2ND GRADE ELEM ED; ESOL

123506 CYNTHIA Y. MOORE 1030 3RD GRADE ELEM ED; ESOL

128180 ADA T. GARCIA 1071 MUSIC MUSIC; ELEM ED

129644 LANA S. JONES 1030 3RD GRADE E CHILD ED; ELEM ED;
 ESOL

142285 SUSAN A. MASTRAPA 1530 READING COACH ELEM ED; E
 CHILD ED; ESOL

142989 AMOY A. SKINNER 1040 4TH GRADE ELEM ED; ART; ESOL

146193 EVERETT E. SEWER 1301 MEDIA SPECIALIST ELEMENTA
 ELEM ED; E CHILD ED; ESOL; MEDIA SPEC

160093 MARILYN R. LARDNER 0913 ESE-VARYING EXCEPTIONAL
 ELEM ED; ESOL; SPEC LEARN DISAB; EMTL HNDCP

163860 YAMILA AGUIAR 1020 2ND GRADE ELEM ED; ESOL

168616 MICHAEL P. BENTSEN 0971 OCCUPATIONAL THERAPIST

170384 JENNIFER G. KIDD 0910 ESE-EDUCABLE MENT HAND ELEM
 ED; MNTL HNDCP

171474 YOLANDA LOPEZ 1000 KINDERGARTEN TCHR ELEM ED; E
 CHILD ED; GIFTED; ESOL

178538 ELIZABETH C. CESARANO 1528 PHYS EDUC K-8 PHYS ED; P E
 K-8

179722 LUISA DIEZ 1000 KINDERGARTEN TCHR ELEM ED

200086 JENNIFER H. EDWARDS 1000 KINDERGARTEN TCHR
 PK/PRIMARY

207140 MARIELA RAPP 1040 4TH GRADE ELEM ED

210310 MARIA E. ARISPE 0912 ESE-TRAINABLE MENT HAND MNTL
 HNDCP; ESOL

214295 JIMMIE T. CRYER 1030 3RD GRADE ELEM ED

215928 MERCEDES THROCKMORTON 0915 ESE-EMOTIONALLY
 HAND EXCEPTIONAL STUDENT EDUCATION; ESOL

218836 LUZ M. DE LAS CASAS 1010 1ST GRADE ELEM ED; SPANISH

220667 IDANIA PESTANA 0965 ESE-PRESCHOOL

221373 SOPHIA A. FLOWERS-ROBINSON 1050 5TH GRADE ELEM ED

222588 VICTORIA M. TAMAYO 1006 ENGLISH SECOND LANGUAGE
 ELEM ED; ESOL

222695 NALINI POONEN 1020 2ND GRADE ELEM ED; ESOL

229974 RITA E. MIYASHIRO 1006 ENGLISH SECOND LANGUAGE
ELEM ED; ESOL
230273 CONNIE M. VINDIGNI 0919 ESE-PROGRAM SPECIALIST SPEC
LEARN DISAB; ESOL
230781 ROXANA C. LOPEZ 0974 ESE-PHYSICALLY IMPAIRED
EXCEPTIONAL STUDENT EDUCATION; ELEM ED; ESOL

233730 PATRICIA H. GRANT 0965 ESE-PRESCHOOL SPEC LEARN
DISAB
238126 ROSA E. RIVERA 1030 3RD GRADE ELEM ED; ESOL
244994 SUSAN R. ROBINSON 1040 4TH GRADE ELEM ED
245397 CHANEL JESTER-FAGAN 1030 3RD GRADE ELEM ED; ESOL
245724 TANGELIA J. SMITH 1530 READING COACH ESOL; ELEM ED
249192 KETLY L. ALEXIS 1007 BILINGUAL CURRICULUM CON ELEM
ED; ESOL
251232 JESSICA Z. URBANIK 1071 MUSIC MUSIC
251727 NORMA E. GUTIERREZ AGOSTO 1395 ELEMENTARY
COUNSELOR 10M GUIDANCE COUNSELOR
252707 CHRISTY W. DEACON 1050 5TH GRADE ELEM ED
253062 NELLY RAMOS-SALGUEIRO 1010 1ST GRADE ELEM ED;
ESOL
254443 JENNIFER V. CONTRERAS 0913 ESE-VARYING EXCEPTIONAL
EXCEPTIONAL STUDENT EDUCATION; ESOL
254937 BERNARDO H. GONZALEZ 1010 1ST GRADE ELEM ED; MATH;
CERTIFICATION STATUS
255691 PEDRO P. CANINO 1528 PHYS EDUC K-8 P E K-8
258871 LATICIA N. ROBERTS 1040 4TH GRADE ELEM ED
259926 NANCY C. MENDOZA 1000 KINDERGARTEN TCHR ESOL;
ELEM ED; EXCEPTIONAL STUDENT EDUCATION
261438 ARGELIA R. NOVOA 1010 1ST GRADE ELEM ED
262186 COURTNEY R. PECH 0913 ESE-VARYING EXCEPTIONAL
EXCEPTIONAL STUDENT EDUCATION; ESOL
265846 MELISSA A. YEN 1050 5TH GRADE ELEM ED
265866 MARIA D. HERRERA 1015 WORLD LANGUAGES-SPANISH
ELEM ED; ESOL; SPANISH; EXCEPTIONAL STUDENT EDUCATION
266372 JENNY H. RIERA 1010 1ST GRADE SOCIAL SCIENCE
268115 BELLA L. PINO 0912 ESE-TRAINABLE MENT HAND
270713 JUAN CARLOS JOVA 1082 ESE-ADAPTIVE PE
271622 CRESILIA MANCINELLI 1000 KINDERGARTEN TCHR ELEM
ED
271792 NATALIYA STAS 1006 ENGLISH SECOND LANGUAGE ESOL
275345 KATRINA C. HERNANDEZ 1010 1ST GRADE MG ENGLISH
275414 JOSE A. SANCHEZ 1020 2ND GRADE ELEM ED
275971 KIMBERLY A. SNOKE 1020 2ND GRADE ELEM ED
276087 SUE C. CARVAJAL 1000 KINDERGARTEN TCHR PK/PRIMARY
276296 DAMION A. BRAVO 0915 ESE-EMOTIONALLY HAND
EXCEPTIONAL STUDENT EDUCATION
278001 HECTOR L. FLORES DE LA PAZ 1006 ENGLISH SECOND
LANGUAGE ESOL
278023 YOVANIS FERNANDEZ 1006 ENGLISH SECOND LANGUAGE

ELEM ED; ESOL

278291 JESSICA J. MATOS 1000 KINDERGARTEN TCHR ELEM ED

279073 DONISHA L. SMITH 1050 5TH GRADE SOCIAL SCIENCE

279622 LINDA E. TORRES 1030 3RD GRADE ED LEADERSHIP;

READING; EXCEPTIONAL STUDENT EDUCATION

281303 YIYA SOSA 1030 3RD GRADE

282334 TAMARA R. CRIDER 1010 1ST GRADE

282461 SITARA N. MONTERO 1010 1ST GRADE

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Scotts Foresman Textbook	District Funds	85000
Technology	Access2Learn	District Funds	0
Professional Development	FOSS Kits	ESSAC	5000
Other			0
Total:			\$90,000.00

Goal:	Parental Involvement
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Needs Assessment The 2006-2007 Parental Involvement Rosters indicated that 10 % of the parents participated in at least one school sponsored event or workshop to assist their children to improve academically and socially at home and school.

Objective Given the schoolwide emphasis on parental and community involvement, the school will demonstrate an increase of 10 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs of the 2006-2007 and 2007-2008 school years.

Strategies

1. Provide parental workshops and activities to empower parents with the skills needed to assist students with home learning activities.
2. Enhance the School to Career initiative through parental participation in West Homestead's Career Day and Science Fair.
3. Implement the Title I student, Parent/Guardian and School Compact Agreement.
4. Provide and maintain a parent resource center with instructional materials for check-out and use at home.
5. Implement the Reading is Fundamental (RIF) literacy program to promote independent reading for second grade students and their parents.
6. Encourage parental involvement and engage parents in students' progress using the Progress Monitoring Plan.
7. Utilize the District Parent Conference dates to increase communication and parental involvement in the ongoing progress of monitoring student progress.
8. Plan and facilitate special, "Family Activities" such as Open House, Title I Orientation Meeting, Monthly Title I Meetings, Mathematics/Science Family Fun Night, Parent Breakfasts, FCAT Family Literacy Nights to encourage additional opportunities for parental involvement and Supplemental Educational Services Fair.
9. Conduct home visitations for targeted students by the Community Involvement Specialist.

Evaluation

Workshop Attendance Rosters
 Community Involvement Specialist Records
 SAC Attendance Rosters
 Parent Access Center Visitation Logs

Research-based Programs National Standards for Parent and Family Involvement Programs by the National PTSA
State of Florida, “Just Read Families, Getting Started.” Families Building Better Readers

Professional Development Hands-on Mathematics Workshop
Science Fair Parent Review
Reading is Fundamental
Family Literacy Review

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)			0
Technology	Software	Title I Funds	5000
Professional Development			0
Other	Community Involvement Specialist Paraprofessionals	Title I Funds	93000
Total:			\$98,000.00

Goal:	Return on Investment
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Needs Assessment The most recent data supplied from the Florida Department of Education (FLDOE) indicated that in 2004, West Homestead Elementary School ranked at the thirty-third percentile on the State of Florida ROI index.

Objective West Homestead Elementary School Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

Strategies

1. Provide opportunities for stakeholders to become more informed about the use of financial resources in relation to school programs.
2. Reconfigure existing resources to take advantage of a broader base of available resources (e.g. private foundations, volunteer networks, grants, etc.) privation of existing resources or taking advantage of a broader resource base, e.g. private foundations, and volunteer networks.
3. Consider shared use of facilities, partnering with community agencies to become more visible in the community.
4. Provide professional development for teachers in the use of SPI, Edusoft, and Electronic Gradebook.
5. Collaborate with the district on resource allocation.
6. Consider and share use of facilities, partnering with community agencies.

Evaluation On the next State of Florida ROI index publication, West Homestead Elementary will show progress toward reaching the thirty-fourth percentile.

Goal:

Needs Assessment

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Total:			\$0.00

SCHOOL ADVISORY COUNCIL

- Yes No The majority of the SAC members are not employed by the school. The SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

SAC Involvement

The School Advisory Council (SAC) assisted in the preparation of the School Improvement Plan relative to the following areas and made recommendations within the following:

1. Budget – Allocation of additional funds for materials to be used for remediation of FCAT skills.
2. Professional Development – Implementation of professional development at scheduled faculty meetings; provide inclusion training.
3. Instructional Materials - Purchase of manipulatives to enhance student performance in mathematics and science.
4. Technology- Establish additional computer labs and increase wireless environment.
5. Staffing- Create an interview committee for the purpose of selecting and hiring personnel.
6. Student Support Services- Implement character education curriculum.
7. Benchmarking-Establishing before school and after-school tutorial program with standardized curriculum.

The School Advisory Council reviewed, analyzed, and evaluated pertinent data such as the School's Demographics and Academic Profiles, FCAT Reports and formulated objectives as schoolwide priorities. The Council scheduled meetings, notified participants, and created agendas, as per State and District guidelines. In addition, the Council will expend a budget to support schoolwide initiatives. Concerns related to academic progress, safety, instructional materials/supplies, technology and other areas will be addressed by the School Advisory Council. The Council will support the efforts of the participants of the SPARKS Program and the Parent Teacher Association (PTA) in achieving higher levels of professional collaboration and parental involvement. Specifically, the Advisory Council has recommended the establishment of an additional computer lab to serve Students with Disabilities.

FINAL BUDGET			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)	Reading: Houghton Mifflin Mathematics: McMillan Math Textbook Writing: Write Time for Kids Science: Scotts Foresman Textbook Parental Involvement:	Reading: District Funds, District Funds Available: \$12,000.00 Mathematics: District Funds Available: \$12,000.00 Writing: Title I Funds, Title I Funds Available: \$2,000.00 Science: District Funds Available: \$85,000.00 Parental Involvement: Available: \$0.00	\$111,000.00
Technology	Reading: Reading Plus Mathematics: Printers, Electronic Gradebook, Access to Learn, EduSoft, Writing: Science: Access2Learn Parental Involvement: Software	Reading: Title I Available: \$2,135.00 Mathematics: District Funds, District Funds Available: \$20,000.00 Writing: Available: \$0.00 Science: District Funds Available: \$0.00 Parental Involvement: Title I Funds Available: \$5,000.00	\$27,135.00
Professional Development	Reading: SuccessMaker Mathematics: Training Consultants Writing: Science: FOSS Kits Parental Involvement:	Reading: Title I Available: \$2,000.00 Mathematics: Title I Funds, PASS Grant Available: \$5,000.00 Writing: Available: \$0.00 Science: ESSAC Available: \$5,000.00 Parental Involvement: Available: \$0.00	\$12,000.00
Other	Reading: ESE Inclusion, Reading Coach, Before and After School Tutoring Mathematics: Temporary Instructor, Before and After School Tutoring Writing: Science: Parental Involvement: Community Involvement Specialist Paraprofessionals	Reading: Title I Funds, IDEA Funds, Grant Funds Available: \$114,000.00 Mathematics: School Based Budget, Title I Funds Available: \$80,000.00 Writing: Available: \$0.00 Science: Available: \$0.00 Parental Involvement: Title I Funds Available: \$93,000.00	\$287,000.00
		Total:	\$437,135.00

IMPLEMENTATION EVALUATION

Adequate progress will be deemed to have been made if progress has been made toward achieving all objectives. Within the district, there is a system in place, SCHOOL IMPROVEMENT PLAN mid-year reviews. Utilize quarterly assessments which serve as part of monitoring process, which is then reviewed at the Region Center.

Members**Signature**

1) Prudence Mingo Ingraham , Principal

2) Danese Taylor , SAC Chair

3) Zuyette Rodriquez , Student

4) Maria Arispe , Teacher

5) Diane Brown , Parent

6) Irama Cabrera , Community Member

7) Alfonso McGill , Union Steward

8) Sophia Flowers-Robinson , Teacher

9) Tangelia Smith , Teacher

10) Irasema Coronado , School Support Personnel

11) Gloria Allen , School Support Personnel

12) Ernestine Nesmit , Parent

13) Marta Rivera , Parent

14) Delmeshia Williams , Parent

15) Meco Hawkins , Parent

16) Joy McNair , Parent

17) Martha Guerre , Parent

18) Victoria Lozano , Student