2013-2014 SCHOOL IMPROVEMENT PLAN

P. M. Wells Charter Academy
2426 REMINGTON BLVD
Kissimmee, FL 34744
321-697-1020
www.osceola.k12.fl.us

School Demographics

School Type Combination School	**Title I** Yes	**Free and Reduced Lunch Rate** 78%
Alternative/ESE Center No	**Charter School** Yes	**Minority Rate** 90%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**	**2009-10**
A	C	B	B	B

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

P. M. Wells Charter Academy

Principal

Bonnie Brett

School Advisory Council chair

Dawn Thompson

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

Name	Title
Jessica Rafidi	Assistant Principal
Delia Griffin	Parent/Title 1 Coordinator
Jennifer Ranck	Teacher
Philip Yost	Dean
Maritza Rodriguez	Curriculum Resource Teacher/Parent
Leroy Smith	CRT/Parent
Kathy McKeon	Student Services Coordinator
Ana Bryant	Student

District-Level Information

District

Osceola

Superintendent

Mrs. Melba Luciano

Date of school board approval of SIP

10/15/2013

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

SAC membership consists of parents, students, teachers, administrators, staff and other community members.

Involvement of the SAC in the development of the SIP

All members have input and approval of final draft.

Activities of the SAC for the upcoming school year

Back to school dances for all grade levels
Monthly meetings
2 fund raisers (cookie dough, candles)
Winter store for students
2 Book Fairs
Fall Festival
Spring Fling

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

All Funds will provide:
$3,000 incentives (teacher and students)
$27,000 SmartsBoards
$3,000 picnic tables.

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

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

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

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Bonnie Brett		
Principal	Years as Administrator: 5	Years at Current School: 1

Credentials	Bachelor of Science Physical Education Master of Science in Educational Leadership FLDOE Certified in HE and PE Education PK - 12 Educational Leadership PK - 12
Performance Record	Ms. Brett has been an Administrator in an "A" school 4 out of her 5 years as a school leader. During the first at this school the school grade was a "C".

Jessica Rafidi		
Asst Principal	Years as Administrator: 3	Years at Current School: 1

Credentials	BA Elementary Education MS Educational Leadership EdD Educational Leadership & Management FLDOE Professional Certificate covering Educational Leadership (all levels), Elementary K-6, and English 5-9
Performance Record	private school Assistant Principal 2 years; Elementary (K-5) 1 year

Instructional Coaches

of instructional coaches
3

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Maritza Rodriguez		
Full-time / School-based	Years as Coach: 2	Years at Current School: 4
Areas	Other	

Credentials	BA Educational Studies MEd Teaching & Learning FLDOE professional certification: El Ed K-6 and ESOL Endorsed
Performance Record	2 years 4th grade teacher; 2nd yr as CRT

Leroy Smith		
Full-time / School-based	Years as Coach: 1	Years at Current School: 3
Areas	Other	

Credentials	BS Music Business MS Entertainment Business FLDOE professional certification: El Ed K-6
Performance Record	3 years 4th grade teacher; 1st yr as CRT

Kathy McKeon		
Part-time / District-based	Years as Coach: 2	Years at Current School: 5
Areas	RtI/MTSS	
Credentials	BS Elementary Education	
Performance Record	3 years ESE; 2 years Student Services Coordinator	

Classroom Teachers

# of classroom teachers
56

 # receiving effective rating or higher
27, 48%

 # Highly Qualified Teachers
89%

 # certified in-field
30, 54%

 # ESOL endorsed
22, 39%

 # reading endorsed
11, 20%

 # with advanced degrees
10, 18%

 # National Board Certified
0, 0%

 # first-year teachers
7, 13%

 # with 1-5 years of experience
46, 82%

 # with 6-14 years of experience
6, 11%

 # with 15 or more years of experience
4, 7%

Education Paraprofessionals

# of paraprofessionals
5

 # Highly Qualified
4, 80%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher
(not entered because basis is < 10)

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

Charter Schools USA provides each of our school with the best candidates through our Human Resource Department by advertising through hiring websites. We retain our effective teachers by providing them with a great place to work and help students.

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

Charter Schools USA provides new teachers with TLC support that includes pairing with a mentor teacher who aids in the completion of certification requirements such as a teaching portfolios.

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

Teachers meet monthly with the MTSS Problem Solving Team to discuss current data, teacher data tracking, and student progress. Teachers have access to Study Island, Achieve 3000, EasyCBM, Discovery Education, as well as intervention programs within the core curriculum to intervene on the student's behalf based on their needs. Tiers 1 and 2 are handled at the teacher level and Tier 3 is supported by a resource teacher who pulls students in a one on one setting for individual interventions.

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

The Student Services Coordinator along with the School Psychologist and Curriculum Resource Teachers work with the teachers to help with implementing interventions and coaching to meet the needs of individual students. The Principal and Assistant Principal monitor the process and data along with supporting the meetings to assure our students needs are being met through MTSS.

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

Through Benchmark assessments, data is reviewed with the teachers in the monthly problem solving meetings to monitor how the school and progress that is being made to meet the goals set through the

School Improvement Plan. The teachers also bring their attendance and data from small group instruction to these 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

FCAT and SAT10 assessments are used at the beginning of the school year then Discovery Education benchmarks are monitored bimonthly in reading, math, and science. Writing is monitored monthly using monthly writing probes and teacher trackers.

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

Teachers are encouraged to take the online class for RTI in the county as well as attend monthly meetings/trainings with the MTSS Problem Solving Team. Teachers are also met with in small groups based on their individual needs related to the MTSS process.

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

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

Strategy: Before or After School Program

Minutes added to school year: 13,500

Students are assigned in small group settings by grade level and ability level to highly qualified teach in both reading and math.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Bi-monthly benchmark assessments. Students working below grade level will remain in tutoring until they are able to demonstrate grade level proficiency.

Who is responsible for monitoring implementation of this strategy?

Tutoring coordinators monitor performance data.

Strategy: Before or After School Program

Minutes added to school year: 2,500

CRTs and team leads plan and deliver professional development (PD) to our teachers and staff every Wednesday and on teacher work days. Grade level teachers meet once a week to collaborate on instructional/lesson planning.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

Charter Schools USA has teachers complete a Deliberate Practice Plan (DPP) every year. The plan specifies professional development opportunities determined by administrator observations and evaluations.

Who is responsible for monitoring implementation of this strategy?

Adequate progress on the DPP is tracked by the school principal; lesson plans are reviewed weekly by CRTs

Strategy: Before or After School Program

Minutes added to school year: 2,200

After school clubs for Zumba, sign language, photography, chorus

Strategy Purpose(s)
""

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

student participation and stakeholder feedback

Who is responsible for monitoring implementation of this strategy?

Dean of Students

Literacy Leadership Team (LLT)

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

Name	Title
Maritza Rodriguez	CRT
Leroy Smith	CRT
Christie Miller	Reading Teacher
Jennifer Flores	Reading Teacher
Kimberly Cove	Reading Teacher
Joni Scott	Elementary Teacher

Name	Title
Virginia Calytor	Elementary Teacher

How the school-based LLT functions

Grade level representatives meet once a month to reflect and report; grade level reps meet weekly with grade level teachers.

Major initiatives of the LLT

Develop five objectives that will support school literacy goals and build grade level reading plans that will transition us to common core and increase instructional effectiveness.

Every Teacher Contributes to Reading Instruction

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

K-2 fully implements CCSS, which has R/LA embedded in all content areas. Grades 3-8 implement blended model of CCSS and NGSSS. Teachers are incorporating various reading strategies in each of their content areas.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

PMWCA offers gifted/talented classes in elementary, and advanced and intensive courses in middle school. Students make connections between subjects and their future by experiencing the rewards and consequences of meeting/exceeding academic proficiency (ie. participation in specials classes for students not scheduled for intensive classes)

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

High schools visit PMWCA 8th grade students to promote their programs; student services coordinator visits each SS class to discuss GPA's and opportunities for courses of study in high school.

Strategies for improving student readiness for the public postsecondary level

N/A

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	63%	54%	No	67%
American Indian				
Asian	70%		No	73%
Black/African American	66%		No	69%
Hispanic	62%	54%	No	66%
White	78%		No	80%
English language learners	43%	26%	No	48%
Students with disabilities	31%		No	38%
Economically disadvantaged	61%	51%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	320	54%	59%
Students scoring at or above Achievement Level 4	134	28%	33%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	317	68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	132	66%	70%

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)	13	8%	13%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	28	19%	24%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	37	25%	30%

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	82	41%	48%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%		No	57%
American Indian				
Asian	47%		No	52%
Black/African American	49%		No	54%
Hispanic	51%	40%	No	56%
White	66%		No	69%
English language learners	41%	34%	No	47%
Students with disabilities	31%		No	38%
Economically disadvantaged	50%	38%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	240	41%	47%
Students scoring at or above Achievement Level 4	78	13%	18%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	243	52%	58%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	92	46%	53%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	26	26%	31%
Middle school performance on high school EOC and industry certifications	25	96%	97%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	96%	97%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		13%

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	34	29%	37%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		11%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	33	36%	43%
Students scoring at or above Achievement Level 4	15	16%	21%

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 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	20	3%	0%
Students retained, pursuant to s. 1008.25, F.S.	13	11%	6%
Students who are not proficient in reading by third grade	39	42%	37%
Students who receive two or more behavior referrals	10	13%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	12	16%	11%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	20	6%	1%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	253	80%	75%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	38	12%	7%

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

Weekly communication with parents on upcoming activities in the Panther Praise. PMWCA distributes a monthly newsletter, and uses a mass phone call/text message system to get important information to parents.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent survey-school level factors	312	36%	47%
Parent survey-loyalty	346	40%	53%

Goals Summary

G1. Increase Reading proficiency 4 - 8, Learning Gains and Learning Gains for the lowest 30%

G2. Increase reading proficiency K-3 learning gains and learning gains for the lowest 25%

G3. Increase math proficiency K-8 learning gains and learning gains for the lowest 25%

G4. Increase science proficiency K-5 learning gains and learning gains for the lowest 25%

G5. Increase science proficiency 6-8 learning gains and learning gains for the lowest 25%

G6. Increase writing proficiency K-8 learning gains and learning gains for the lowest 25%; emphasis on 4th and 8th grades

Goals Detail

G1. Increase Reading proficiency 4 - 8, Learning Gains and Learning Gains for the lowest 30%

Targets Supported

Resources Available to Support the Goal
- Increased number of tutoring days
- Principal's reading challenge

Targeted Barriers to Achieving the Goal
- None: Title 1 funds

Plan to Monitor Progress Toward the Goal

Tutoring: Recruit teachers, identify students, send home letters, implement schedule, monitor reading challenge

Person or Persons Responsible
CRTs, student services coordinator, Admin team, classroom teachers

Target Dates or Schedule:
Ongoing August -May

Evidence of Completion:
Effective strategies observed, performance analyzed, end of year data reviewed

G2. Increase reading proficiency K-3 learning gains and learning gains for the lowest 25%

Targets Supported

Resources Available to Support the Goal
- Wonders Curriculum

Targeted Barriers to Achieving the Goal
- None: purchased summer 2013

Plan to Monitor Progress Toward the Goal

Effect of Wonders/reading challenge on student performance analyzed

Person or Persons Responsible
Admin team, classroom teacher

Target Dates or Schedule:
On going August -May, 6/30/13

Evidence of Completion:
Effective strategies observed, effect on student performance analyzed, reading challenge monitored, end of year data reviewed

G3. Increase math proficiency K-8 learning gains and learning gains for the lowest 25%

Targets Supported

Resources Available to Support the Goal
- Manipulative Math Special

Targeted Barriers to Achieving the Goal
- None: purchased summer 2013

Plan to Monitor Progress Toward the Goal

End of year data reviewed

Person or Persons Responsible
Admin team

Target Dates or Schedule:
6/30/14

Evidence of Completion:
FCAT

G4. Increase science proficiency K-5 learning gains and learning gains for the lowest 25%

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- Hands on science lab special

Targeted Barriers to Achieving the Goal
- None: purchased summer 2013

Plan to Monitor Progress Toward the Goal

Science fair conducted, end of year data reviewed

Person or Persons Responsible
Special teacher, Admin team

Target Dates or Schedule:
1115/13, 6/30/14

Evidence of Completion:
Student participation; FCAT

G5. Increase science proficiency 6-8 learning gains and learning gains for the lowest 25%

Targets Supported
- Science - Middle School

Resources Available to Support the Goal
- Utilize current reasources

Targeted Barriers to Achieving the Goal
- None; purchased

Plan to Monitor Progress Toward the Goal

End of year data reviewed

Person or Persons Responsible
Admin team

Target Dates or Schedule:
6/30/14

Evidence of Completion:
FCAT

G6. Increase writing proficiency K-8 learning gains and learning gains for the lowest 25%; emphasis on 4th and 8th grades

Targets Supported
- Writing

Resources Available to Support the Goal
- Top Score Writing

Targeted Barriers to Achieving the Goal
- None: purchased summer 2013

Plan to Monitor Progress Toward the Goal

Effect of Top Score on student performance analyzed, end of year data reviewed

Person or Persons Responsible
Admin team

Target Dates or Schedule:
6/30/13

Evidence of Completion:
FCAT

Action Plan for Improvement

Problem Solving Key

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

G1. Increase Reading proficiency 4 - 8, Learning Gains and Learning Gains for the lowest 30%

G1.B1 None: Title 1 funds

G1.B1.S1 Purchased

Action Step 1

Recruit teachers during RTO

Person or Persons Responsible

CRTs & Student Services Coordinator (SSC)

Target Dates or Schedule

Week of 8/12/13

Evidence of Completion

Sign up sheet

Action Step 2

Identify students for tutoring

Person or Persons Responsible

SSC

Target Dates or Schedule

Week of 8/19/13

Evidence of Completion

Students enrolled match those identified

Action Step 3

Send home tutoring letters

Person or Persons Responsible

SSC

Target Dates or Schedule

Week of 8/26/13

Evidence of Completion

Signed enrollment forms

Action Step 4

Implement tutoring

Person or Persons Responsible

Principal

Target Dates or Schedule

9/9/13

Evidence of Completion

Tutor schedule

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

Implement afterschool/Saturday tutoring schedule; monitor reading challenge

Person or Persons Responsible

Admin team

Target Dates or Schedule

Beginning 9/9/13

Evidence of Completion

Tutor schedule; classroom reading tracker

Plan to Monitor Effectiveness of G1.B1.S1

Effective strategies observed, effect on student performance analyzed, end of year data reviewed

Person or Persons Responsible

Classroom teacher, Admin team

Target Dates or Schedule

Weekly, quarterly, 6/30/13

Evidence of Completion

Weekly admin meeting w/list of indicators and walkthrough checklist, reading benchmarks and data chats, FCAT

G2. Increase reading proficiency K-3 learning gains and learning gains for the lowest 25%

G2.B1 None: purchased summer 2013

G2.B1.S1 Purchased

Action Step 1

Provide Wonders training

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

8/7/2013

Evidence of Completion

Teachers accept responsibility for implementation; expectations set

Action Step 2

Guidelines explained during RTO

Person or Persons Responsible

Principal

Target Dates or Schedule

8/12/13

Evidence of Completion

Agenda

Action Step 3

Reading challenge implemented

Person or Persons Responsible

Teachers

Target Dates or Schedule

8/19/13

Evidence of Completion

Classroom tracker

Action Step 4

Distribute curriculum

Person or Persons Responsible

CRTs

Target Dates or Schedule

8/26/13

Evidence of Completion

Resources available to teachers and students

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

Implement Instruction

Person or Persons Responsible

Admin team

Target Dates or Schedule

9/3/13

Evidence of Completion

Lesson plans and walkthrough observations

Plan to Monitor Effectiveness of G2.B1.S1

Effective strategies observed

Person or Persons Responsible

Admin team

Target Dates or Schedule

Weekly

Evidence of Completion

Admin meeting; list of indicators; walkthrough checklist

G3. Increase math proficiency K-8 learning gains and learning gains for the lowest 25%

G3.B1 None: purchased summer 2013

G3.B1.S1 purchased

Action Step 1

Identify lead teacher

Person or Persons Responsible

Principal

Target Dates or Schedule

5/30/2013

Evidence of Completion

Teacher accepts responsibility/expectations set

Action Step 2

Create mobile math cart

Person or Persons Responsible

Specials teacher

Target Dates or Schedule

8/12/13

Evidence of Completion

Resources available for labs on the first day of school

Action Step 3

Purpose defined during RTO

Person or Persons Responsible

Principal

Target Dates or Schedule

8/13/13

Evidence of Completion

Agenda

Action Step 4

Classrooms assigned

Person or Persons Responsible

Principal

Target Dates or Schedule

8/13/13

Evidence of Completion

Schedule

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

Implement math special

Person or Persons Responsible

Specials teacher

Target Dates or Schedule

8/19/13

Evidence of Completion

Documented procedures; lesson plans

Plan to Monitor Effectiveness of G3.B1.S1

Effect of science lab on student performance analyzed; effective strategies observed

Person or Persons Responsible

Admin team

Target Dates or Schedule

Quarterly; weekly

Evidence of Completion

Math benchmarks, assessments, data chats, weekly admin meetings, indicator checklist

G4. Increase science proficiency K-5 learning gains and learning gains for the lowest 25%

G4.B1 None: purchased summer 2013

G4.B1.S1 Purchased

Action Step 1

Lead teacher identified

Person or Persons Responsible

Principal

Target Dates or Schedule

5/30/13

Evidence of Completion

Teacher accepts responsibility; expectations set

Action Step 2

Create mobile science cart

Person or Persons Responsible

Special teacher

Target Dates or Schedule

8/12/13

Evidence of Completion

Resources available for labs on the first day of school

Action Step 3

Purpose of science lab defined during RTO

Person or Persons Responsible

Principal

Target Dates or Schedule

8/13/13

Evidence of Completion

Agenda

Action Step 4

Classrooms assigned to science lab

Person or Persons Responsible

Principal

Target Dates or Schedule

8/13/13

Evidence of Completion

Schedule

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

Implement mobile science lab, parents informed of science fair, virtual component implemented

Person or Persons Responsible

Special teacher

Target Dates or Schedule

8/19/13, 9/17/13, 10/1/13

Evidence of Completion

Documented procedures; lesson plans

Plan to Monitor Effectiveness of G4.B1.S1

Science fair conducted; effective strategies observed; science fair projects monitored

Person or Persons Responsible

Teacher, admin team

Target Dates or Schedule

11/15/13, weekly, Sept-Nov

Evidence of Completion

Student participation, admin meetings w/indicator checklist, component submitted/teacher timeline

G5. Increase science proficiency 6-8 learning gains and learning gains for the lowest 25%

G5.B1 None; purchased

G5.B1.S1 Purchased

Action Step 1

Implement 1x per week virtual or hands on lab with focus on vocabulary and health

Person or Persons Responsible

MS science teachers

Target Dates or Schedule

8/19/13

Evidence of Completion

Lesson plans, observation

Action Step 2

Professional Development for content specific teachers

Person or Persons Responsible

CRTs

Target Dates or Schedule

7/24/13

Evidence of Completion

Notes of reviewed practices at Downtown Miami

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

Implement science lab, demonstrate best practices modeled by CSUSA school with increased proficiency

Person or Persons Responsible

Admin team

Target Dates or Schedule

8/19/13, ongoing Aug-May

Evidence of Completion

Lesson plans, observation

Plan to Monitor Effectiveness of G5.B1.S1

Effect of science lab on student achievement analyzed; effective strategies observed

Person or Persons Responsible

Admin team

Target Dates or Schedule

Quarterly, weekly

Evidence of Completion

Benchmarks, data chats, indicator checklist

G6. Increase writing proficiency K-8 learning gains and learning gains for the lowest 25%; emphasis on 4th and 8th grades

G6.B1 None: purchased summer 2013

G6.B1.S1 Purchased

Action Step 1

Provide training for Top Score program

Person or Persons Responsible

CRTs & Assistant Principal

Target Dates or Schedule

7/17/13

Evidence of Completion

Attendance roster

Facilitator:

Lisa Collum

Participants:

4th & 8th grade teachers

Action Step 2

Distribute curriculum

Person or Persons Responsible

CRTs

Target Dates or Schedule

8/12/13

Evidence of Completion

Resources available during RTO

Action Step 3

Provide ppt refresher

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

8/15/13

Evidence of Completion

Email notification

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

Implement Top Score instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

8/19/13

Evidence of Completion

Lesson plans; observation

Plan to Monitor Effectiveness of G6.B1.S1

Effective strategies observed

Person or Persons Responsible

Admin team

Target Dates or Schedule

Weekly

Evidence of Completion

Indicator checklist

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

We are a Title 1 school and are able to offer each student a nutritious breakfast provided by the National School Lunch Program (NSLP). There is no cost to any of our students for breakfast. The NSLP provides free lunch for over 80% of our students. Title 1 funds help with instructional resources such as curriculum and supplemental tutoring services. These resources enable us to extend learning past regular school hours.

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.

G6. Increase writing proficiency K-8 learning gains and learning gains for the lowest 25%; emphasis on 4th and 8th grades

G6.B1 None: purchased summer 2013

G6.B1.S1 Purchased

PD Opportunity 1

Provide training for Top Score program

Facilitator

Lisa Collum

Participants

4th & 8th grade teachers

Target Dates or Schedule

7/17/13

Evidence of Completion

Attendance roster

Appendix 2: Budget to Support School Improvement Goals