2013-2014 SCHOOL IMPROVEMENT PLAN

Mater Academy Miami Beach
8625 BYRON AVE
Miami, FL 33141
305-864-2889

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Combination School	No	69%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	88%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	B	A	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.

Table of Contents

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
Mater Academy Miami Beach

Principal
Marisol Gomez

School Advisory Council chair
Anabel Verez Maldonado

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

Name	Title
Marisol Gomez	Principal
Anabel Verez Maldonado	Assistant Principal
Giselle Bernal	Lead Teacher
Jessica Torres	5th Grade Teacher
Jocelyne Jinks	Middle School Reading Teacher

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 members of the SAC team consist of 1, school administration, 2, leadership team - the principal and the teacher, and 3, parents.

Involvement of the SAC in the development of the SIP

SAC meets four times a year where we discuss and review the SIP, data, and school performance. Members discuss the best plan of action to improve student achievement and school performance.

Activities of the SAC for the upcoming school year

During each SAC meeting we begin by evaluating the SIP and school data. We decide what must be targeted and worked on by the following meeting. All suggestions and recommendations are heard and discussed. We make necessary accommodations for items that must be monitored and improved upon.

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

The SAC team uses funds for professional development.

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:

Marisol Gomez		
Principal	Years as Administrator: 7	Years at Current School: 4

Credentials	BS – Elementary Education (K-6) with ESOL Endorsement from Florida International University; MS in Educational Leadership from Nova Southeastern University; Certified in all areas above
Performance Record	YEAR: 2013 2012 2011 2010 2009 GRADE: B A B A A Rdg. Proficiency, 66% Math Proficiency, 57% Rdg. Lrg. Gains, 77 points Math Lrg. Gains, 75 points Rdg. Imp. of Lowest 25% - 80 points Math Imp. of Lowest 25% - 64 points Rdg. AMO - 66% Math AMO – 57% 2012 – School Grade: A Rdg. Proficiency, 59% Math Proficiency, 59% Rdg. Lrg. Gains, 80 points Math Lrg. Gains, 80 points Rdg. Imp. of Lowest 25% - 85 points Math Imp. of Lowest 25% - 69 points '11 '10 '09 School Grades B A A High Standards – Rdg 75% 88% 82% High Standards – Math 60% 91% 93% Lrng Gains – Rdg 77% 83% 71% Lrng Gains – Math 53% 50% 64% Gains – R – 25 77% 94% 61% Gains – M – 25 63% 50% 64%

Anabel Verez Maldonado		
Asst Principal	Years as Administrator: 4	Years at Current School: 4

Credentials	BS – Elementary Education (K-6) with ESOL Endorsement from Florida International University; MS in ??? from ???, Specialist Degree in Educational Leadership from College of Education; Certified in all areas above
Performance Record	YEAR: 2013 2012 2011 2010 GRADE: B A B A Rdg. Proficiency, 66% Math Proficiency, 57% Rdg. Lrg. Gains, 77 points Math Lrg. Gains, 75 points Rdg. Imp. of Lowest 25% - 80 points Math Imp. of Lowest 25% - 64 points Rdg. AMO - 66% Math AMO – 57% 2012 – School Grade: A Rdg. Proficiency, 59% Math Proficiency, 59% Rdg. Lrg. Gains, 80 points Math Lrg. Gains, 80 points Rdg. Imp. of Lowest 25% - 85 points Math Imp. of Lowest 25% - 69 points '11 '10 School Grades B A High Standards – Rdg 75% 88% High Standards – Math 60% 91% Lrng Gains – Rdg 77% 83% Lrng Gains – Math 53% 50% Gains – R – 25 77% 94% 61% Gains – M – 25 63% 50% 64%

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
31

 # receiving effective rating or higher
31, 100%

 # Highly Qualified Teachers
77%

 # certified in-field
24, 77%

 # ESOL endorsed
16, 52%

 # reading endorsed
1, 3%

 # with advanced degrees
4, 13%

 # National Board Certified
0, 0%

 # first-year teachers
2, 6%

 # with 1-5 years of experience
15, 48%

 # with 6-14 years of experience
13, 42%

 # with 15 or more years of experience
1, 3%

Education Paraprofessionals

# of paraprofessionals
1

 # Highly Qualified
1, 100%

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

Job fairs are coordinated and schools are represented in order to recruit new candidates. The Principal ensures that teachers complete district and school sponsored professional development in order to meet highly qualified standards.

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

Currently we have two teachers who are MINT certified and serve as mentors for all first year teachers. Furthermore, our school provides teachers the opportunity to observe their peers during instructional time in order to share best practices and improve teaching methods.

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 staff meets twice a year to review the SIP. In the beginning of the year we analyze data and discuss what strategies will be implemented to improve student achievement and reach our school goals. At the end of the year the staff creates a School Improvement Plan End-of-Year Review team that comes up with new strategies, evaluation tools, professional developments, and instructional materials and resources to improve instruction. We discuss assessments and monitoring techniques to be used in order to ensure the SIP strategies are working and that our student achievement goals are on target.

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

The Principal, Marisol Gomez, Assistant Principal, Anabel Verez Maldonado, and Lead Teacher, Giselle Bernal comprise the school based leadership team. They meet to make accommodations to the SIP. The team disaggregates the data in order to guide academic decisions and instructional delivery.

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

The leadership team uses FCAT 2.0, Baseline and Interim, and FAIR assessments to collect data on all students. Maintenance assessments are used throughout the school year to make sure the students are progressing adequately.

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

The leadership team utilizes data reports from FCAT 2.0, Baselines, Interims, and FAIR assessments to create a data chat document that informs individual students and parents about each student's progress. We also review after school tutoring participation and attendance.

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

The leadership team send home a data document including the students' strengths, weaknesses, and an action plan to help improve the students' academic path. Parents are asked to sign the document and meet with their teacher for specific guidance and support.

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: 3,240

Students are invited to attend tutoring twice a week for 60 minutes per day to help remediate and strengthen areas of weakness. One tutoring session focuses on Reading and the other on Mathematics.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Students are give a pre and post test by the teacher to measure effectiveness of the tutoring program and to gauge benchmarks which need to be targeted. Teachers the do maintenance benchmark assessments to assure that each one is being mastered.

Who is responsible for monitoring implementation of this strategy?

The school principal is responsible for the implementation of this program.

Literacy Leadership Team (LLT)

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

Name	Title
Marisol Gomez	Principal
Anabel Verez Maldonado	Assistant Principal
Giselle Bernal	Lead Teacher

How the school-based LLT functions

The leadership team will meet quarterly to assess the reading data. Information on professional development opportunities will be provided to instructional staff. Teachers in attendance will debrief peers during regularly scheduled faculty meetings in order to share best practices.

Major initiatives of the LLT

The major initiative will be to increase reading scores, specifically in the area of informational texts/ research process. On-line newspapers will be utilized in order to provide students with experience on such text. A school newsletter will be created using research skills and manipulating informational text features.

Every Teacher Contributes to Reading Instruction

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

Teachers will attend professional development in the areas of NG CAR-PD, Next Generation Content Area Reading. They will review and analyze data to drive individualized instruction.

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

In order to assist preschool children and their families, an orientation is held before the commencement of school in July of each year. Kindergarten teachers are present and provide valuable information to parents. A calendar of school events is provided and school wide policies are explained. Tours for parents and children are held on an as needed basis on Wednesdays. Once school begins, an Open House is held in their child's respective classroom in order to specifically communicate the policies of each Kindergarten teacher.

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

Students in the 7th grade enroll in a course requiring them to plan a course of action for their future academics as well as career goals. Furthermore, the guidance counselor provides students with resources and information on career choices, college readiness, and general future preparedness.

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

Subject selection begins in the spring and information is provided on required courses, elective course offerings, and opportunities for advanced learning.

Strategies for improving student readiness for the public postsecondary level

Due to the high level of English Language Learners (ELL), strategies to improve student readiness strive for parental involvement. Counseling is offered to parents and students and all measures are taken to provide translation if needed. Workshops are offered based on findings from needs assessments. Students participate in orientation consisting of activities focusing on achievement, career preparedness, and transition for the postsecondary level.

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	61%	66%	Yes	65%
American Indian				
Asian				
Black/African American				
Hispanic	58%	63%	Yes	62%
White	80%	83%	Yes	82%
English language learners	53%	49%	Yes	57%
Students with disabilities	45%		Yes	50%
Economically disadvantaged	58%	62%	Yes	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	98	31%	34%
Students scoring at or above Achievement Level 4	95	30%	31%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		77%	79%
Students in lowest 25% making learning gains (FCAT 2.0)		80%	82%

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)	88	44%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	61	31%	38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	71	37%	43%

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	48	49%	54%
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	53%	57%	Yes	57%
American Indian				
Asian				
Black/African American				
Hispanic	49%	55%	Yes	54%
White	71%	69%	No	74%
English language learners	39%	46%	Yes	45%
Students with disabilities	63%		No	67%
Economically disadvantaged	52%	56%	Yes	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	29%	30%
Students scoring at or above Achievement Level 4	82	26%	27%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		75%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		64%	68%

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]*		20%
Students scoring at or above Achievement Level 4	14	32%	34%

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	*[data excluded for privacy reasons]*		30%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		14%

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)	2		5
Participation in STEM-related experiences provided for students	431	87%	90%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	43	13%	25%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

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	43	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	5	1%	1%
Students who are not proficient in reading by third grade	19	44%	40%
Students who receive two or more behavior referrals	5	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	10	2%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course	34	20%	19%
Students who fail an English Language Arts course	25	15%	14%
Students who fail two or more courses in any subject	34	20%	19%
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

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

Parents will attend quarterly meetings with the teacher to discuss student academic progress and identify needs. Parents will also attend after school activities scheduled on campus. Some of these activities include, Assessment Information night, Hispanic Heritage Festival, and Open House. The principal will meet with all parents to discuss credit advancement options or course recovery if needed.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase participation in FCAT Parent Workshop	372	67%	70%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Our goal on the 2014 Reading FCAT is to increase the percentage of students who score proficient by 3 percentage points from 31% to 34%.

G2. Our goal on the 2014 Reading FCAT is to increase the percentage of students making learning gains by 2 percentage points from 77% to 79%.

G3. Our goal for the 2014 CELLA is to increase the percentage of students passing Listening/Speaking by 6 percentage points from 44% to 50%, Reading by 7 percentage points from 31% to 38%, and Writing by 6 percentage points from 37% to 43%.

G4. Our goal on the 2014 Math FCAT is to increase the percentage of students who score proficient by 1 percentage point from 29% to 30%.

G5. Our goal on the 2014 Writing FCAT is to increase the number of students who score proficient by 5 percentage points from 49% to 54%.

G6. Our goal on the Science FCAT is to increase the percentage of students who score proficient by 4 percentage points; in 5th grade from 16% to 20% and in 8th grade from 26% to 30%.

G7. Our goal is to increase the amount of STEM related experiences for all students by providing them additional opportunities to participate in STEM activities.

G8. Our goal is to increase the number of professional development opportunities for teachers and administrators in CTE programs.

G9. Our goal is to involve at least 70% of parents in at least one school activity throughout the year.

G10. Our goal is to provide communication to parents through a variety of sources to include topics such as attendance policies, student code of conduct, etc.

Goals Detail

G1. Our goal on the 2014 Reading FCAT is to increase the percentage of students who score proficient by 3 percentage points from 31% to 34%.

Targets Supported
- Reading (FCAT2.0)

Resources Available to Support the Goal
- Highly Qualified Personnel

- Web Based Reading Programs (Achieve 3000)

- After School Tutoring

Targeted Barriers to Achieving the Goal
- Target reporting category 2 - Reading Applications

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. Our goal on the 2014 Reading FCAT is to increase the percentage of students making learning gains by 2 percentage points from 77% to 79%.

Targets Supported
- Reading (Learning Gains)

Resources Available to Support the Goal
- Highly Qualified Personnel

- Web Based Reading Program (Achieve 3000)

Targeted Barriers to Achieving the Goal
- Reporting Category 4 - Information Text/Research

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. Our goal for the 2014 CELLA is to increase the percentage of students passing Listening/Speaking by 6 percentage points from 44% to 50%, Reading by 7 percentage points from 31% to 38%, and Writing by 6 percentage points from 37% to 43%.

Targets Supported
- Reading (CELLA)

Resources Available to Support the Goal
- ELL Supported Strategies & Resources
- Highly Qualified Teachers

Targeted Barriers to Achieving the Goal
- Opportunities to participate in teacher led discussions and oral communication
- Variation of ELL strategies
- Participation in the writing process

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G4. Our goal on the 2014 Math FCAT is to increase the percentage of students who score proficient by 1 percentage point from 29% to 30%.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0)

Resources Available to Support the Goal
- Mathletics
- Highly Qualified Teachers

Targeted Barriers to Achieving the Goal
- Reporting Category 3 - Geometry & Spatial Sense

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. Our goal on the 2014 Writing FCAT is to increase the number of students who score proficient by 5 percentage points from 49% to 54%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Highly Qualified Teachers

- Saturday Writing Workshops

Targeted Barriers to Achieving the Goal

- Incorporation of figurative language

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G6. Our goal on the Science FCAT is to increase the percentage of students who score proficient by 4 percentage points; in 5th grade from 16% to 20% and in 8th grade from 26% to 30%.

Targets Supported

- Science

- Science - Elementary School

- Science - Middle School

Resources Available to Support the Goal

- Highly Qualified Teachers

- Gizmos

- Highly Qualified Teachers

- Gizmos

Targeted Barriers to Achieving the Goal

- Reporting Category 4 - Scientific Thinking

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G7. Our goal is to increase the amount of STEM related experiences for all students by providing them additional opportunities to participate in STEM activities.

Targets Supported

- STEM

- STEM - All Levels

Resources Available to Support the Goal

- Opportunities provided though district experiences such as the SECME fair hosted in Miami Dade North

Targeted Barriers to Achieving the Goal

- Promoting events and facilitating parent support

Plan to Monitor Progress Toward the Goal

STEM information

Person or Persons Responsible
STEM Committee

Target Dates or Schedule:
Monthly

Evidence of Completion:
Minutes, Agenda

G8. Our goal is to increase the number of professional development opportunities for teachers and administrators in CTE programs.

Targets Supported

- CTE

Resources Available to Support the Goal

- MDCPS facilitated professional development

Targeted Barriers to Achieving the Goal

- Teachers who are CTE endorsed

Plan to Monitor Progress Toward the Goal

Professional Development

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Agenda from faculty meeting to include opportunities for PDs and endorsements

G9. Our goal is to involve at least 70% of parents in at least one school activity throughout the year.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Personnel

Targeted Barriers to Achieving the Goal
- High population of ELL students

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G10. Our goal is to provide communication to parents through a variety of sources to include topics such as attendance policies, student code of conduct, etc.

Targets Supported
- EWS
- EWS - Elementary School
- EWS - Middle School

Resources Available to Support the Goal
- Instructional Staff, Support Personnel

Targeted Barriers to Achieving the Goal
- Participation

Plan to Monitor Progress Toward the Goal

Student Reports

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Decrease in truancy and suspensions

Action Plan for Improvement

Problem Solving Key

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

G1. Our goal on the 2014 Reading FCAT is to increase the percentage of students who score proficient by 3 percentage points from 31% to 34%.

G1.B1 Target reporting category 2 - Reading Applications

G1.B1.S1 Students will use a grade appropriate text to identify author's purpose. Students will focus on author's thoughts and feelings and reading will be infused in all content areas.

Action Step 1

Analyze data and make necessary modifications to instruction in order to achieve 2013-2014 goal.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Formative Assessment Tools

Evidence of Completion

Formative - District Interim Assessments Summative - 2014 FCAT 2.0

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Our goal on the 2014 Reading FCAT is to increase the percentage of students making learning gains by 2 percentage points from 77% to 79%.

G2.B1 Reporting Category 4 - Information Text/Research

G2.B1.S1 Utilizing Achieve 3000 to target deficiencies in informational text.

Action Step 1

Achieve 3000 will be utilized as a school wide resource and technology provided to facilitate participation.

Person or Persons Responsible

Teachers, Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative - Computer Generated Reports and Interim Assessments Summative - 2014 FCAT 2.0

Facilitator:

Achieve 3000

Participants:

Teachers & Administrators

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

Following the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes/Assessments

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. Our goal for the 2014 CELLA is to increase the percentage of students passing Listening/Speaking by 6 percentage points from 44% to 50%, Reading by 7 percentage points from 31% to 38%, and Writing by 6 percentage points from 37% to 43%.

G3.B1 Opportunities to participate in teacher led discussions and oral communication

G3.B1.S1 Teacher led groups will be initialized in order to provide opportunities for students to discuss materials, summarize information, and gauge learning outcomes.

Action Step 1

Analyze data and make necessary adjustments to instruction

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative - Interim Assessments Summative - Results from 2014 CELLA

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

Following the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative - Quizzes/Tests from Literature Series

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible
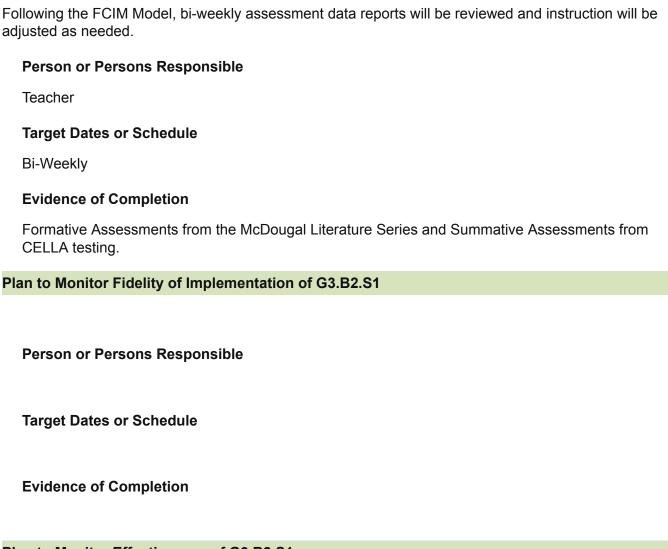
Teacher

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments from the McDougal Literature Series and Summative Assessments from CELLA testing.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. Our goal on the 2014 Math FCAT is to increase the percentage of students who score proficient by 1 percentage point from 29% to 30%.

G4.B1 Reporting Category 3 - Geometry & Spatial Sense

G4.B1.S1 The use of manipulatives to explore and understand geometric and measurement concepts.

Action Step 1

Monitor the implementation of Matheltics

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher's data log to monitor student usage

Facilitator:

Mathletics

Participants:

Classroom Teachers

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

Monitoring the implementation of Mathletics

Person or Persons Responsible

Leaderhsip Team

Target Dates or Schedule

Weekly

Evidence of Completion

Student usage logs

Plan to Monitor Effectiveness of G4.B1.S1

Analyze data from web based reports

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Mathletics reports

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. Our goal on the 2014 Writing FCAT is to increase the number of students who score proficient by 5 percentage points from 49% to 54%.

G5.B1 Incorporation of figurative language

G5.B1.S1 Students will work through the writing process through mock writing prompts and include figurative language

Action Step 1

Writer's Journal

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Writing Essays

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

Writing Journal

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Logs that verify usage of writing journals and completing of monthly writing prompts

Plan to Monitor Effectiveness of G5.B1.S1

Writing Prompts

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Rubrics and scoring of monthly writing prompts

G6. Our goal on the Science FCAT is to increase the percentage of students who score proficient by 4 percentage points; in 5th grade from 16% to 20% and in 8th grade from 26% to 30%.

G6.B1 Reporting Category 4 - Scientific Thinking

G6.B1.S1 Use of hands on lab activities

Action Step 1

Opportunities to use hands on lab activities and use of scientific reasoning

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lab Reports

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

Use of hands on lab activities and journal entries

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Lab Reports

Plan to Monitor Effectiveness of G6.B1.S1

Hands-on labs and journals

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

When

Evidence of Completion

Data from Interims

G7. Our goal is to increase the amount of STEM related experiences for all students by providing them additional opportunities to participate in STEM activities.

G7.B1 Promoting events and facilitating parent support

G7.B1.S1 Information will be provided to parents through various outlets (website, trainings, etc.).

Action Step 1

STEM committee

Person or Persons Responsible

Science teachers, Math teachers, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Minutes from meetings

Facilitator:

MDCPS

Participants:

Teachers, Administrators

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Increase STEM opportunities

Person or Persons Responsible

STEM Committee

Target Dates or Schedule

Monthly

Evidence of Completion

Minutes from meetings

Plan to Monitor Effectiveness of G7.B1.S1

STEM information

Person or Persons Responsible

STEM Committee

Target Dates or Schedule

Monthly

Evidence of Completion

Minutes from meeting

G8. Our goal is to increase the number of professional development opportunities for teachers and administrators in CTE programs.

G8.B1 Teachers who are CTE endorsed

G8.B1.S1 Spread information on CTE trainings for instructional personnel

Action Step 1

Professional Development

Person or Persons Responsible

Teachers, Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign In Sheets, Certificates of Completion

Facilitator:

MDCPS

Participants:

Teachers, Administrators

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Professional Development

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign In Sheets, Certificates of Completion

Plan to Monitor Effectiveness of G8.B1.S1

Professional Development

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in CTE program

G9. Our goal is to involve at least 70% of parents in at least one school activity throughout the year.

G9.B1 High population of ELL students

G9.B1.S1 Providing all communication in English and Spanish

Action Step 1

Communication in English and Spanish

Person or Persons Responsible

Faculty

Target Dates or Schedule

On-going

Evidence of Completion

Letters, flyers, etc.

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Copies of communication with parents

Person or Persons Responsible

Faculty

Target Dates or Schedule

On-going

Evidence of Completion

Letters, flyers, website, etc.

Plan to Monitor Effectiveness of G9.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G10. Our goal is to provide communication to parents through a variety of sources to include topics such as attendance policies, student code of conduct, etc.

G10.B1 Participation

G10.B1.S1 Provide parents with a information or meetings during flexible hours and through a variety of sources (website, parent nights, etc.)

Action Step 1

Information on Attendance and Behavior Policies

Person or Persons Responsible

Teachers, Students, Parents

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign In Sheets, Agendas

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Availability of sources of information on attendance and behavior policies

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign In Sheets, Agendas, Student Reports (attendance, suspensions, etc.)

Plan to Monitor Effectiveness of G10.B1.S1

Decrease in behavioral issues and truancy

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Reports

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.

G2. Our goal on the 2014 Reading FCAT is to increase the percentage of students making learning gains by 2 percentage points from 77% to 79%.

G2.B1 Reporting Category 4 - Information Text/Research

G2.B1.S1 Utilizing Achieve 3000 to target deficiencies in informational text.

PD Opportunity 1

Achieve 3000 will be utilized as a school wide resource and technology provided to facilitate participation.

Facilitator

Achieve 3000

Participants

Teachers & Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Formative - Computer Generated Reports and Interim Assessments Summative - 2014 FCAT 2.0

G4. Our goal on the 2014 Math FCAT is to increase the percentage of students who score proficient by 1 percentage point from 29% to 30%.

G4.B1 Reporting Category 3 - Geometry & Spatial Sense

G4.B1.S1 The use of manipulatives to explore and understand geometric and measurement concepts.

PD Opportunity 1

Monitor the implementation of Matheltics

Facilitator

Mathletics

Participants

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher's data log to monitor student usage

G7. Our goal is to increase the amount of STEM related experiences for all students by providing them additional opportunities to participate in STEM activities.

G7.B1 Promoting events and facilitating parent support

G7.B1.S1 Information will be provided to parents through various outlets (website, trainings, etc.).

PD Opportunity 1

STEM committee

Facilitator

MDCPS

Participants

Teachers, Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Minutes from meetings

G8. Our goal is to increase the number of professional development opportunities for teachers and administrators in CTE programs.

G8.B1 Teachers who are CTE endorsed

G8.B1.S1 Spread information on CTE trainings for instructional personnel

PD Opportunity 1

Professional Development

Facilitator

MDCPS

Participants

Teachers, Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign In Sheets, Certificates of Completion

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Our goal on the 2014 Reading FCAT is to increase the percentage of students making learning gains by 2 percentage points from 77% to 79%.	$4,800
G4.	Our goal on the 2014 Math FCAT is to increase the percentage of students who score proficient by 1 percentage point from 29% to 30%.	$3,500
	Total	$8,300

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Operating	$8,300	$8,300
Total	$8,300	$8,300

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

G2. Our goal on the 2014 Reading FCAT is to increase the percentage of students making learning gains by 2 percentage points from 77% to 79%.

G2.B1 Reporting Category 4 - Information Text/Research

G2.B1.S1 Utilizing Achieve 3000 to target deficiencies in informational text.

Action Step 1

Achieve 3000 will be utilized as a school wide resource and technology provided to facilitate participation.

Resource Type

Evidence-Based Program

Resource

Web Based Reading Program

Funding Source

Operating

Amount Needed

$4,800

G4. Our goal on the 2014 Math FCAT is to increase the percentage of students who score proficient by 1 percentage point from 29% to 30%.

G4.B1 Reporting Category 3 - Geometry & Spatial Sense

G4.B1.S1 The use of manipulatives to explore and understand geometric and measurement concepts.

Action Step 1

Monitor the implementation of Matheltics

Resource Type

Evidence-Based Program

Resource

Math based Web Program

Funding Source

Operating

Amount Needed

$3,500