

2013-2014 SCHOOL IMPROVEMENT PLAN

Alpha Charter Of Excellence
1223 SW FOURTH ST
Miami, FL 33135
305-643-2132

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 95%
Alternative/ESE Center No	Charter School Yes	Minority Rate 99%

School Grades History

2013-14 F	2012-13	2011-12	2010-11
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Alpha Charter Of Excellence

Principal

Isabel Navas/ S. Lopez

School Advisory Council chair

Elaine Tato

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

Name	Title
Mrs. Katwaroo	Teacher
Ms. Campbell	Teacher
Mrs. Navas	Principal

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC membership includes:

Isabel Navas, Principal
 Elaine Tato, Chair
 Claudia David, Secretary
 Jouchid Martinez, Alternate
 Ileana Terry, Parent
 Maria Cristina Santana, Parent
 Nancy Rodriguez, Parent
 Dominic Katwaroo, Student
 Alexis Gonzalez, Student
 Ana Gonzalez, Community Leader

Involvement of the SAC in the development of the SIP

The SAC involvement in the development of the school improvement plan were as follows:

- Assistance in the establishment of school improvement planning team with clear roles and

responsibilities;

- Reviewed the teams self-assessment, of current school practices and programs designed to improve student achievement
- Reviewed student performance data and determine achievement gaps (which students are falling behind and in which areas);
- Reviewed the teams evaluation of possible contributing factors (conditions, issues, practices, or policies) and provided additional input;
- Reviewed the action plan developed by the team and provided feedback;
- Will ensure the plan is monitored for effectiveness as well as timely implementation.

Activities of the SAC for the upcoming school year

The School Educational Excellence School Advisory Council will focus on ensuring improved student achievement. The goal of the Council will be to achieve consensus in decision making. The focus of the goal is in the preparation and evaluation of the School Improvement Plan (SIP) as it directly impacts the delivery of the educational program and services required by Florida’s High Quality Educational System and the Miami Dade County Public Schools Strategic Planning Goals.

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

The projected use of SAC funds (\$1135) include:

- The provision of student incentives for tutorial and interventions in reading, writing, mathematics and science (\$635.00)
- Supplemental technology materials - Promethean Board (\$500.00)

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

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

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Isabel Navas/ S. Lopez

Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

M.S. in Educational Leadership
B.A. Elementary Education

Performance Record

2013 – School Grade: N/A
Rdg. Proficiency, 19%
Math Proficiency, 2.5%
Rdg. Lrg. Gains, 48%
Math Lrg. Gains, 0%
Rdg. Imp. of Lowest 25% - 48%
Math Imp. of Lowest 25% - 0%
2012 – School Grade: B (Broward Community Charter)
Rdg. Proficiency, 74%
Math Proficiency, 74%
Writing Proficiency, 92%
Science Proficiency, 23%
2011 – School Grade: B (Broward Community Charter)
Rdg. Proficiency, 74%
Math Proficiency, 74%
Writing Proficiency, 92%
Science Proficiency, 23%
2010 – School Grade: C (Broward Community Charter)
Rdg. Proficiency, 65%
Math Proficiency, 69%
Writing Proficiency, 75%
Science Proficiency, 14%
2009 – School Grade: B (Broward Community Charter)
Rdg. Proficiency, 65%
Math Proficiency, 67%
Writing Proficiency, 93%
Science Proficiency, 51%

Classroom Teachers

of classroom teachers

14

receiving effective rating or higher

0%

Highly Qualified Teachers

93%

certified in-field

14, 100%

ESOL endorsed

11, 79%

reading endorsed

0, 0%

with advanced degrees

1, 7%

National Board Certified

0, 0%

first-year teachers

2, 14%

with 1-5 years of experience

12, 86%

with 6-14 years of experience

2, 14%

with 15 or more years of experience

0, 0%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The school's strategies to recruit and retain highly qualified, effective teachers to the school are as follows:

Recruitment:

- Posting on job recruitment websites, such as www.teacher-teacher.com
- Attend district job and recruitment fairs
- Communicate with colleges and universities (advisors, professors, and career centers) to solicit referrals of quality interns and graduates

Retention:

- Provide effective teachers with schools-based leadership opportunities
- Provide instructional support to teachers through collaborative planning, modeling , coaching and professional development

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The following outlines the school's teacher mentoring plan:

Mentor's Name is Stephanie Moncayo

Mentee Assigned to Mrs. Moncayo is Ms. Nicole Jimenez

Mentor's Name is Ms. Campbell

Mentee Assigned to Ms. Campbell are Ms. Coroas and Ms. Tato

Rationale for Pairings:

One-to-one mentoring for 1st year teachers with teachers with experience with ACE operational and curricular structure as well as working with similar grade levels.

Planned mentoring activities:

The mentoring program provides teachers with 2 weeks of PD prior to the start of school. Teachers

will formally meet with their mentor monthly on Wednesdays @ 2:30 pm to provide support and guidance in collaborative planning, modeling and shadowing with continuous feedback/discussions, and data coaching.

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

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

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

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

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

Tier 2

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

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

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

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

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

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

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

Tier 1(Administrator)

Administrator, Isabel Navas, who will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator the school's Leadership will include the following members who will carry out SIP planning and MTSS problem solving

- School reading and math teachers (Guitierrez, Katwaroo)
- Special education personnel (Campbell)

In addition to Tier 1 problem solving, the Leadership will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Members of the MTSS Leadership will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

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

Tier 3 SST

Members of the Leadership, Tier 2, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

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

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

Data Sources

Academic

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

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys

- Attendance
- Functional Assessment
- Frequency Monitoring

The management system used to access and analyze data is ISIS as well as Microsoft Office Excel to sort, organize and house data analyzed for teachers and administration.

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

The school will participate in the MTSS district professional development which consists of:

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida Rtl online training at providing a network of ongoing support for Rtl. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS implementation in the school.

The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at <http://rti.dadeschools>).

A description of MTSS and MTSS parent resources will be available on the school's web site.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students**Minutes added to school year:** 3,780

Key principles of increased/extended learning through before/after school programming:

1. Teaching complements core instruction by previewing, reviewing, re-teaching and providing additional practice on specific standards and relevant application of knowledge
 - Specific standards where students show weakness are identified prior to design of program
 - Lesson plans and resources are developed that preview, review, assess progress and provide practice on selected standards
2. Flexible grouping of students takes place based on student needs and assessment data
 - Students are grouped by academic needs and skill deficits
 - Student assignment is revisited at least twice during the year to ensure that students are receiving the right supports
3. Continuous monitoring of student progress takes place to evaluate impact and adjust content and instructional strategies
 - Quarterly teachers examine student progress through formative assessments and discussion with other teachers
 - Curriculum adjusted based on interim and quarterly assessment results
 - Students are involved in goal-setting and charting their own progress
4. Opportunities for communication and collaboration among teachers are built into the school schedule to allow for discussion of instructional practices and student needs
 - Time is available for teachers to meet at least weekly to discuss student progress and needs as well as lesson plans and instructional practices to meet those needs – discussion focuses on academic support classes as well as core academic classes
 - There is clear and regular communication between core classroom teachers and academic support/intervention teachers
5. Adequate time is provided for struggling students to get the additional academic support they need while maintaining a balance of academics and enrichment
 - Students who need additional support receive at least 3-5 hours per week of tiered intervention tailored specifically to their needs
 - Time for academic support may reduce time spent in enrichment activities but does not eliminate that time altogether

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected continuously through daily activities that will “check” student’s understanding, bi-weekly through benchmark assessments and quarterly assessments that provide opportunities for students to demonstrate mastery of sets of skills as well as maintain any formerly mastered skills and concepts. Effectiveness of strategies is determined by the amount of students that have demonstrated mastery and adjusted accordingly. The person that will monitor implementation of the before/after school program is administration and/or the designee that will assist in the planning and coordination of curriculum.

Who is responsible for monitoring implementation of this strategy?

Administration

Literacy Leadership Team (LLT)

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

Name	Title
Isabel Navas	Administration
Mrs. Katwaroo	Primary Teacher
Ms. Campbell	Upper Elementary Teacher

How the school-based LLT functions

The Literacy Leadership Team (LLT) oversees the implementation of the K-12 Comprehensive Research-Based Reading Plan (CRRP) at the school site level. The LLT monitors the use of instructional materials related to reading instruction data analysis and interpretation, professional development, and technology.

The LLT addresses issues related to reading instruction, professional development activities, mentoring, and data analysis and interpretation at the classroom level.

The role of the school-based Literacy Leadership Team (LLT) includes the following:

- provide a common vision for the use of data-based decision-making,
- ensure that selected/targeted literacy strategies are implemented that support initiatives;
- conduct a survey to assess the professional development needs of school staff and provide training in those areas highlighted as needs to support understanding and proper implementation of the CRRP.
- monitor instructional planning to ensure alignment to the CRRP
- ensure that intervention and support are implemented and documented,
- communicate with parents regarding school-based Reading plans and activities.

Major initiatives of the LLT

The focus of the LLT this year will be to support implementation of the CRRP and promote literacy across the curriculum. The following outlines some of the steps that will be taken to support this focus:

- Hold weekly teacher team meetings to discuss students they have in common and to align instruction. These regular meetings will allow for teachers to plan for consistency in instruction across subject areas that will ensure a comprehensive and coordinated literacy program.
- Increase the use of technology as a medium for literacy. Technology will be used as an instructional tool and to provide support for struggling students.
- Implementation of the Accelerated Reader (AR) program to motivate independent reading and assist in monitoring levels of text and amount of student reading.
- Complete an Assessment/Curriculum Decision Tree to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to create capacity of reading knowledge within the school.
- Assist in promoting independent reading by providing classroom libraries so that structured independent reading will be incorporated into all reading classes as indicated through the Comprehensive Intervention Reading Program (CIRP).
- Provide support and resources to content area teachers in building classroom libraries to assist with independent reading practice.
- Writing will be incorporated across the curriculum through the utilization of the CRISS philosophies and principles as well as the utilization of the practices presented in the critical mass professional development (Reading and Writing Standards and Effective Reading in Secondary Classrooms).
- Provide professional development based upon student assessment data, classroom observational data, the professional development listed on the teachers' IPDP form, and district and state reading requirements that could impact reading instruction at the school.
- Use student assessment data to evaluate the resources needed to meet the needs of teachers and students and include resources in a professional library established for all staff when applicable

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Transition to Kindergarten Plan:

Goals and Strategies

1. Develop a set coordinated transition and orientation to kindergarten experiences that result in children that are ready to be successful and ensure our school is ready to receive children and their families.
 - Provide coordinated and consistent communication, such as informational materials/letters, and events for families' of young children about early development, learning and transition to kindergarten. ACE will communicate about these activities and plan, advertise and implement transition/orientation activities for young children.
 - Provide information, support and opportunities for Pre-K and Kindergarten teachers to learn about and engage in meaningful transition activities
 - Develop support materials on a variety of transition activities, schedule and structure collaboration between teachers so that they can network and share learning and establish a team that will coordinate/direct transition activities for Pre-K and Kindergarten teachers.
2. Assess incoming kindergarten student on each of the five domains of development to inform, plan and develop effective school readiness and transition initiatives
 - Gather information about the pre-k students' child care and early experiences prior to entering kindergarten.
 - Implement a kindergarten assessment that assess students in the five domains:
 - Cognitive development,
 - Language and communication,
 - Health and physical development,
 - Social and emotional development, and
 - Approaches to learning
 - Develop protocol for using any health assessments as a source of data for the health and physical development domain.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		19%		
American Indian				
Asian				
Black/African American				
Hispanic		20%		
White				
English language learners		12%		
Students with disabilities				
Economically disadvantaged		18%		

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	20%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	8%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		48%	53%
Students in lowest 25% making learning gains (FCAT 2.0)		48%	53%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	30	32%	39%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		18%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		16%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	<i>[data excluded for privacy reasons]</i>		10%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		0%		
American Indian				
Asian				
Black/African American				
Hispanic		0%		
White				
English language learners				
Students with disabilities				
Economically disadvantaged		5%		

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			7%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		6%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		0%	10%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		0%	10%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		23%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		2%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		4
Participation in STEM-related experiences provided for students			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	21	18%	17%
Students retained, pursuant to s. 1008.25, F.S.	4	4%	3%
Students who are not proficient in reading by third grade	10	83%	75%
Students who receive two or more behavior referrals	13	12%	11%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Alpha Charter of Excellence with parents in the community, will develop a parent involvement plan that reflects practices that enhance parent and community involvement and reflect the specific needs of each school within the district.

1. Communication: Schools and the parent community will communicate regularly and clearly about academic opportunities, school performance, student progress and parent/guardian activities.

Communication Activities:

- Parent Teacher Conferences
- School and Teacher Websites
- Robo-calls to Parents
- Telephone communication sent from school and district staff

2. Parenting: Schools and the parent community will work together to support parenting skills and activities that prepare children for school and support ongoing achievement.

Parenting Activities:

- Curriculum/Open House Nights
- PTA/PTSA Programs
- Parent Workshops/Evenings
- Family Activity Nights

3. Student Learning: Schools will encourage parents to support the academic achievement of their children.

Student Learning Activities:

- Continuous communication on academic progress
- Parent Workshops on Homework Support
- Curriculum Nights

4. Volunteerism: Schools will encourage parents and community members to volunteer in schools to support school improvement and student success.

Volunteer Activities:

- Room Parents
- Flexible Assistance for School and Classroom Programs/Events (beyond the school day)
- Chaperoning Activities

5. School Decision Making: Schools will encourage parents and community members to collaborate on educational decisions that affect students and schools.

Decision Making Activities:

- School Improvement Committees
 - School Advisory Groups
 - Parent feedback/input on current/new programs, initiatives and practices
6. Community Collaboration: The school will encourage collaboration with local community organizations, local governments, businesses, members of the community, and other agencies to improve the academic achievement of all students.
- Community Collaboration Activities:
- Facilitate Community members as volunteers in the schools
 - Collaborate with local business to co-sponsor events and programs
 - Encourage business partnerships with schools
 - Co-sponsor academic support programs for students and their parents
 - Host Community Forums

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Number of Parents Participating in School Events/Volunteerism	0	0%	50%
Increase Number of School Events focused on Parents/Community Collaboration	2	100%	100%

Goals Summary

- G1.** Alpha Charter of Excellence performance of students scoring at or above Level 3 on the 2013 FCAT 2.0 is 19%. The goal is to improve student achievement by increasing the %age of students achieving proficiency by 10 percentage points from 19% to 27%.
- G2.** ACE's student performance data indicates that 0% of students scored at or above 3.5 on the FCAT 2.0 Writing. The goal for the 2014 FCAT Writing is to increase proficiency by 10 percentage points from 0% to 10%.
- G3.** Alpha Charter of Excellence performance of all students scoring at or above Level 3 on the 2013 FCAT 2.0 is 2.5%. The goal is to improve student achievement by increasing the percentage of students achieving level 3 by 12 %age points from 2.5% to 14.5%.
- G4.** Based on the 2013 FCAT Science data the goal for the 2013-2014 school year is to improve student achievement by increasing the percentage students achieving level 3 by 8 %age points.
- G5.** The goal is to ensure 100% participation in a curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage in 4 independent and collaborative research projects that blend critical thinking skills.
- G6.** ACE's attendance goal is to decrease students who miss 10% or more days to 17%. Also, to reduce the %age of students retained to 3% and students who are not proficient in reading by 3rd grade to 75%. ACE's suspension goal is to maintain 0%.

Goals Detail

G1. Alpha Charter of Excellence performance of students scoring at or above Level 3 on the 2013 FCAT 2.0 is 19%. The goal is to improve student achievement by increasing the %age of students achieving proficiency by 10 percentage points from 19% to 27%.

Targets Supported

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

Resources Available to Support the Goal

- Reading Common Core Coach Series (Triumph Learning); Star Reading; SuccessMaker; Renaissance Learning Accelerated Reader; MicroSociety and State-adopted textbooks; Reading Wonders; Passport; Leveled Readers

Targeted Barriers to Achieving the Goal

- The noted barrier is the performance of all applicable subgroups, Hispanic, ELL and ED, that are below 50% proficiency. The area of deficiency noted on the 2013 FCAT 2.0 Reading assessment was common for all subgroups and they were reporting category 2 - Reading Application and category 1 - Vocabulary.
- ACE's student performance indicated the students scoring at Achievement Level 3 in reading on the 2013 FCAT were 14%. The goal is to improve student achievement by increasing the percentage of students achieving level 3 by 6 percentage points to 20%. The areas of deficiency is Vocabulary.
- ACE's student performance indicated that students scoring at or above Achievement Level 4 on the 2013 FCAT 2.0 Reading was 6% and strives to improve that percentage by 2 percentage points. The area of deficiency was reporting category 4 – Informational Text and Research Process
- ACE's student performance data reflected that 48% of students made learning gains on the 2013 FCAT Reading. ACE strives to increase the percentage of students making learning gains by 5 percentage points. The areas of deficiency was reporting category 2 and 3 – Reading Application and Literary Analysis for those students making learning gains.
- ACE's student performance data reflected that 48% of students in the lowest 25% made learning gains on the 2013 FCAT Reading. ACE strives to increase the percentage of students making learning gains by 5 percentage points. The area of deficiency was reporting category 1 and 2 – Vocabulary and Reading Application.
- ACE's student performance data indicates that 32% of students scored proficient in listening/ speaking on the CELLA. The goal for the 2014 CELLA is to increase proficiency by 7 percentage points. An area of deficiency was listening and speaking on the 2013 CELLA, due to students inability to speak in English and understand spoken English that is at or above grade level because of limited exposure to English at home.
- ACE's student performance data indicates that 28% of students scored proficient in reading on the CELLA. The goal for the 2014 CELLA is to increase proficiency by 7 percentage points. As noted on the 2013 CELLA and FCAT Assessments, an area of deficiency was reading, specifically Vocabulary. Students require support in higher order thinking /critical thinking skills as well as support to improve comprehension of vocabulary
- ACE's student performance data indicates that 27% of students scored proficient in writing on the CELLA. The goal for the 2014 CELLA is to increase proficiency by 8 percentage points. As noted on the 2013 CELLA and FCAT Writing Assessments, an area of deficiency was writing. Students have not mastered an understanding of conventions/grammar as well as lack the ability to organize thoughts/brainstorm in preparation for writing.

Plan to Monitor Progress Toward the Goal

Formative: Interim and school-based/classroom assessments Summative: 2014 FCAT 2.0 Assessment and 2014 CELLA

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule:

Bi-weekly, quarterly and annually

Evidence of Completion:

State assessment data

G2. ACE's student performance data indicates that 0% of students scored at or above 3.5 on the FCAT 2.0 Writing. The goal for the 2014 FCAT Writing is to increase proficiency by 10 percentage points from 0% to 10%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Triumph Learning Series Florida Writing Coach

Targeted Barriers to Achieving the Goal

- As noted on the 2013 FCAT Writing Assessment, the area of deficiency is focus, organization and elaboration.

Plan to Monitor Progress Toward the Goal

- Formative: Data from monthly writing assessments and school-based/classroom assessments
- Summative: 2014 FCAT 2.0 Assessment

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly and Annually

Evidence of Completion:

- Formative: Data from monthly writing assessments and school-based/classroom assessments
- Summative: 2014 FCAT 2.0 Assessment

G3. Alpha Charter of Excellence performance of all students scoring at or above Level 3 on the 2013 FCAT 2.0 is 2.5%. The goal is to improve student achievement by increasing the percentage of students achieving level 3 by 12 %age points from 2.5% to 14.5%.

Targets Supported

Resources Available to Support the Goal

- STAR Math, Success Maker, MicroSociety, Manipulatives, K-5 Triumph Learning Resources: Common Core, Go Math

Targeted Barriers to Achieving the Goal

- The common area of deficiency as noted on the 2013 FCAT Mathematics assessment for the subgroups Hispanic, ELL and ED is Number: Base Ten and Fractions
- Students scoring at Level 3 on the 2013 FCAT 2.0 is 0% and ACE strives to improve student achievement by increasing the percentage of students achieving level 3 by 10 percentage points. The common area of deficiency for grades 3-5 is Number: Base Ten and Fractions for students scoring at Achievement Level 3.
- The common area of deficiency as noted on the 2013 FCAT Mathematics assessment for grades 3-5 is Geometry and Measurement for students scoring at Achievement Level 4 and above.
- Student performance data reflected that students' making learning gains on the 2013 FCAT Math assessment is 0% and ACE strives to increase the percentage of students making learning gains by 10 percentage points. The noted area of deficiency Number: Operations, Problems and Statistics with students that made learning gains.
- The common area of deficiency as noted on the 2013 FCAT Mathematics assessment for grades 3-5 is Number: Base Ten and Fractions with students that are in the lowest 25% that made learning gains.

Plan to Monitor Progress Toward the Goal

Review, analysis and debriefing of: •Formative: Interim and school-based/classroom assessments
•Summative: 2014 FCAT 2.0 Assessment

Person or Persons Responsible

Administration

Target Dates or Schedule:

Weekly, quarterly, and annually

Evidence of Completion:

Results from: •Formative: Interim and school-based/classroom assessments •Summative: 2014 FCAT 2.0 Assessment

G4. Based on the 2013 FCAT Science data the goal for the 2013-2014 school year is to improve student achievement by increasing the percentage students achieving level 3 by 8 %age points.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Pearson Lab Kits; GIZMO

Targeted Barriers to Achieving the Goal

- The area of deficiency noted on the 2013 administration of the FCAT Science assessment was the content area Nature of Science with students that achieved Level 3.
- The area of deficiency noted on the 2013 administration of the FCAT Science assessment was the content area Life Science with students that achieved Level 4 and above.

Plan to Monitor Progress Toward the Goal

Review, analysis of and debriefing about: •Formative: Interim and school-based/classroom assessments
•Summative: 2014 FCAT Science Assessment

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly, Quarterly, and Annually

Evidence of Completion:

Results from: Formative: Interim and school-based/classroom assessments Summative: 2014 FCAT Science Assessment

G5. The goal is to ensure 100% participation in a curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage in 4 independent and collaborative research projects that blend critical thinking skills.

Targets Supported

- STEM - All Levels

Resources Available to Support the Goal

- GIZMO, Pearson Lab Kits

Targeted Barriers to Achieving the Goal

- Noted barriers to STEM implementation and the number of experiences is the limited exposure to effective instruction that capitalizes on students' early interest and experiences, identifies and builds on what they know, and provides them with experiences to engage them in the practices of science and sustain their interest. Additionally, increased exposure to a coherent structured curriculum that fosters project-based learning and connects STEM principles to instruction, coursework and educational practices.
- Noted barrier to increasing the number of students participating in STEM activities and experiences is the lack of proficiency in math and science.

Plan to Monitor Progress Toward the Goal

Use and analysis of data from: • STEM implementation Rubric • Classroom assessments • Teacher observations

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly and quarterly

Evidence of Completion:

• STEM implementation Rubric • Classroom assessments • Teacher observations

G6. ACE's attendance goal is to decrease students who miss 10% or more days to 17%. Also, to reduce the %age of students retained to 3% and students who are not proficient in reading by 3rd grade to 75%. ACE's suspension goal is to maintain 0%.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- The barrier for students who miss 10% or more days of school has been attributed to student illnesses as well as economic situations at home due to parents' inability to transport the students to school and information on how to promote health and wellness for their children. Additionally, parents may not fully understand the impact associated with student attendance and academic progress. The barrier to decreasing student tardiness is chronic fatigue/tiredness of students.
- The barrier to students with 2 or more behavior referrals/one or more that lead to suspension has been noted as the students' misunderstanding and unawareness of proper behavior in a school setting and the consequences that result from improper behavior.
- The barrier to reducing the number of students being retained is early identification of at-risk students and implementation of interventions to enhance success
- The barrier to reducing the number of students who are not proficient in reading by grade 3 lack of interventions on targeted literacy skills.

Plan to Monitor Progress Toward the Goal

Review and analysis of: Attendance Bulletins ISIS reports on discipline and behavior Administrator log for students who are recognized for complying with the School Code of Conduct along with district suspension rate. Parent sign-in log for attendance to workshops. Assessments

Person or Persons Responsible

Administration and Attendance Clerk

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Attendance Bulletins ISIS Reports Administrator log for students who are recognized for complying with the School Code of Conduct along with district suspension rate. Parent sign-in log for attendance to workshops. Student Assessment Data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Alpha Charter of Excellence performance of students scoring at or above Level 3 on the 2013 FCAT 2.0 is 19%. The goal is to improve student achievement by increasing the %age of students achieving proficiency by 10 percentage points from 19% to 27%.

G1.B1 The noted barrier is the performance of all applicable subgroups, Hispanic, ELL and ED, that are below 50% proficiency. The area of deficiency noted on the 2013 FCAT 2.0 Reading assessment was common for all subgroups and they were reporting category 2 - Reading Application and category 1 - Vocabulary.

G1.B1.S1 There will be additional opportunities for students to engage in learning that supports understanding and mastery of Vocabulary and Reading Application

Action Step 1

Teachers will use grade level appropriate text that provide students opportunities: To read and comprehend literature and informational text at the high end of the 2-3 and/or 4-5 (whichever is appropriate for the targeted grade level) text complexity band independently and proficiently. Ask and answer questions referring explicitly to the text as the basis for the answers. ? Instructional Strategies will include, but not limited to: - author's purpose chart, - two column note: opinion/support; conclusion/support; and cause/effect - main idea table, - gist, - summary pyramid, - time line, - cause/effect chain - informational text structure chart, - one sentence summarizers, - pattern puzzles, - theme definition, - common themes in literature, - Venn diagram, - content frame.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing and Weekly

Evidence of Completion

Master Schedule Planning Meeting Agendas Sign-in Sheets Intervention Log

Facilitator:

Contracted Services: TriStar Leadership and Fusion MDCPS

Participants:

Administration

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-Weekly and Ongoing

Evidence of Completion

Meeting notes and agendas Student Assessment Data

Plan to Monitor Effectiveness of G1.B1.S1

- Ongoing classroom assessments of targeted skills/benchmark
- Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed
- Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Reading Application questions are present.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Every two weeks and Ongoing

Evidence of Completion

Student performance data Assessment results

G1.B2 ACE's student performance indicated the students scoring at Achievement Level 3 in reading on the 2013 FCAT were 14%. The goal is to improve student achievement by increasing the percentage of students achieving level 3 by 6 percentage points to 20%. The areas of deficiency is Vocabulary.

G1.B2.S1 There will be additional opportunities for students to engage in learning that promotes understanding and mastery of Vocabulary.

Action Step 1

• Teach reading strategies that help students determine meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Students develop and maintain a response journal. • Provide practice in determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area • Provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic. • Provide opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases. • Instructional Strategies will include, but not limited to: - word walls, - personal dictionaries, - context clue chart, - understanding context clues, - concept of definition map, - word arrays, - multiple meaning chart, - understanding multiple meaning words

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly and Ongoing

Evidence of Completion

Intervention Log Meeting Agenda and Notes Signin Sheet Student performance data

Facilitator:

MDCPS Facilitator Contracted Vendor

Participants:

Schoolwide

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative checkups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Biweekly and ongoing

Evidence of Completion

Student performance data Assessment results

Plan to Monitor Effectiveness of G1.B2.S1

• Ongoing classroom assessments of targeted skills/benchmark • Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed • Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Vocabulary questions are present.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Every two (2) weeks and Ongoing

Evidence of Completion

Student Performance Data Assessment results

G1.B3 ACE's student performance indicated that students scoring at or above Achievement Level 4 on the 2013 FCAT 2.0 Reading was 6% and strives to improve that percentage by 2 percentage points. The area of deficiency was reporting category 4 – Informational Text and Research Process

G1.B3.S1 There will be additional opportunities for students to engage in learning that promotes understanding and mastery of Informational Text and Research Process.

Action Step 1

- Use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts.
- Make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. Students should analyze how the visual and multimedia elements contributes, and draws information in the meaning, and locating the details to answer and quickly solve problems. Help students recognize the characteristics of reliable and valid information. Valid information is correct or sound. Reliable information is dependable. Use supporting facts within and across texts. The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across texts. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach.

Person or Persons Responsible

Weekly and ongoing

Target Dates or Schedule

Teachers

Evidence of Completion

Intervention Log Meeting Agenda and Notes Sign-in Sheet Student performance data

Facilitator:

MDCPS Facilitator Contracted Vendor

Participants:

Schoolwide

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative checkups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Assessment Results Student performance data

Plan to Monitor Effectiveness of G1.B3.S1

• Ongoing classroom assessments of targeted skills/benchmark • Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed • Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Informational Text and Research Process questions are present.

Person or Persons Responsible

Administration

Target Dates or Schedule

Every two (2) weeks and Ongoing

Evidence of Completion

Assessment Results Student Performance Data

G1.B4 ACE's student performance data reflected that 48% of students made learning gains on the 2013 FCAT Reading. ACE strives to increase the percentage of students making learning gains by 5 percentage points. The areas of deficiency was reporting category 2 and 3 – Reading Application and Literary Analysis for those students making learning gains.

G1.B4.S1 There will be additional strategies for students to engage in learning that promotes understanding and mastery of Reading Application and Literary Analysis.

Action Step 1

Teachers will focus more on the character's point-of-view, text-to-self relationships, text-to-text relationships, mood imagery, and how text features impact the text. • Also, teachers will engage students in Reciprocal Reading strategies on a weekly basis.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Intervention Logs Planning Meeting Agendas and Notes Sign-in Sheets Assessment Data

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled "administrative checkups," which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Biweekly and ongoing

Evidence of Completion

Data Chats Progress meeting notes and sign-in sheets/logs Student Performance Data

Plan to Monitor Effectiveness of G1.B4.S1

Ongoing classroom assessments of targeted skills/benchmark • Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed • Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Reading Application and Literary Analysis questions are present.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Every two (2) weeks and ongoing

Evidence of Completion

Assessment Results Student performance data

G1.B5 ACE's student performance data reflected that 48% of students in the lowest 25% made learning gains on the 2013 FCAT Reading. ACE strives to increase the percentage of students making learning gains by 5 percentage points. The area of deficiency was reporting category 1 and 2 – Vocabulary and Reading Application.

G1.B5.S1 There will be additional opportunities provided to engage students in learning that promotes the mastery of Vocabulary and Reading Application.

Action Step 1

- Teachers will focus half the lesson on vocabulary development. Utilizing word walls/jars, vocabulary readers, word arrays, vocabulary concept maps, and other authentic vocabulary development activities daily which will build students' knowledge of word meaning, word relationships, and context clue strategies.
- Also, teachers will engage students in Reciprocal Reading strategies on a weekly basis.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Intervention Logs Planning Meeting Agendas/Notes/Logs Assessment data

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Monitoring for fidelity through the collection of data biweekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-Weekly and ongoing

Evidence of Completion

Data Chats Planning Meeting Agenda/Notes Assessment Data

Plan to Monitor Effectiveness of G1.B5.S1

- Assessments focusing on students’ knowledge of word meanings, word relationships, structural analysis, and context clues
- Review of student performance data from miniassessments every two (2) weeks and modifications of instructional plan, as needed
- Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Vocabulary and Reading Application questions are present.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Every two (2) weeks and ongoing

Evidence of Completion

Assessment Results Student Performance Data

G1.B6 ACE's student performance data indicates that 32% of students scored proficient in listening/ speaking on the CELLA. The goal for the 2014 CELLA is to increase proficiency by 7 percentage points. An area of deficiency was listening and speaking on the 2013 CELLA, due to students inability to speak in English and understand spoken English that is at or above grade level because of limited exposure to English at home.

G1.B6.S1 • Students participate in shared reading by listening to a passage and extracting the main idea. • Students participate in shared reading, asking them to identify the main idea. • Use of Simple, Direct Language : Monitor and adapt speech to ELL students: In using English with ELL students, the teacher should also listen carefully to his/her own language use and try to adapt it to meet the students' level of understanding of English. For example, the following can help a student gain a better understanding of what is being said: - restate complex sentences as a sequence of simple sentences; - avoid or explain use of idiomatic expressions (repeated and correct exposure to idioms can build understanding and give students confidence to use the idioms themselves). - restate at a slower rate when needed, but make sure that the pace is not so slow that normal intonation and stress patterns become distorted; - pause often to allow students to process what they hear; - provide specific explanations of key words and special or - technical vocabulary, using examples and nonlinguistic props when possible; use everyday language; and - provide explanations for the indirect use of language (i.e., indirect management strategies may need to be explained. For example, an ELL student may understand the statement; "I like the way Mary is sitting" merely as a simple statement rather than as a referenced example of good behavior).

Action Step 1

- Provide ongoing opportunities to plan within and across grade levels on comprehension, so that there is implementation of written response strategies for ELLs in the Language Arts/Reading classes on a weekly basis.
- Provide interventions to address the needs of ELL students identified in need of additional support. - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students' needs, such as: ? Provide opportunities for extra drill ? Provide study guide ? Reduce quantity of material Provide instructional materials geared to student's level of basic skills.

Person or Persons Responsible

Administration and ELL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Intervention Logs Lesson Plans Meeting Agendas/Notes

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Meeting Agendas and notes Assessment data

Plan to Monitor Effectiveness of G1.B6.S1

• Consistent monitoring of student progress/data and modifications of instructional plans on listening and speaking to ensure improved understanding of spoken English • Ongoing classroom assessments with the data being analyzed by administration and leadership teams to make adjustments, as necessary, to instructional plans.

Person or Persons Responsible

Administration and ELL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress monitoring reports Assessment Results

G1.B7 ACE's student performance data indicates that 28% of students scored proficient in reading on the CELLA. The goal for the 2014 CELLA is to increase proficiency by 7 percentage points. As noted on the 2013 CELLA and FCAT Assessments, an area of deficiency was reading, specifically Vocabulary. Students require support in higher order thinking /critical thinking skills as well as support to improve comprehension of vocabulary

G1.B7.S1 • Build academic vocabulary in English through small group direct instruction across the Language Arts curriculum. • Key vocabulary is emphasized and presented in various contexts to the students. When appropriate, teachers may take advantage of students' first language only if the language shares cognates with English and ensuring that ELLs know the meaning of basic words or key vocabulary along with providing sufficient review and reinforcement. • Students will use context clues to determine the meaning of unfamiliar words. • Students will explain how text features (e.g. charts, maps, diagrams, sub- headings, captions, illustrations, and graphs) aid readers understanding • Instructional strategies will include, but not limited to: - Modeling - Think Aloud - Use Task Cards - Focus on Key Vocabulary - Vocabulary with Context Clues - Vocabulary Improvement Strategy (VIS) - Use Multiple Meaning Words - Interactive Word Walls - - Heritage Language/English Dictionary

Action Step 1

- Provide ongoing opportunities to plan within and across grade levels on comprehension, so that there is implementation of written response strategies for ELLs in the Language Arts/Reading classes on a weekly basis.
- Provide interventions to address the needs of ELL students identified in need of additional support. - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students' needs, such as:

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Intervention Logs Planning Meeting Agendas/Notes

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled "administrative check-ups," which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi- Weekly and Ongoing

Evidence of Completion

Progress Meeting Notes Data Chats Assessment data

Plan to Monitor Effectiveness of G1.B7.S1

- Consistent monitoring of student progress/data and modifications of instructional plans to meet students' needs thus leading to improved comprehension of English content

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student performance data Instructional Plans

G1.B8 ACE's student performance data indicates that 27% of students scored proficient in writing on the CELLA. The goal for the 2014 CELLA is to increase proficiency by 8 percentage points. As noted on the 2013 CELLA and FCAT Writing Assessments, an area of deficiency was writing. Students have not mastered an understanding of conventions/grammar as well as lack the ability to organize thoughts/brainstorm in preparation for writing.

G1.B8.S1 • Promote school wide standards for grammar, structure, syntax, semantics, usage, and mechanics in writing. •Develop school wide writing standard by developing/ composing posters. • Teachers will work collaboratively with ELL teacher during planning. • Create a topic board with sticky notes to record topics students discuss and post them. •Encourage illustrations and provide graphic organizers • Provide time for peer- to-peer and student-to-teacher discussion prior to writing • Students will write or dictate their stories in their native language •Exposure to wide variety of writing experiences (journaling, letter writing, poetry, stories)

Action Step 1

- Provide ongoing opportunities to plan within and across grade levels on comprehension, so that there is implementation of written response strategies for ELLs in the Language Arts/Reading classes on a weekly basis. • Provide interventions to address the needs of ELL students identified in need of additional support. - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students' needs, such as:

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Planning Meeting Agendas/Notes Classroom Walkthroughs Intervention Logs Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Meeting agendas/notes Student Performance Data Assessment results

Plan to Monitor Effectiveness of G1.B8.S1

Consistent monitoring of student progress/data and modifications of instructional plans to meet students’ needs thus leading to improved comprehension of English content

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student performance Data Assessment results

G2. ACE's student performance data indicates that 0% of students scored at or above 3.5 on the FCAT 2.0 Writing. The goal for the 2014 FCAT Writing is to increase proficiency by 10 percentage points from 0% to 10%.

G2.B1 As noted on the 2013 FCAT Writing Assessment, the area of deficiency is focus, organization and elaboration.

G2.B1.S1 There will be additional opportunities for students to engage in learning that promotes focus, organization and elaboration in writing.

Action Step 1

- Explicitly teach how to clearly present and maintain the main idea, theme, or unifying point.
- Foster students' consistent awareness of the topic and how to avoid loosely related or extraneous information. Model for students how to develop a theme or unifying point in the response that is clearly established and maintained throughout the essay.
- Explicitly teach organization, which refers to the structure or plan of development (sequence, cause and effect, compare and contrast, etc.) and the relationship of one point to another. Promote the use of transitional devices to signal both the relationship of the supporting ideas to the main idea, theme, or unifying point, and the connections between and among sentences.
- Provide examples of writing materials that demonstrate an effective organizational pattern, including thoughtful order and structure of information that guide the reader through the text, enhance understanding, and further the writer's purpose. Strong, well-crafted transitions are logically embedded in the text.
- Have students utilize drafting techniques to sustain writing by:
 - developing a pre-writing plan to create a picture,
 - describing the main idea topic and experiences, characters, setting, problem, events, solution, and ending,
 - applying personal narrative genre characteristics,
 - creating a personal word list of include: list sensory words, detail attributes, rhyming words, words with multiple meanings, idioms, surprising language, words with high impact similes, alliteration, etc..., to assist in writing,
 - using a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end,
 - sequencing ideas in a logical manner using transitional words or phrases specific to the genre (narrative, expository, and persuasive),
 - applying transitional words/phrases appropriate to the genre to organize, and sequence ideas to provide fluency in the writing,
 - using effective lead and a statement of the opinion or position,
 - using supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, amazing facts), writing daily to increase writing fluency.
- Encourage students to write a narrative that includes a main idea and characters by:
 - using linear graphic organizers including timelines and storyboards to include main idea, characters, setting, problem, events, solution, and ending,
 - applying personal narrative genre characteristics,
 - creating interest through supporting details,
 - using specific word choice (weak verbs to strong verbs, general nouns to specific nouns, descriptive words to describe the setting, sensory words) and author's craft (e.g. dialogue, similes/metaphors, personification to create interest,
 - using transitional words and phrases which moves characters and story through time, rearranging words, sentences and paragraphs and combining sentences to create clarity, capitalizing and punctuating to assist in creating voice and fluency in the writing.
- Have students write an informational/expository essay by:
 - reading expository pieces to notice text structure and author's craft techniques,
 - generating ideas from multiple sources,
 - picking a topic from previously compiled lists, or responding to a district expository writing prompt
 - using graphic organizers/strategies to make a plan focused on a main idea,
 - apply an appropriate hook (e.g., quotation, definition, questions, or descriptions,
 - using appropriate transitions that connect the supporting details,
- Have students use revising/editing charts, teacher conferencing, collaborative discussions, or peer editing by:
 - evaluating a draft for the use of ideas and content,
 - rearranging words, sentences, and paragraphs,
 - creating clarity by using combination sentence structures (e.g. simple compound) to improve sentence fluency,
 - adding supporting details, and using transitions that connect the supporting details,
 - using appropriate transitions that connect
 - substituting active verbs for common verbs,
 - revising for the use of ideas

and content (examples, statistics, comparison, cause/effect, vivid descriptions, and specific words), - including a developed incident as support for each reason, - revising specific words for general words (e.g., sensory words, rhyming words, words with multiple meanings, idioms, figurative language, surprising language), - circling spelling approximations to correct during editing, - using appropriate grabbers/hook (e.g., quotation, definition, questions, or descriptions), - substituting an effective ending appropriate to audience and purpose by using universal word endings, - deleting repetitive text, - responding to other writers and receiving feedback on writing using TAG(T-telling something you like, A-asking a question, G-giving a suggestion) or PQS (P-praise for something liked, Q-question a part of the writing to assist with clarity, S- suggest a way to assist with improvement). - using collaborative discussions orally building on each other's thought and ideas, - using checklist/ FCAT Writing Rubric refine draft

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Sample student writing Assessment Results

Facilitator:

MDCPS and Tristar Leadership/Fusion

Participants:

Administration and LA Teachers

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

Monitoring for fidelity through the collection of data monthly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration and ELA Teachers

Target Dates or Schedule

Monthly and ongoing

Evidence of Completion

Assessment results Data Chats Meeting agendas and notes

Plan to Monitor Effectiveness of G2.B1.S1

•Assessments focusing on monthly writing prompts •Review of monthly writing assessments and modifications of instructional plan, as needed

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Monthly and ongoing

Evidence of Completion

Writing assessments (District and State) School-based assessment

G3. Alpha Charter of Excellence performance of all students scoring at or above Level 3 on the 2013 FCAT 2.0 is 2.5%. The goal is to improve student achievement by increasing the percentage of students achieving level 3 by 12 %age points from 2.5% to 14.5%.

G3.B1 The common area of deficiency as noted on the 2013 FCAT Mathematics assessment for the subgroups Hispanic, ELL and ED is Number: Base Ten and Fractions

G3.B1.S1 There will be additional opportunities for students to engage in learning that promotes understanding and mastery of Base Ten and Fractions.

Action Step 1

Teachers will structure lessons so that students are provided opportunities to:

- identify a fraction from an area or set model, or vice versa
- compare and order fractions with like denominators using a model
- identify an equivalent fraction for one-half and one-fourth using a model

Support mathematical fluency and problem solving skills in the areas of:

- properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations. Provide opportunities for students to:
- relate equivalent fractions and decimals with and without models
- estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations
- rename fractions as mixed numbers, or vice versa
- interpret solutions to division situations, including remainders
- add and subtract fractions fluently with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals fluently and use models, place value, or properties in real-world situations
- solve real world problems involving positive and negative numbers

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Intervention Log Lesson Plans Meeting agendas and notes

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Bi-Weekly and ongoing

Evidence of Completion

Student performance data Meeting agendas and notes Data Chats

Plan to Monitor Effectiveness of G3.B1.S1

• Ongoing classroom assessments of targeted skills/benchmark • Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed • Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Number: Base Ten and Fractions questions are present.

Person or Persons Responsible

Administration

Target Dates or Schedule

Every two (2) weeks and ongoing

Evidence of Completion

Assessment results (District and State) Student performance Data Lesson plans

G3.B2 Students scoring at Level 3 on the 2013 FCAT 2.0 is 0% and ACE strives to improve student achievement by increasing the percentage of students achieving level 3 by 10 percentage points. The common area of deficiency for grades 3-5 is Number: Base Ten and Fractions for students scoring at Achievement Level 3.

G3.B2.S1 There will be additional opportunities for students achieving Level 3 to engage in learning that promotes the mastery of Base Ten and Fractions.

Action Step 1

Teachers will structure lessons so that students are provided opportunities to:

- identify a fraction from an area or set model, or vice versa
- compare and order fractions with like denominators using a model
- identify an equivalent fraction for one-half and one-fourth using a model

Support mathematical fluency and problem solving skills in the areas of:

- properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations. Provide opportunities for students to:
- relate equivalent fractions and decimals with and without models
- estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations
- rename fractions as mixed numbers, or vice versa
- interpret solutions to division situations, including remainders
- add and subtract fractions fluently with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals fluently and use models, place value, or properties in real-world situations
- solve real world problems involving positive and negative numbers

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Intervention Logs Planning meeting notes and agendas

Facilitator:

MDCPS PD Facilitator Contracted Vendors

Participants:

All Teachers

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration and Math Teachers

Target Dates or Schedule

Biweekly and ongoing

Evidence of Completion

Student assessment data Data Chats Classroom Walkthroughs

Plan to Monitor Effectiveness of G3.B2.S1

Ongoing classroom assessments of targeted skills/benchmark • Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed • Instructional support staff will assist the grade level in selecting materials that are appropriate and provide feedback on teacher made test to ensure that Number: Base Ten and Fractions questions are present.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Every two (2) weeks and ongoing

Evidence of Completion

Classroom Assessments State and district assessments

G3.B3 The common area of deficiency as noted on the 2013 FCAT Mathematics assessment for grades 3-5 is Geometry and Measurement for students scoring at Achievement Level 4 and above.

G3.B3.S1 There will be additional opportunities for students that achieve Level 4 and above to engage in learning that promotes the exposure, understanding and mastery of Geometry and Measurement

Action Step 1

Provide opportunities for students to:

- compose, decompose, and transform polygons to create and identify other polygons
- calculate the perimeter of polygons or figures composed of composite rectangles when the length of each side is given or can be deduced
- measure objects to the nearest whole millimeter, centimeter, or inch and to the nearest half or quarter inch
- determine the amount of time elapsed to the nearest hour or half hour
- describe and determine the area of a figure or region on a plane by counting units with or without grid lines shown through the figure or region
- identify benchmark angles of 45° , 90° , 180° , or 360° ; and identify acute, obtuse, right, or straight angles.
- identify and build a three-dimensional object from a two-dimensional representation of the object
- identify or describe a situation that requires the use of the area formula in a real-world context
- identify and classify angles using benchmark angle measurements that may include geometric notation
- identify and describe a shape that is the result of one or more translations, reflections, or rotations of that may include geometric notation
- identify and describe a shape that is the result of one or more translations, reflections, or rotations of the given shape
- identify two-dimensional views of a three-dimensional object
- identify and plot ordered pairs in the first quadrant of a coordinate plane
- Support mathematical fluency and problem solving skills in the areas of determining the area of measurement conversions, area and volume, and coordinate plane by providing time to practice and apply learned concepts in real-life situations.
- determine the volume of prisms and determine the surface area of prisms given a graphic or net solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time
- use different strategies to solve problems involving the volume and surface area of prisms

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

State and district assessments Intervention Logs Lesson Plans

Facilitator:

MDCPS PD Facilitators Contracted Vendors

Participants:

All Teachers

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Biweekly and ongoing

Evidence of Completion

Student assessment data Lesson plans Planning meeting agenda and notes Data Chats Classroom Walkthroughs

Plan to Monitor Effectiveness of G3.B3.S1

- Ongoing classroom assessments of targeted skills/benchmark
- Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed
- Instructional support staff will assist the grade level in selecting materials that are appropriate and provide feedback on teacher made test to ensure that Geometry and Measurement questions are present.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Every two (2) weeks and ongoing

Evidence of Completion

Student assessment data (School-based, District and State) Data Chats Lesson Plans Classroom Walkthroughs Planning Meeting agendas and notes

G3.B4 Student performance data reflected that students' making learning gains on the 2013 FCAT Math assessment is 0% and ACE strives to increase the percentage of students making learning gains by 10 percentage points. The noted area of deficiency Number: Operations, Problems and Statistics with students that made learning gains.

G3.B4.S1 There will be additional opportunities for students that made learning gains to engage in learning that promotes the understanding and mastery of Number Operations, Problems and Statistics.

Action Step 1

Provide opportunities for students to:

- solve real-world problems using multiplication and the related division facts
- translate a written description or a graphic representation to an expression or equation, which may include a symbol to represent an unknown
- identify the next or a missing figure in a graphic or numeric pattern and/or relationship

Support mathematical fluency and problem solving skills in the areas of:

- Multi-digit multiplication and expressions and equations by providing time to practice and apply learned concepts in real-life situations.

Provide opportunities for students to:

- describe and apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division
- describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction, or multiplication
- construct, analyze, and draw conclusions about data displayed in a frequency table, bar graph, pictograph, or line plot

Provide opportunities for students to:

- identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts
- identify fact families that demonstrate the inverse relationship between multiplication and division
- identify the next element in a graphic or numeric pattern; describe the rule for a pattern or the relationship between whole numbers when the operation is addition
- identify the correct bar graph, pictograph, or frequency table of a given set of data; and interpret data on a bar graph or pictograph to solve problems

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Intervention Logs Lesson Plans Classroom Walkthroughs Student assessment data (State, District and School-based)

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Biweekly and ongoing

Evidence of Completion

Meeting agendas and notes Data Chats Student assessment data (School-based, District and State)

Plan to Monitor Effectiveness of G3.B4.S1

Ongoing classroom assessments of targeted skills/benchmark • Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed • Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Number Operations questions are present.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Every two (2) weeks and ongoing

Evidence of Completion

Classroom assessments Student performance data Lesson Plans Data Chats

G3.B5 The common area of deficiency as noted on the 2013 FCAT Mathematics assessment for grades 3-5 is Number: Base Ten and Fractions with students that are in the lowest 25% that made learning gains.

G3.B5.S1 There will be additional opportunities for students in the lowest 25% making learning gains to engage in learning that promotes the understanding and mastery of Base Ten and Fractions.

Action Step 1

Teachers will structure lessons so that students are provided opportunities to in 3rd grade: • identify a fraction from an area or set model, or vice versa • compare and order fractions with like denominators using a model • identify an equivalent fraction for one-half and one-fourth using a model Support mathematical fluency and problem solving skills in the areas of: • properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly and Ongoing

Evidence of Completion

Lesson Plans Classroom Walkthroughs Planning Meeting agendas and notes Intervention Logs

Action Step 2

Provide opportunities for students in Grades 4-5 to: • relate equivalent fractions and decimals with and without models • estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations • rename fractions as mixed numbers, or vice versa • interpret solutions to division situations, including remainders • add and subtract fractions fluently with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals fluently and use models, place value, or properties in real-world situations • solve real world problems involving positive and negative numbers • compare and order commonly used fractions • identify an equivalent fraction when the given fraction is in simplest form • relate halves and fourths to percent and percent to halves or fourths

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Classroom Walkthroughs Planning Meeting agendas and notes Intervention Logs

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Biweekly and ongoing

Evidence of Completion

Data Chats Meeting notes and agendas Student assessment data (School-based, district and state)

Plan to Monitor Effectiveness of G3.B5.S1

• Ongoing classroom assessments of targeted skills/benchmark • Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed • Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Number: Base Ten and Fractions questions are present.

Person or Persons Responsible

Administration

Target Dates or Schedule

Every two (2) weeks and ongoing

Evidence of Completion

Assessment data Classroom Walkthroughs Data Chats Lesson Plans

G4. Based on the 2013 FCAT Science data the goal for the 2013-2014 school year is to improve student achievement by increasing the percentage students achieving level 3 by 8 %age points.

G4.B1 The area of deficiency noted on the 2013 administration of the FCAT Science assessment was the content area Nature of Science with students that achieved Level 3.

G4.B1.S1 There will be additional opportunities for students to engage in learning that promotes the understanding and mastery of the Nature of Science.

Action Step 1

- Ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards.
- Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards.
- Foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation.
- Ensure that all students participate in scientific enrichment activities, science competitions, and science clubs.
- Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Planning Meeting agendas and notes Lesson Plans Intervention Logs Assessment results

Facilitator:

MDCPS and Tristar Leadership/Fusion

Participants:

Administration and Science Teachers

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Biweekly and ongoing

Evidence of Completion

Lesson Plans Data Chats Collaborative planning meeting agendas and notes Student performance data (school-based, district and state) Classroom Walkthroughs

Plan to Monitor Effectiveness of G4.B1.S1

- Ongoing classroom assessments of targeted skills/benchmark
- Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed
- Classroom walkthroughs
- Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Life Science questions are present.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Every two (2) weeks and ongoing

Evidence of Completion

Student Performance Data and Assessments Classroom Walkthroughs Data Chats Lesson Plans Meeting agendas and notes

G4.B2 The area of deficiency noted on the 2013 administration of the FCAT Science assessment was the content area Life Science with students that achieved Level 4 and above.

G4.B2.S1 There will be additional opportunities for students to engage in learning that promotes the understanding and mastery of Life Science.

Action Step 1

• Ensure that all students have the opportunity to design, create, and present representations and models of natural or man-made phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards. • Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards. • Foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation. • Ensure that all students participate in scientific enrichment activities, science competitions, and science clubs. • Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Intervention logs Planning meeting notes and agendas Classroom walkthroughs Lesson Plans

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled "administrative check-ups," which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Biweekly and ongoing

Evidence of Completion

Data Chats Administrative reviews and classroom walkthroughs Collaborative Planning Meeting notes and agendas

Plan to Monitor Effectiveness of G4.B2.S1

• Ongoing classroom assessments of targeted skills/benchmark • Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed • Classroom walkthroughs • Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Life Science questions are present.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data Classroom Walkthroughs Planning meeting agendas and notes Data Chats

G5. The goal is to ensure 100% participation in a curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage in 4 independent and collaborative research projects that blend critical thinking skills.

G5.B1 Noted barriers to STEM implementation and the number of experiences is the limited exposure to effective instruction that capitalizes on students' early interest and experiences, identifies and builds on what they know, and provides them with experiences to engage them in the practices of science and sustain their interest. Additionally, increased exposure to a coherent structured curriculum that fosters project-based learning and connects STEM principles to instruction, coursework and educational practices.

G5.B1.S1 • Project-based learning with integrated content across STEM subjects • Connections to effective in- and out-of-school STEM programs • Integration of technology and virtual learning • Authentic assessment and exhibition of STEM skills • Professional development on integrated STEM curriculum, community/industry partnerships and connections with postsecondary education connections • Outreach, support and focus on underserved, especially minorities and economically disadvantaged

Action Step 1

• Develop a plan that supports the implementation of quality program • Identify, select the needs of the school and resources available to support STEM • Structure instructional plans with STEM attributes/standards to promote student use of STEM. • Assess staff knowledge and understanding of STEM • Provide targeted training on strategies that support the implementation of STEM, such as training on how to use online-standards based resources system which helps educators find peer- and expert- reviewed resources for exhibits, camps, teacher professional development and other initiatives. • Ensure teacher incorporation and utilization of STEM rubrics for monitoring of implementation

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Quarterly and ongoing

Evidence of Completion

STEM Implementation Plan

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Biweekly and ongoing

Evidence of Completion

Data Chats Planning meeting agendas and notes STEM Implementation Plan

Plan to Monitor Effectiveness of G5.B1.S1

- Collaborative planning time between math and science teachers to learn the steps necessary for a quality program.
- Classroom walkthroughs monitor use of STEM strategies and implementation rubrics
- Monitor lesson plans and collaborative planning sessions

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Collaborative Planning Meeting agendas and notes Classroom Walkthrough Logs Lesson Plans

G5.B2 Noted barrier to increasing the number of students participating in STEM activities and experiences is the lack of proficiency in math and science.

G5.B2.S1 Involve Students in Scientific Inquiry – Inquiry techniques, such as data collection and reporting, allow use of scientific vocabulary in a purposeful and meaningful way • Advocate for a Less-Is-More Curriculum – Involving students as active participants in the process of scientific inquiry often requires more time – Focus on major principles and unanswered questions rather than an accumulation of random bits of knowledge – Use a unit organizer or conceptual map that lays out a picture of the big ideas and how they are connected Teach the Language of Science – Encourage students to ask questions, propose answers, make predictions, and evaluate evidence – Research suggests that advanced reasoning used in scientific communication is dependent on the acquisition of specific linguistic structures. First- Then Cause- Effect Theory- Fact Why- Because If- Then Make Oral and Written Language Comprehensible – Limit the number of new terms. paraphrase or repeating difficult concepts and use visual or real referents is necessary – A flowchart can convey a scientific process to students more rapidly than several paragraphs of text • Emphasize essential points and reduce extraneous information Use Appropriate Assessment – Science exhibits or lab reports – Cooperative small groups – Individual Conferences – Visual Prompts – Permit Students to use dictionaries or word lists – Simplify directions • Step them through the process...

Action Step 1

Develop a plan that supports the implementation of quality program • Identify, select the needs of the school and resources available to support STEM • Structure instructional plans with STEM attributes/ standards to promote student use of STEM. • Assess staff knowledge and understanding of STEM • Provide targeted training on strategies that support the implementation of STEM, such as training on how to use online-standards based resources system which helps educators find peer- and expert-reviewed resources for exhibits, camps, teacher professional development and other initiatives. • Ensure teacher incorporation and utilization of STEM rubrics for monitoring of implementation

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Quarterly and ongoing

Evidence of Completion

STEM Implementation Plan

Facilitator:

MDCPS PD Facilitator C-Palms Contracted Vendor

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Biweekly and ongoing

Evidence of Completion

Data Chats Planning meeting agendas and notes STEM Implementation Plan

Plan to Monitor Effectiveness of G5.B2.S1

Collaborative planning time between math and science teachers to learn the steps necessary for a quality program. • Classroom walkthroughs monitor use of STEM strategies and implementation rubrics • Monitor lesson plans and collaborative planning sessions

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Collaborative Planning Meeting agendas and notes Classroom Walkthrough Logs Lesson Plans

G6. ACE's attendance goal is to decrease students who miss 10% or more days to 17%. Also, to reduce the %age of students retained to 3% and students who are not proficient in reading by 3rd grade to 75%. ACE's suspension goal is to maintain 0%.

G6.B1 The barrier for students who miss 10% or more days of school has been attributed to student illnesses as well as economic situations at home due to parents' inability to transport the students to school and information on how to promote health and wellness for their children. Additionally, parents may not fully understand the impact associated with student attendance and academic progress. The barrier to decreasing student tardiness is chronic fatigue/tiredness of students.

G6.B1.S1 • Identify students with a positive attendance record and provide regard systems to help motivate positive attendance without the school. • Establish school environments that support healthy eating and physical activity. • Provide students with health, mental health, and social services to address healthy eating, physical activity, and related chronic disease prevention. • Identify and refer students who may be developing a pattern of non-attendance to the Leadership Team for intervention services

Action Step 1

• Identify students with a positive attendance record and provide regard systems to help motivate positive attendance without the school. • Establish school environments that support healthy eating and physical activity. • Provide students with health, mental health, and social services to address healthy eating, physical activity, and related chronic disease prevention. • Identify and refer students who may be developing a pattern of non-attendance to the Leadership Team for intervention services.

Person or Persons Responsible

Administration and Attendance Clerk

Target Dates or Schedule

Monthly and ongoing

Evidence of Completion

Attendance Bulletins

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Monitoring for fidelity through the collection of attendance data bi-weekly for review, analysis and discussion by teachers, attendance clerk with administration during scheduled "administrative check-ups," which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Biweekly and ongoing

Evidence of Completion

Attendance Bulletin Data Chat

Plan to Monitor Effectiveness of G6.B1.S1

•Daily and Weekly updates to administration and faculty regarding student attendance via attendance bulletin and during faculty meetings.

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily and Weekly

Evidence of Completion

Attendance Bulletins

G6.B2 The barrier to students with 2 or more behavior referrals/one or more that lead to suspension has been noted as the students' misunderstanding and unawareness of proper behavior in a school setting and the consequences that result from improper behavior.

G6.B2.S1 • Utilize the Student Code of Conduct by providing incentives through the implementation of District Implementation of a School wide Discipline Plan. • Conduct parent workshops to provide parents with an overview/understanding of the behavioral model. • Provide counseling for the student and parent through "alternate to suspension" and assistance from outside agencies, such as local law enforcement

Action Step 1

• Utilize the Student Code of Conduct by providing incentives through the implementation of District Implementation of a School wide Discipline Plan. • Conduct parent workshops to provide parents with an overview/understanding of the behavioral model. • Provide counseling for the student and parent through "alternate to suspension" and assistance from outside agencies, such as local law enforcement

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly and ongoing

Evidence of Completion

Student Handbook ISIS Parent workshop sign-in sheets Discipline Plan

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Monitoring for fidelity through the collection of suspension data monthly for review, analysis and discussion by teachers with administration during scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly and ongoing

Evidence of Completion

ISIS Reports on discipline and behavior

Plan to Monitor Effectiveness of G6.B2.S1

•On a monthly basis, monitor behavioral system and report by grade level teams and monitor student discipline reports on student outdoor suspension rate.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly and ongoing

Evidence of Completion

ISIS reports

G6.B3 The barrier to reducing the number of students being retained is early identification of at-risk students and implementation of interventions to enhance success

G6.B3.S1 1. Instructional Match. Ensure that students are being taught at the optimal instructional level, one that challenges them but provides enough success to keep these students confident and invested in learning. 2. Scaffolding. Provide 'scaffolding' support (individual instructional modifications) to students as necessary to help them to master a new task or keep up with more advanced learners. Examples of scaffolding strategies include reducing the number of problems assigned to a student, permitting the student to use technological aids (e.g., word processing software which predicts student word selection to reduce keyboarding), and using cooperative learning groups that pool the group's knowledge to complete assignments. 3. Step-by-Step Strategies. For complex, conceptually difficult, or multi-step academic operations, break these operations down into simple steps. Teach students to use the steps. When students are just acquiring a skill, you may want to create a poster or handout for students to refer to that lists the main steps of strategies that they are to use. 4. Modeling & Demonstration. Model and demonstrate explicit strategies to students for learning academic material or completing assignments. Have them use these strategies under supervision until you are sure that students understand and can correctly use them. 5. Performance Feedback. Make sure that students who are mastering new academic skills have frequent opportunities to try these skills out with immediate corrective feedback and encouragement. Prompt guidance and feedback will prevent students from accidentally 'learning' how to perform a skill incorrectly! 6. Opportunities to Drill & Practice to Strengthen Fragile Skills. As students become more proficient in their new skills and can work independently, give them lots of opportunities to drill and practice to strengthen the skills. Whenever possible, make student practice sessions interesting by using game-like activities; coming up with real-world, applied assignments; or incorporating themes or topics that the student finds interesting. 7. Student 'Talk-Through' Activities. When students appear to have successfully learned a skill, set up activities for them to complete and ask the students to 'talk' you through the activity (i.e., announce each step that they are taking, describe their problem-solving strategies aloud, describe any road-blocks that they run into and tell you how they will go about solving them, etc.).

Action Step 1

- Provide ongoing opportunities to plan within and across grade levels on targeted skills/concepts and analysis of student performance data to identify struggling students for additional support
- Provide intervention to address the needs of students identified as “non-mastery students”.
- Provide explicit instruction in each content focus.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Intervention Logs Student assessment data IFCs

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative Data Chats Classroom Walkthroughs Teacher Evaluations

Plan to Monitor Effectiveness of G6.B3.S1

- Ongoing classroom assessments of targeted skills/benchmark
- Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed
- Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student assessment data

G6.B4 The barrier to reducing the number of students who are not proficient in reading by grade 3 lack of interventions on targeted literacy skills.

G6.B4.S1 1. Instructional Match. Ensure that students are being taught at the optimal instructional level, one that challenges them but provides enough success to keep these students confident and invested in learning. 2. Scaffolding. Provide 'scaffolding' support (individual instructional modifications) to students as necessary to help them to master a new task or keep up with more advanced learners. Examples of scaffolding strategies include reducing the number of problems assigned to a student, permitting the student to use technological aids (e.g., word processing software which predicts student word selection to reduce keyboarding), and using cooperative learning groups that pool the group's knowledge to complete assignments. 3. Step-by-Step Strategies. For complex, conceptually difficult, or multi-step academic operations, break these operations down into simple steps. Teach students to use the steps. When students are just acquiring a skill, you may want to create a poster or handout for students to refer to that lists the main steps of strategies that they are to use. 4. Modeling & Demonstration. Model and demonstrate explicit strategies to students for learning academic material or completing assignments. Have them use these strategies under supervision until you are sure that students understand and can correctly use them. 5. Performance Feedback. Make sure that students who are mastering new academic skills have frequent opportunities to try these skills out with immediate corrective feedback and encouragement. Prompt guidance and feedback will prevent students from accidentally 'learning' how to perform a skill incorrectly. 6. Opportunities to Drill & Practice to Strengthen Fragile Skills. As students become more proficient in their new skills and can work independently, give them lots of opportunities to drill and practice to strengthen the skills. Whenever possible, make student practice sessions interesting by using game-like activities; coming up with real-world, applied assignments; or incorporating themes or topics that the student finds interesting. 7. Student 'Talk-Through' Activities. When students appear to have successfully learned a skill, set up activities for them to complete and ask the students to 'talk' you through the activity (i.e., announce each step that they are taking, describe their problem-solving strategies aloud, describe any road-blocks that they run into and tell you how they will go about solving them, etc.). 8. Periodic Review. Once students have mastered a particular academic skill, the instructor will quickly move them on to a more advanced learning objective. However, the teacher should make sure that students retain previously mastered academic skills by periodically having them review that material. Periodic review is often overlooked but is a powerful method for keeping students' academic skills sharp. 9. Progress Monitoring. Teachers can verify that students are making appropriate learning progress only when they are able to measure that progress on a regular basis. The instructor may want to consider information from several assessment approaches to monitor student progress: e.g., curriculum-based assessment, accuracy and completeness of student assignments, student 'talk-through' demonstrations of problem-solving, etc.

Action Step 1

- Provide ongoing opportunities to plan within and across grade levels
- Provide intervention to address the needs of students identified as “non-mastery students”.
- Provide explicit instruction in each content focus.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Classroom Walkthroughs Teacher Evaluations Student Assessment

Plan to Monitor Fidelity of Implementation of G6.B4.S1

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthroughs Teacher Evaluations Administrative Data Chats Student Assessment Data

Plan to Monitor Effectiveness of G6.B4.S1

- Ongoing classroom assessments of targeted skills/benchmark
- Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed
- Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Data

Coordination and Integration

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

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School

Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Alpha Charter of Excellence performance of students scoring at or above Level 3 on the 2013 FCAT 2.0 is 19%. The goal is to improve student achievement by increasing the %age of students achieving proficiency by 10 percentage points from 19% to 27%.

G1.B1 The noted barrier is the performance of all applicable subgroups, Hispanic, ELL and ED, that are below 50% proficiency. The area of deficiency noted on the 2013 FCAT 2.0 Reading assessment was common for all subgroups and they were reporting category 2 - Reading Application and category 1 - Vocabulary.

G1.B1.S1 There will be additional opportunities for students to engage in learning that supports understanding and mastery of Vocabulary and Reading Application

PD Opportunity 1

Teachers will use grade level appropriate text that provide students opportunities: To read and comprehend literature and informational text at the high end of the 2-3 and/or 4-5 (whichever is appropriate for the targeted grade level) text complexity band independently and proficiently. Ask and answer questions referring explicitly to the text as the basis for the answers. ? Instructional Strategies will include, but not limited to: - author's purpose chart, - two column note: opinion/support; conclusion/support; and cause/effect - main idea table, - gist, - summary pyramid, - time line, - cause/effect chain - informational text structure chart, - one sentence summarizers, - pattern puzzles, - theme definition, - common themes in literature, - Venn diagram, - content frame.

Facilitator

Contracted Services: TriStar Leadership and Fusion MDCPS

Participants

Administration

Target Dates or Schedule

Ongoing and Weekly

Evidence of Completion

Master Schedule Planning Meeting Agendas Sign-in Sheets Intervention Log

G1.B2 ACE's student performance indicated the students scoring at Achievement Level 3 in reading on the 2013 FCAT were 14%. The goal is to improve student achievement by increasing the percentage of students achieving level 3 by 6 percentage points to 20%. The areas of deficiency is Vocabulary.

G1.B2.S1 There will be additional opportunities for students to engage in learning that promotes understanding and mastery of Vocabulary.

PD Opportunity 1

• Teach reading strategies that help students determine meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Students develop and maintain a response journal. • Provide practice in determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area • Provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic. • Provide opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases. • Instructional Strategies will include, but not limited to: - word walls, - personal dictionaries, - context clue chart, - understanding context clues, - concept of definition map, - word arrays, - multiple meaning chart, - understanding multiple meaning words

Facilitator

MDCPS Facilitator Contracted Vendor

Participants

Schoolwide

Target Dates or Schedule

Weekly and Ongoing

Evidence of Completion

Intervention Log Meeting Agenda and Notes Signin Sheet Student performance data

G1.B3 ACE's student performance indicated that students scoring at or above Achievement Level 4 on the 2013 FCAT 2.0 Reading was 6% and strives to improve that percentage by 2 percentage points. The area of deficiency was reporting category 4 – Informational Text and Research Process

G1.B3.S1 There will be additional opportunities for students to engage in learning that promotes understanding and mastery of Informational Text and Research Process.

PD Opportunity 1

- Use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts.
- Make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. Students should analyze how the visual and multimedia elements contributes, and draws information in the meaning, and locating the details to answer and quickly solve problems. Help students recognize the characteristics of reliable and valid information. Valid information is correct or sound. Reliable information is dependable. Use supporting facts within and across texts. The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across texts. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach.

Facilitator

MDCPS Facilitator Contracted Vendor

Participants

Schoolwide

Target Dates or Schedule

Teachers

Evidence of Completion

Intervention Log Meeting Agenda and Notes Sign-in Sheet Student performance data

G2. ACE's student performance data indicates that 0% of students scored at or above 3.5 on the FCAT 2.0 Writing. The goal for the 2014 FCAT Writing is to increase proficiency by 10 percentage points from 0% to 10%.

G2.B1 As noted on the 2013 FCAT Writing Assessment, the area of deficiency is focus, organization and elaboration.

G2.B1.S1 There will be additional opportunities for students to engage in learning that promotes focus, organization and elaboration in writing.

PD Opportunity 1

- Explicitly teach how to clearly present and maintain the main idea, theme, or unifying point.
- Foster students' consistent awareness of the topic and how to avoid loosely related or extraneous information. Model for students how to develop a theme or unifying point in the response that is clearly established and maintained throughout the essay.
- Explicitly teach organization, which refers to the structure or plan of development (sequence, cause and effect, compare and contrast, etc.) and the relationship of one point to another. Promote the use of transitional devices to signal both the relationship of the supporting ideas to the main idea, theme, or unifying point, and the connections between and among sentences.
- Provide examples of writing materials that demonstrate an effective organizational pattern, including thoughtful order and structure of information that guide the reader through the text, enhance understanding, and further the writer's purpose. Strong, well-crafted transitions are logically embedded in the text.
- Have students utilize drafting techniques to sustain writing by:
 - developing a pre-writing plan to create a picture,
 - describing the main idea topic and experiences, characters, setting, problem, events, solution, and ending,
 - applying personal narrative genre characteristics,
 - creating a personal word list of include: list sensory words, detail attributes, rhyming words, words with multiple meanings, idioms, surprising language, words with high impact similes, alliteration, etc..., to assist in writing,
 - using a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end,
 - sequencing ideas in a logical manner using transitional words or phrases specific to the genre (narrative, expository, and persuasive),
 - applying transitional words/phrases appropriate to the genre to organize, and sequence ideas to provide fluency in the writing,
 - using effective lead and a statement of the opinion or position,
 - using supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, amazing facts), writing daily to increase writing fluency.
- Encourage students to write a narrative that includes a main idea and characters by:
 - using linear graphic organizers including timelines and storyboards to include main idea, characters, setting, problem, events, solution, and ending,
 - applying personal narrative genre characteristics,
 - creating interest through supporting details,
 - using specific word choice (weak verbs to strong verbs, general nouns to specific nouns, descriptive words to describe the setting, sensory words) and author's craft (e.g. dialogue, similes/metaphors, personification to create interest,
 - using transitional words and phrases which moves characters and story through time, rearranging words, sentences and paragraphs and combining sentences to create clarity, capitalizing and punctuating to assist in creating voice and fluency in the writing.
- Have students write an informational/expository essay by:
 - reading expository pieces to notice text structure and author's craft techniques,
 - generating ideas from multiple sources,
 - picking a topic from previously compiled lists, or responding to a district expository writing prompt
 - using graphic organizers/strategies to make a plan focused on a main idea,
 - apply an appropriate hook (e.g., quotation, definition, questions, or descriptions,
 - using appropriate transitions that connect the supporting details,
- Have students use revising/editing charts, teacher conferencing, collaborative discussions, or peer editing by:
 - evaluating a draft for the use of ideas and content,
 - rearranging words, sentences, and paragraphs,
 - creating clarity by using combination sentence structures (e.g. simple compound) to improve sentence fluency,
 - adding supporting details, and using transitions that connect the supporting details,
 - using appropriate transitions that connect
 - substituting active verbs for common verbs,
 - revising for the use of ideas

and content (examples, statistics, comparison, cause/effect, vivid descriptions, and specific words), - including a developed incident as support for each reason, - revising specific words for general words (e.g., sensory words, rhyming words, words with multiple meanings, idioms, figurative language, surprising language), - circling spelling approximations to correct during editing, - using appropriate grabbers/hook (e.g., quotation, definition, questions, or descriptions), - substituting an effective ending appropriate to audience and purpose by using universal word endings, - deleting repetitive text, - responding to other writers and receiving feedback on writing using TAG(T-telling something you like, A-asking a question, G-giving a suggestion) or PQS (P-praise for something liked, Q-question a part of the writing to assist with clarity, S- suggest a way to assist with improvement). - using collaborative discussions orally building on each other's thought and ideas, - using checklist/ FCAT Writing Rubric refine draft

Facilitator

MDCPS and Tristar Leadership/Fusion

Participants

Administration and LA Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Sample student writing Assessment Results

G3. Alpha Charter of Excellence performance of all students scoring at or above Level 3 on the 2013 FCAT 2.0 is 2.5%. The goal is to improve student achievement by increasing the percentage of students achieving level 3 by 12 %age points from 2.5% to 14.5%.

G3.B2 Students scoring at Level 3 on the 2013 FCAT 2.0 is 0% and ACE strives to improve student achievement by increasing the percentage of students achieving level 3 by 10 percentage points. The common area of deficiency for grades 3-5 is Number: Base Ten and Fractions for students scoring at Achievement Level 3.

G3.B2.S1 There will be additional opportunities for students achieving Level 3 to engage in learning that promotes the mastery of Base Ten and Fractions.

PD Opportunity 1

Teachers will structure lessons so that students are provided opportunities to:

- identify a fraction from an area or set model, or vice versa
- compare and order fractions with like denominators using a model
- identify an equivalent fraction for one-half and one-fourth using a model

Support mathematical fluency and problem solving skills in the areas of:

- properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations. Provide opportunities for students to:
- relate equivalent fractions and decimals with and without models
- estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations
- rename fractions as mixed numbers, or vice versa
- interpret solutions to division situations, including remainders
- add and subtract fractions fluently with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals fluently and use models, place value, or properties in real-world situations
- solve real world problems involving positive and negative numbers

Facilitator

MDCPS PD Facilitator Contracted Vendors

Participants

All Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Intervention Logs Planning meeting notes and agendas

G3.B3 The common area of deficiency as noted on the 2013 FCAT Mathematics assessment for grades 3-5 is Geometry and Measurement for students scoring at Achievement Level 4 and above.

G3.B3.S1 There will be additional opportunities for students that achieve Level 4 and above to engage in learning that promotes the exposure, understanding and mastery of Geometry and Measurement

PD Opportunity 1

Provide opportunities for students to:

- compose, decompose, and transform polygons to create and identify other polygons
- calculate the perimeter of polygons or figures composed of composite rectangles when the length of each side is given or can be deduced
- measure objects to the nearest whole millimeter, centimeter, or inch and to the nearest half or quarter inch
- determine the amount of time elapsed to the nearest hour or half hour
- describe and determine the area of a figure or region on a plane by counting units with or without grid lines shown through the figure or region
- identify benchmark angles of 45° , 90° , 180° , or 360° ; and identify acute, obtuse, right, or straight angles.
- identify and build a three-dimensional object from a two-dimensional representation of the object
- identify or describe a situation that requires the use of the area formula in a real-world context
- identify and classify angles using benchmark angle measurements that may include geometric notation
- identify and describe a shape that is the result of one or more translations, reflections, or rotations of that may include geometric notation
- identify and describe a shape that is the result of one or more translations, reflections, or rotations of the given shape
- identify two-dimensional views of a three-dimensional object
- identify and plot ordered pairs in the first quadrant of a coordinate plane
- Support mathematical fluency and problem solving skills in the areas of determining the area of measurement conversions, area and volume, and coordinate plane by providing time to practice and apply learned concepts in real-life situations.
- determine the volume of prisms and determine the surface area of prisms given a graphic or net solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time
- use different strategies to solve problems involving the volume and surface area of prisms

Facilitator

MDCPS PD Facilitators Contracted Vendors

Participants

All Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

State and district assessments Intervention Logs Lesson Plans

G4. Based on the 2013 FCAT Science data the goal for the 2013-2014 school year is to improve student achievement by increasing the percentage students achieving level 3 by 8 %age points.

G4.B1 The area of deficiency noted on the 2013 administration of the FCAT Science assessment was the content area Nature of Science with students that achieved Level 3.

G4.B1.S1 There will be additional opportunities for students to engage in learning that promotes the understanding and mastery of the Nature of Science.

PD Opportunity 1

- Ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards.
- Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards.
- Foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation.
- Ensure that all students participate in scientific enrichment activities, science competitions, and science clubs.
- Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

Facilitator

MDCPS and Tristar Leadership/Fusion

Participants

Administration and Science Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Planning Meeting agendas and notes Lesson Plans Intervention Logs Assessment results

G5. The goal is to ensure 100% participation in a curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage in 4 independent and collaborative research projects that blend critical thinking skills.

G5.B2 Noted barrier to increasing the number of students participating in STEM activities and experiences is the lack of proficiency in math and science.

G5.B2.S1 Involve Students in Scientific Inquiry – Inquiry techniques, such as data collection and reporting, allow use of scientific vocabulary in a purposeful and meaningful way • Advocate for a Less-Is-More Curriculum – Involving students as active participants in the process of scientific inquiry often requires more time – Focus on major principles and unanswered questions rather than an accumulation of random bits of knowledge – Use a unit organizer or conceptual map that lays out a picture of the big ideas and how they are connected Teach the Language of Science – Encourage students to ask questions, propose answers, make predictions, and evaluate evidence – Research suggests that advanced reasoning used in scientific communication is dependent on the acquisition of specific linguistic structures. First- Then Cause- Effect Theory- Fact Why- Because If- Then Make Oral and Written Language Comprehensible – Limit the number of new terms. paraphrase or repeating difficult concepts and use visual or real referents is necessary – A flowchart can convey a scientific process to students more rapidly than several paragraphs of text • Emphasize essential points and reduce extraneous information Use Appropriate Assessment – Science exhibits or lab reports – Cooperative small groups – Individual Conferences – Visual Prompts – Permit Students to use dictionaries or word lists – Simplify directions • Step them through the process...

PD Opportunity 1

Develop a plan that supports the implementation of quality program • Identify, select the needs of the school and resources available to support STEM • Structure instructional plans with STEM attributes/ standards to promote student use of STEM. • Assess staff knowledge and understanding of STEM • Provide targeted training on strategies that support the implementation of STEM, such as training on how to use online-standards based resources system which helps educators find peer- and expert-reviewed resources for exhibits, camps, teacher professional development and other initiatives. • Ensure teacher incorporation and utilization of STEM rubrics for monitoring of implementation

Facilitator

MDCPS PD Facilitator C-Palms Contracted Vendor

Participants

All Teachers

Target Dates or Schedule

Quarterly and ongoing

Evidence of Completion

STEM Implementation Plan

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Alpha Charter of Excellence performance of students scoring at or above Level 3 on the 2013 FCAT 2.0 is 19%. The goal is to improve student achievement by increasing the %age of students achieving proficiency by 10 percentage points from 19% to 27%.	\$1,735
G2.	ACE's student performance data indicates that 0% of students scored at or above 3.5 on the FCAT 2.0 Writing. The goal for the 2014 FCAT Writing is to increase proficiency by 10 percentage points from 0% to 10%.	\$1,000
G3.	Alpha Charter of Excellence performance of all students scoring at or above Level 3 on the 2013 FCAT 2.0 is 2.5%. The goal is to improve student achievement by increasing the percentage of students achieving level 3 by 12 %age points from 2.5% to 14.5%.	\$200
G4.	Based on the 2013 FCAT Science data the goal for the 2013-2014 school year is to improve student achievement by increasing the percentage students achieving level 3 by 8 %age points.	\$200
Total		\$3,135

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
SACs Funding		\$1,135
Title I		\$2,000
Total		\$3,135

Budget Details

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

G1. Alpha Charter of Excellence performance of students scoring at or above Level 3 on the 2013 FCAT 2.0 is 19%. The goal is to improve student achievement by increasing the %age of students achieving proficiency by 10 percentage points from 19% to 27%.

G1.B1 The noted barrier is the performance of all applicable subgroups, Hispanic, ELL and ED, that are below 50% proficiency. The area of deficiency noted on the 2013 FCAT 2.0 Reading assessment was common for all subgroups and they were reporting category 2 - Reading Application and category 1 - Vocabulary.

G1.B1.S1 There will be additional opportunities for students to engage in learning that supports understanding and mastery of Vocabulary and Reading Application

Action Step 1

Teachers will use grade level appropriate text that provide students opportunities: To read and comprehend literature and informational text at the high end of the 2-3 and/or 4-5 (whichever is appropriate for the targeted grade level) text complexity band independently and proficiently. Ask and answer questions referring explicitly to the text as the basis for the answers. ? Instructional Strategies will include, but not limited to: - author's purpose chart, - two column note: opinion/support; conclusion/support; and cause/effect - main idea table, - gist, - summary pyramid, - time line, - cause/effect chain - informational text structure chart, - one sentence summarizers, - pattern puzzles, - theme definition, - common themes in literature, - Venn diagram, - content frame.

Resource Type

Evidence-Based Program

Resource

Promethean Board

Funding Source

SACs Funding

Amount Needed

\$500

G1.B2 ACE's student performance indicated the students scoring at Achievement Level 3 in reading on the 2013 FCAT were 14%. The goal is to improve student achievement by increasing the percentage of students achieving level 3 by 6 percentage points to 20%. The areas of deficiency is Vocabulary.

G1.B2.S1 There will be additional opportunities for students to engage in learning that promotes understanding and mastery of Vocabulary.

Action Step 1

• Teach reading strategies that help students determine meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Students develop and maintain a response journal. • Provide practice in determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area • Provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic. • Provide opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases. • Instructional Strategies will include, but not limited to: - word walls, - personal dictionaries, - context clue chart, - understanding context clues, - concept of definition map, - word arrays, - multiple meaning chart, - understanding multiple meaning words

Resource Type

Evidence-Based Program

Resource

Incentives for Academic Progress

Funding Source

SACs Funding

Amount Needed

\$235

G1.B4 ACE's student performance data reflected that 48% of students made learning gains on the 2013 FCAT Reading. ACE strives to increase the percentage of students making learning gains by 5 percentage points. The areas of deficiency was reporting category 2 and 3 – Reading Application and Literary Analysis for those students making learning gains.

G1.B4.S1 There will be additional strategies for students to engage in learning that promotes understanding and mastery of Reading Application and Literary Analysis.

Action Step 1

Teachers will focus more on the character's point-of-view, text-to-self relationships, text-to-text relationships, mood imagery, and how text features impact the text. • Also, teachers will engage students in Reciprocal Reading strategies on a weekly basis.

Resource Type

Evidence-Based Program

Resource

Tutoring

Funding Source

Title I

Amount Needed

\$1,000

G2. ACE's student performance data indicates that 0% of students scored at or above 3.5 on the FCAT 2.0 Writing. The goal for the 2014 FCAT Writing is to increase proficiency by 10 percentage points from 0% to 10%.

G2.B1 As noted on the 2013 FCAT Writing Assessment, the area of deficiency is focus, organization and elaboration.

G2.B1.S1 There will be additional opportunities for students to engage in learning that promotes focus, organization and elaboration in writing.

Action Step 1

- Explicitly teach how to clearly present and maintain the main idea, theme, or unifying point.
- Foster students' consistent awareness of the topic and how to avoid loosely related or extraneous information. Model for students how to develop a theme or unifying point in the response that is clearly established and maintained throughout the essay.
- Explicitly teach organization, which refers to the structure or plan of development (sequence, cause and effect, compare and contrast, etc.) and the relationship of one point to another. Promote the use of transitional devices to signal both the relationship of the supporting ideas to the main idea, theme, or unifying point, and the connections between and among sentences.
- Provide examples of writing materials that demonstrate an effective organizational pattern, including thoughtful order and structure of information that guide the reader through the text, enhance understanding, and further the writer's purpose. Strong, well-crafted transitions are logically embedded in the text.
- Have students utilize drafting techniques to sustain writing by:
 - developing a pre-writing plan to create a picture,
 - describing the main idea topic and experiences, characters, setting, problem, events, solution, and ending,
 - applying personal narrative genre characteristics,
 - creating a personal word list of include: list sensory words, detail attributes, rhyming words, words with multiple meanings, idioms, surprising language, words with high impact similes, alliteration, etc..., to assist in writing,
 - using a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end,
 - sequencing ideas in a logical manner using transitional words or phrases specific to the genre (narrative, expository, and persuasive),
 - applying transitional words/phrases appropriate to the genre to organize, and sequence ideas to provide fluency in the writing,
 - using effective lead and a statement of the opinion or position,
 - using supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, amazing facts), writing daily to increase writing fluency.
- Encourage students to write a narrative that includes a main idea and characters by:
 - using linear graphic organizers including timelines and storyboards to include main idea, characters, setting, problem, events, solution, and ending,
 - applying personal narrative genre characteristics,
 - creating interest through supporting details,
 - using specific word choice (weak verbs to strong verbs, general nouns to specific nouns, descriptive words to describe the setting, sensory words) and author's craft (e.g. dialogue, similes/metaphors, personification to create interest,
 - using transitional words and phrases which moves characters and story through time, rearranging words, sentences and paragraphs and combining sentences to create clarity, capitalizing and punctuating to assist in creating voice and fluency in the writing.
- Have students write an informational/expository essay by:
 - reading expository pieces to notice text structure and author's craft techniques,
 - generating ideas from multiple sources,
 - picking a topic from previously compiled lists, or responding to a district expository writing prompt
 - using graphic organizers/strategies to make a plan focused on a main idea,
 - apply an appropriate hook (e.g., quotation, definition, questions, or descriptions,
 - using appropriate transitions that connect the supporting details,
- Have students use revising/editing charts, teacher conferencing, collaborative discussions, or peer editing by:
 - evaluating a draft for the use of ideas and content,
 - rearranging words, sentences, and paragraphs,
 - creating clarity by using combination sentence structures (e.g. simple compound) to improve sentence fluency,
 - adding supporting details, and using transitions that connect the supporting details,
 - using appropriate transitions that connect
 - substituting active verbs for common verbs,
 - revising for the use of ideas

and content (examples, statistics, comparison, cause/effect, vivid descriptions, and specific words), - including a developed incident as support for each reason, - revising specific words for general words (e.g., sensory words, rhyming words, words with multiple meanings, idioms, figurative language, surprising language), - circling spelling approximations to correct during editing, - using appropriate grabbers/hook (e.g., quotation, definition, questions, or descriptions), - substituting an effective ending appropriate to audience and purpose by using universal word endings, - deleting repetitive text, - responding to other writers and receiving feedback on writing using TAG(T-telling something you like, A-asking a question, G-giving a suggestion) or PQS (P-praise for something liked, Q-question a part of the writing to assist with clarity, S- suggest a way to assist with improvement). - using collaborative discussions orally building on each other's thought and ideas, - using checklist/ FCAT Writing Rubric refine draft

Resource Type

Evidence-Based Program

Resource

Tutoring

Funding Source

Title I

Amount Needed

\$1,000

G3. Alpha Charter of Excellence performance of all students scoring at or above Level 3 on the 2013 FCAT 2.0 is 2.5%. The goal is to improve student achievement by increasing the percentage of students achieving level 3 by 12 %age points from 2.5% to 14.5%.

G3.B1 The common area of deficiency as noted on the 2013 FCAT Mathematics assessment for the subgroups Hispanic, ELL and ED is Number: Base Ten and Fractions

G3.B1.S1 There will be additional opportunities for students to engage in learning that promotes understanding and mastery of Base Ten and Fractions.

Action Step 1

Teachers will structure lessons so that students are provided opportunities to:

- identify a fraction from an area or set model, or vice versa
- compare and order fractions with like denominators using a model
- identify an equivalent fraction for one-half and one-fourth using a model

Support mathematical fluency and problem solving skills in the areas of:

- properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations. Provide opportunities for students to:
- relate equivalent fractions and decimals with and without models
- estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations
- rename fractions as mixed numbers, or vice versa
- interpret solutions to division situations, including remainders
- add and subtract fractions fluently with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals fluently and use models, place value, or properties in real-world situations
- solve real world problems involving positive and negative numbers

Resource Type

Evidence-Based Program

Resource

Incentives for Academic Progress

Funding Source

SACs Funding

Amount Needed

\$200

G4. Based on the 2013 FCAT Science data the goal for the 2013-2014 school year is to improve student achievement by increasing the percentage students achieving level 3 by 8 %age points.

G4.B1 The area of deficiency noted on the 2013 administration of the FCAT Science assessment was the content area Nature of Science with students that achieved Level 3.

G4.B1.S1 There will be additional opportunities for students to engage in learning that promotes the understanding and mastery of the Nature of Science.

Action Step 1

• Ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards. • Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards. • Foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation. • Ensure that all students participate in scientific enrichment activities, science competitions, and science clubs. • Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

Resource Type

Evidence-Based Program

Resource

Incentives for Academic Progress

Funding Source

SACs Funding

Amount Needed

\$200