

Miami-Dade County Public Schools

Coral Reef Montessori Academy Charter School



2016-17 Schoolwide Improvement Plan

Coral Reef Montessori Academy Charter School

10853 SW 216TH ST, Cutler Bay, FL 33170

<http://coralreefmontessori.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	No	19%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	79%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	A*	A	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

N/A

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Coral Reef Montessori Academy Charter School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of the Coral Reef Montessori Academy Charter School is to create a Montessori community to guide the transformation to global interdependence; respecting ourselves, respecting our community, respecting our natural environment and respecting our universe.

b. Provide the school's vision statement.

The vision of the Coral Reef Montessori Academy Charter School is to nurture each unique individual; thereby, awakening independence, confidence, responsibility and the pursuit of knowledge.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The Montessori curriculum celebrates the unique cultures of each individual student and its global approach to education provides a multi-cultural perspective across the curriculum.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The school provides professional development to the before and after school staff in Montessori philosophy and the courses from the Department of Children and Families, the licensing agency that monitors the morning and after school program.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

We follow the Miami Dade County Public School Student Code of Conduct and a school wide no bullying policy. The community meetings conducted daily in the class rooms provide a forum to discuss problems and explore solutions within the classroom community.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school uses the Response to Intervention, multi-tier system of support (MTSS) to target at risk students and develop an individual student performance plan (SSP). The school has a counselor and a lead teacher who are available to provide additional support to students who are facing academic or emotional challenges. In addition,,the teachers meet with the parents to discuss each student's social and emotional progress via two personal conferences and the MRX (report card) reports. Teachers have also received training on identifying students who may require a functional assessment of behavioral and a behavioral intervention plan.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The District provides the school with the profiles of students who are at risk who meet one or more of the criteria below. In addition, each student is discussed and progress analyzed through ongoing data chats.

Attendance below 90 percent. regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English, Language Arts or mathematics

Level 1 score on the statewide standardized assessments in English, Language Arts or mathematics

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	13	8	9	2	7	5	0	4	1	0	0	0	0	49
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	7	6	11	6	3	5	0	0	0	0	38

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

When there are excessive absences, a letter is sent home warning that the absences may hinder academic progress and result in a retention. If the absences continue, the parents are called in for a conference to explore the reason and find a solution,

When a child is suspended, there is conference with the child and the parents and the child is referred to the counselor. On occasion, it is recommended that the child be placed on a behavioral plan and receive outside counseling..

As part of the RtI, MTSS, when a child fails a course, the Leadership team along with the classroom teacher meets to decide the plan of action. The child is placed on SSP and monitored to determine progress.

Students who score Level 1 and have not made adequate gains on statewide assessments are moved to Tier 3 and a SST is conducted to determine if the child needs a full psycho educational evaluation..

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B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Not all parents are registered on our volunteer data base. PTA will provide the school with monthly reports on the number of parents registered per class. PTA and administration will record the number of hours for each child through the online program. Program Data Results will assess the number of the volunteer hours.

The PTA provides a welcome back meet and greet breakfast for new and returning parents. The PTA also sponsors the annual spaghetti dinner which bring the families together as a community, The parents are given numerous opportunities to volunteer which help them to feel a part of the school family.

The parents are kept informed through conferences, the school's website, class websites, the PTA and, e-mails,

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school's EESAC committee has two members from the local business community and the co-directors attend the Goulds Coalition of Ministers and Laypersons meetings to keep abreast of events in the local community.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
McNaughton, Idsa	Instructional Coach
Canzoneri Go, Lucy	Principal
King, Tammy	Teacher, K-12
Boone, Joanna	Teacher, K-12
Manresa, Maria T.	Teacher, K-12
King, Juliet	Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The school-based leadership team is composed of : Ms. Golden- Principal, Ms. King – Principal, Ms. McNaughton- ESE/Lead Teacher, Ms. King-Intermediate Teacher, Ms. Manresa- Primary Teacher and Ms. Boone Kindergarten Teacher .

Ms. Golden, Ms. King and Ms. McNaughton will be responsible for implementing enrichment programs and activities allowing teachers to collaborate, plan and engage in professional development. They will ensure resources are allocated in direct proportion to students' needs. They will begin with the identification of trends and patterns using school wide and grade-level data.

Ms. McNaughton will be responsible for helping to monitor the data collected at each tier used to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered.

Ms. T. King, Ms. Manresa and Ms. Boone will be responsible for ongoing support through the grade group meetings.

Ms. T. King will also attend the District's ICAD monthly meetings and will train the teachers with the latest research based strategies in ELA, grades K through.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Through data analysis, the MTSS Leadership team is able to recognize trends and they are able to identify specific strands where the grade levels demonstrate weakness. The team meets to adjust the instructional focus calendar to address the instructional priorities after each interim is analyzed. Half of the people who are on the EESAC team are also on the leadership team. There is constant communication between the two. The MTSS Leadership Team will monitor collection and utilization of assessment data including progress monitoring data (FAIR Assessments) District Interim assessment data, observational data, and in program assessment data. There is also ongoing Rtl PD's that provide support in going through the process. Rtl binder is available from the lead teacher with copies of all the power points.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Juliet King, Chairperson	Principal
Lucy Golden	Principal
Wendall Carr	Business/Community
Miriam Encalada	Teacher
Susan Homyk	Parent
Idsa McNaughton	Education Support Employee
Alma Wallace	Business/Community
Tammy King	Teacher
Kellie Henize	Education Support Employee
Athena Regalada	Student
Barbara Arizaga	Teacher
Francisco Martinez	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

Members of the SAC participated in the quarterly data chats and made recommendations for strategies to be utilized for academic improvement. The SAC reviewed the SIP and made recommendations before it was submitted to the School Board.

b. Development of this school improvement plan

Members of the SAC participated in the quarterly data chats and made recommendations for strategies to be utilized for academic improvement. The SAC will review the SIP and make recommendations before it is submitted to the School Board.

c. Preparation of the school's annual budget and plan

The school's annual budget and plan is prepared by the administrators in conjunction with the school's accountant and presented to the Board of Directors for their approval.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The SAC funds were used to help defray the cost of the J & J Physical Science and the J & B Scientific Methodology Workshops (\$750.00) the Classroom Management Workshop (\$400.00) and the Common Core Reading, Mathematics and Science Workshop for K through 5 Teachers (\$960.00).

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
King, Tammy	Teacher, K-12
King, Juliet	Principal
Boone, Joanna	Teacher, K-12
Canzoneri Go, Lucy	Principal
Manresa, Maria T.	Teacher, K-12
McNaughton, Idsa	Administrative Support

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives to be used this year will be to utilize the components of the two resources the district is using such as Comprehensive Research Based Reading Plan and the School Level Self Reflection Tool. The Co-Directors will promote the RLT as a major part of the school literacy reform to promote a culture of reading by: 1) including representation from all curricula areas on the RLT; 2) offering professional growth opportunities for team members; 3) creating a collaborative environment that fosters sharing and learning and 4) encouraging the use of data to improve teaching and student achievement.

In order to foster parental support an participation with literacy, the school in collaboration with the PTA implement a reading marathon where the class and grade levels with the most books read are recognized by the administration and receive a gift certificate for books. The students also have an annual Winter Poetry Reading at the Kendall Barnes and Noble where parents and students are given discounts on books on the day of the performance.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The teachers have bi-monthly grade group meetings where they share best practices. Teachers of expertise provide training and professional development to their colleagues. The teachers have scheduled times to work together according to grade levels to plan and discuss instructional strategies relative to their specific grade levels and areas of instruction. The teachers also work together to decide what materials they want to purchase and/or use in the classrooms.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Coral Reef Montessori Academy advertises on the website of the American Montessori Society. The School has a partnership with various Montessori Training Centers including Barry University. We open our school to the local universities such as FIU, Barry University, Miami-Dade Community College and Florida Memorial University and provide student/teacher internships. We are competitive with salaries and benefits that include health insurance and Florida Retirement (FRS).

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

We have established a “Critical Friends Group” which pairs experienced teachers with novice teachers. This group allows new teachers to share areas of concern with their peers in a non threatening /non judgmental environment.

Experienced teachers mentor through modeling, observation of new teachers and planning and collaboration. New teachers have a reflective journal that they use to write down their concerns. Ms. Gort, a new teacher, has been paired with Ms. Alonzo, an experienced teacher, because they both teach the same grade levels. Ms. Bacher, a new teacher, has been paired with Ms. Lima, an experienced teacher, because they both teach the same levels. Ms. Demicco a new teacher has been paired with Ms. Encinas, an experienced teacher. Ms. Prescott, a new teacher has been paired with Ms. Garcia, an experienced teacher. Ms. Minervini, a new teacher has been paired with Mr. Webb, an experienced teacher because they teach the same grade levels. Ms. Melgar, a new teacher has been paired with Ms. McNaughton, an experienced teacher because they both ESE teachers. The administrators will meet with each new teacher to effectively plan her Deliberate Progress Growth Target (DPGT). The administrators will utilize IPEG Evaluative System to ensure additional support for new teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The Montessori Curriculum is aligned to the Florida Standards and supplemented with other state adopted/approved materials to ensure compliance. This year we have ordered culturally relevant literature and are teaching thematic units across the curriculum. We use Go Math in grades K through 5; Florida Math Glencoe in grades 6-8 and Glencoe Math with Algebra I students. For Reading, we use STARS for grades 1 and 2 and Ready Florida FAFS for grade 3. We use McGraw Hill Wonder Works Anthology in grades 4 - 6.

For Science, in grade 6, we use Florida Interactive Science and Science Explorer Series Florida Edition for grades 7 - 8. We use Civics in Practice, Holt McDougal for grade 7 and U.S History, Holt McDougal for grade 8.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The school uses the Universal Screenings, State Assessments, District Interim and informal assessment to identify students who need additional help. Support is provided through the multi-tier system of support (MTSS) and different tiers. Instruction is modified and supplemented according to the Tier that corresponds to the students' individual needs. For example, a student who scores low on reference and research will have an individual progress monitoring plan that will provide him with additional instruction from the teacher. The student will have opportunities to work on the deficit skills through supplemental programs such as I-Ready in both reading and math, Reflex Math, Reteach Go Math, Reading Plus and Performance Coach targeting reading comprehension skills. We also provide tutoring on Saturdays and before and school for students who are Tier 2 and Tier 3.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 4,500

Teachers work with individual students who need additional help with reading and math for 30 minutes before school.

Strategy Rationale

To reduce the number of students who are on Tier 2 and Tier 3.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Canzoneri Go, Lucy, lcanzoneri-golden@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data from the intervention program that is being used will be collected and analyzed to determine effectiveness; for example, data from I-ready, Newsela, Reflex Math

Strategy: Extended School Day

Minutes added to school year: 9,900

Students who are identified as high performing as evidenced by the Florida State Assessment are encouraged to enroll in Florida Virtual Advanced courses such as Algebra, Geometry and Biology and Foreign Languages.

Strategy Rationale

There are not enough teachers to create a class for the limited number of students for these advanced courses.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Canzoneri Go, Lucy, lcanzoneri-golden@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

A passing grade and or the Florida State Assessment

Strategy: Weekend Program

Minutes added to school year: 1,440

Students are tutored in mathematical skills on Saturday mornings leading up to the State Standardized Test.

Strategy Rationale

Provide additional help with mathematical skill for students on all three tiers.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Canzoneri Go, Lucy, lcanzoneri-golden@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Class work is provided by the teacher to the tutor and the teacher measures the effectiveness of the tutoring by the weekly assessments in class.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Kindergarten registration is from October through March of each calendar year. Parent Orientation is held the Saturday before the opening of school. Open House is held at the beginning of the School year either in September or October. Parents are required to volunteer a minimum of thirty hours per year for each student. Workshops are conducted throughout the year to familiarize parents with the Montessori method. There is a Poetry Festival in December and a talent show in the Spring where students get the opportunity to showcase their talents. Numerous events are held throughout the year, for example, a Spaghetti Dinner and a Business Expo to get parents and students acclimated to and involved in the school.

For children transitioning one Montessori plane of development to another such as in grades K, 3 and 6, during the Spring, children are afforded the opportunity to visit and spend time in the classroom of the subsequent grade level. For students leaving eighth grade, we have a counselor who provides school choice and options for high school

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The Montessori Curriculum adheres to individual interest of the student. Children are provided opportunities to pursue areas of interest through their student course selection. The school also promotes academic and career planning by offering advanced courses in the academic areas. In order to promote career planning, children are also encouraged to participate in the School's annual Business Fair as a way of helping them think about the future. To take part in the Business Fair, the students have to make a business plan and implement it. Guest speakers in the field of Math and science are invited to speak about potential careers in their field.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

The school has career days where guest speakers are invited in to talk about different careers. The middle school children have service learning where they go into different classrooms to help with the younger children and do internships at some of the local businesses during the last semester of the school year. Students are also provided opportunities to apply literacy and STEM related skills through the School's annual Business Fair, Fairchild Challenge, Miami Dade Youth Fair, etc.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

CRMA has extended its gardening program and has become a STEM school. A biologist/botanist has been hired to work directly with the students in the gardens.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Not applicable to CRMA.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased in all content areas then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is increased in all content areas then student achievement will improve. 1a

G088197

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ED	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - White	
AMO Math - ED	
AMO Math - SWD	
AMO Math - Hispanic	
AMO Math - White	

Targeted Barriers to Achieving the Goal 3

- Lack of alignment between the Montessori curriculum and the new Florida Standards Assessment (FSA).

Resources Available to Help Reduce or Eliminate the Barriers 2

- ELA: i-Ready, Montessori Materials, Task Cards, Explode the Code, Tutoring, Love of Learning, FCRR, EASYCBM, Support Coach, Performance Coach, Teacher Assistants
- Math: I-Ready, Reflex Math, Task Cards, Montessori Materials, Tutoring, Khan Academy, Teacher Assistants
- Science: Gardening Program, , Montessori Materials, Science Explorer Series, STEM, Teacher Assistants
- Social Science: National Geographic, Time Magazine, Montessori Materials, Newsela, Teacher Assistants
- Technology: Promethean Boards, Smart Boards, Apple computers, Laptop computers
- Civics in Practice
- Tutoring

Plan to Monitor Progress Toward G1. 8

District interim assessments, data analysis to decide as a team to continue, intensify, modify or terminate strategies, revisit barriers or modify the goal itself based on data.

Person Responsible

Lucy Canzoneri Go

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Reports generated from District Interim Assessments and I-ready.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is increased in all content areas then student achievement will improve. **1**

 G088197

G1.B5 Lack of alignment between the Montessori curriculum and the new Florida Standards Assessment (FSA). **2**

 B234533

G1.B5.S1 Identify literature that will be used across the curriculum and aligned with FSA. **4**

 S247262

Strategy Rationale

In order to ensure fidelity of instructional goals, there needs to be a school wide plan and curriculum.

Action Step 1 **5**

Provide a professional development with a Montessori educator to infuse literature across the curriculum

Person Responsible

Lucy Canzoneri Go

Schedule

Triannually, from 8/18/2016 to 1/23/2017

Evidence of Completion

Grade group meetings, lesson plans and teacher observations

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Teacher observations, lesson plans, grade group meetings

Person Responsible

Lucy Canzoneri Go

Schedule

Biweekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Documentation of compliance and non compliance

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Data chats will take place monthly to monitor progress.

Person Responsible

Lucy Canzoneri Go

Schedule

On 6/8/2017

Evidence of Completion

Teacher tests, Interims, FSA

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B5.S1.A1 A321881	Provide a professional development with a Montessori educator to infuse literature across the...	Canzoneri Go, Lucy	8/18/2016	Grade group meetings, lesson plans and teacher observations	1/23/2017 triannually
G1.MA1 M334999	District interim assessments, data analysis to decide as a team to continue, intensify, modify or...	Canzoneri Go, Lucy	8/22/2016	Reports generated from District Interim Assessments and I-ready.	6/8/2017 monthly
G1.B5.S1.MA1 M334997	Data chats will take place monthly to monitor progress.	Canzoneri Go, Lucy	8/22/2016	Teacher tests, Interims, FSA	6/8/2017 one-time
G1.B5.S1.MA1 M334998	Teacher observations, lesson plans, grade group meetings	Canzoneri Go, Lucy	8/22/2016	Documentation of compliance and non compliance	6/8/2017 biweekly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B5 Lack of alignment between the Montessori curriculum and the new Florida Standards Assessment (FSA).

G1.B5.S1 Identify literature that will be used across the curriculum and aligned with FSA.

PD Opportunity 1

Provide a professional development with a Montessori educator to infuse literature across the curriculum

Facilitator

Korin Clark

Participants

Kindergarten through eighth grade teachers

Schedule

Triannually, from 8/18/2016 to 1/23/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B5.S1.A1	Provide a professional development with a Montessori educator to infuse literature across the curriculum	\$0.00
Total:			\$0.00