Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Coral Reef Montessori Academy Charter

10853 SW 216TH ST
Miami, FL 33170
305-255-0064
http://coralreefmontessori.dadeschools.net

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Combination School	No	31%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	83%

School Grades History

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

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
Coral Reef Montessori Academy Charter

Principal
Lucy Canzoneri Golden C

School Advisory Council chair
Juliet King

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

Name	Title

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The SAC membership includes: principal – 1, teachers – 3, parents – 3, Board of Director – 1, educational support/student – 1, business/community -2.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

1. To develop and monitor implementation of the School Improvement Plan.
2. To review student performance data.
3. To oversee and manage budget for the school recognition funds

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

The SAC funds will be 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).

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:

Lucy Canzoneri Golden C		
Principal	Years as Administrator: 15	Years at Current School: 15
Credentials	B.S. Elem. Ed M.S. Mon/Elem. Ed. ELLS Cert. K – 12 Drama Cert. K – 12 Directors' Credential Early Childhood	
Performance Record	2013 – School Grade- B Rdg. Proficiency, _73_% Math Proficiency, _60_% Rdg. Lrg. Gains, _66_ points Math Lrg. Gains, _66_points Rdg. Imp. of Lowest 25% - _75_ points Math Imp. of Lowest 25% - _59_ points Rdg. AMO –77% Math AMO– 70% 2012 – School Grade- A Rdg. Proficiency, _71_% Math Proficiency, _65_% Rdg. Lrg. Gains, _80_ points Math Lrg. Gains, _75_points Rdg. Imp. of Lowest 25% - _83_ points Math Imp. of Lowest 25% - _77_ points Rdg. AMO –71%__ Math AMO–_70%_ 2011 – School Grade- A Rdg. Proficiency, _82_% Math Proficiency, _80_% Rdg. Lrg. Gains, _75_ points Math Lrg. Gains, _77_points Rdg. Imp. of Lowest 25% - _63_ points Math Imp. of Lowest 25% - _80_ points Rdg. AMO –69%__ Math AMO–_82_ 2010 – School Grade- A Rdg. Proficiency, _82_% Math Proficiency, _82_% Rdg. Lrg. Gains, _74_ points Math Lrg. Gains, _778_points Rdg. Imp. of Lowest 25% - _61_ points Math Imp. of Lowest 25% - _82_ points	

Rdg. AMO –__
Math AMO–__
2009 – School Grade- A
Rdg. Proficiency, _70_%
Math Proficiency, _74_%
Rdg. Lrg. Gains, _65_ points
Math Lrg. Gains, _77_points
Rdg. Imp. of Lowest 25% -
_77_ points
Math Imp. of Lowest 25% -
_76_ points
Rdg. AMO –__
Math AMO–

Asst Principal	Years as Administrator:	Years at Current School:
Credentials		
Performance Record		

Instructional Coaches

# of instructional coaches

 # receiving effective rating or higher

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
27

 # receiving effective rating or higher
27, 100%

 # Highly Qualified Teachers
78%

 # certified in-field
21, 78%

 # ESOL endorsed
14, 52%

 # reading endorsed
1, 4%

 # with advanced degrees
14, 52%

 # National Board Certified
1, 4%

 # first-year teachers
4, 15%

 # with 1-5 years of experience
11, 41%

 # with 6-14 years of experience
9, 33%

 # with 15 or more years of experience
3, 11%

Education Paraprofessionals

# of paraprofessionals
19

 # Highly Qualified
12, 63%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
1

 # 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

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).

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

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. Crane, a new teacher, has been paired with Ms. Manresa, an experienced teacher, because they both teach the same grade levels. Ms. Peltser, a new teacher, has been paired with Ms. Encinas, an experienced teacher, because they both teach kindergarten. The administrators will meet with each new teacher to effectively plan her Individual Professional Development Plan (IPDP). The administrators will utilize IPEG Evaluative System to ensure additional support for new teachers.

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

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 RtI PD's that provide support in going through the process. RtI binder is available from the lead teacher with copies of all the power points.

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

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. Woolley-Middle School 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 student 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 are 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. Woolley will be responsible for ongoing support through the grade group meetings.

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

The school-based MTSS Leadership Team has data chats with their team members throughout the year. At the end of the year, they meet with homeroom teachers to identify all at-risk students and develop Student Performance Plans for the upcoming school year.

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 interim and FAIR assessments are the data sources used. They are managed by Edusoft and PMRN. Progress monitoring and interim data will be collected a minimum of three times a year.

Observational data is collected via Co-Directors and classroom walkthroughs. In house program assessments will be administered as the program dictates (weekly or monthly). This data will be used to determine intervention and support needs of students by participating in the data analysis meetings after each FAIR and District Assessments. The Co-Directors will conference with all teachers individually to analyze their students' data and determine strengths and weaknesses. If the data demonstrates any weaknesses in reading, math, science, writing, the Co-Directors will encourage the teacher to incorporate the subject area into their SMART goals which is part of the IPEGS Goal Setting process. As result of the data chats, intervention groups will be formed. A conversation will take place relative to progress to meeting the goal.

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

The administrators will conduct periodic professional development on the Multi-Tiered System of Supports (MTSS) process. There will be ongoing support through the PLC Teams within the grade groups.

Literacy Leadership Team (LLT)

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

Name	Title
Mrs. Golden	Administrator
Juliet King	Administrators
Mrs. McNaughton	ESE Teacher
Mrs. T. King	classroom teacher
Mrs. Manresa	classroom teacher
Mrs. Holloway	classroom teacher
Ms. Woolley	Middle school teacher

How the school-based LLT functions

The function of the school-based LLT is to create capacity of reading knowledge within the school building and focus on areas of literacy concerns across the school.
The Co-Directors, mentor reading teachers, content area teachers, and other appointees should serve on this team which should meet at least four times a year.
The Co-Directors will cultivate the vision for increased school-wide literacy across all content areas by being active participants in all Reading Leadership Team meetings and activities. The Co-Directors will provide necessary resources to the RLT. The ESE Teacher will serve as a member of the RLT. She will share her expertise in reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions. The Co-Directors will work with the reading Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The three teachers on the team will provide motivation and promote a spirit of motivation within the Reading Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development. The Co-Director and RLT will consider student assessment data, classroom observational data, and professional development listed on the teachers' IPEGS Goal Setting Form and the School Improvement Plan, when planning professional development for the school. The Co-Directors and RLT will meet regularly to collaborate about the needs of teachers and students and follow the Florida Continuous Improvement Model to ensure overall effectiveness of School improvement goals. The Co-Directors will also update the RLT about district and state reading requirements that could impact reading instruction at the school.

Major initiatives of the LLT

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.

Every Teacher Contributes to Reading Instruction

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

All teachers are reinforcing reading skills across the curriculum by using the eight practices of the Common Core Standards. They will be provided ongoing professional development in the Common Core Standards. One of the Middle School teachers is part of the LLT and serves as a direct support to the other Middle School teachers when planning and implementing lessons reinforcing reading.

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

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 and involved in the school.

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

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.

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

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.

Strategies for improving student readiness for the public 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	74%	73%	No	77%
American Indian				
Asian				
Black/African American	68%	56%	No	71%
Hispanic	73%	76%	Yes	75%
White	89%	84%	No	90%
English language learners	54%	40%	No	58%
Students with disabilities	69%	60%	No	72%
Economically disadvantaged	73%	66%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	32%	35%
Students scoring at or above Achievement Level 4	94	41%	42%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0)		75%	78%

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)	34	97%	97%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	13	38%	44%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		25%

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	43	60%	64%
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	67%	60%	No	70%
American Indian				
Asian				
Black/African American	49%	31%	No	54%
Hispanic	68%	68%	Yes	71%
White	85%	68%	No	87%
English language learners	54%	50%	No	58%
Students with disabilities	51%	44%	No	56%
Economically disadvantaged	53%	50%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	36%	45%
Students scoring at or above Achievement Level 4	43	21%	25%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		59%	63%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		23%
Students scoring at or above Achievement Level 4	16	73%	73%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	10	25%	29%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		17%

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]*		15%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		28%

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)	4		5
Participation in STEM-related experiences provided for students	130	31%	38%

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	18	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	2	0%	0%
Students who are not proficient in reading by third grade	5	0%	0%
Students who receive two or more behavior referrals	4	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	1	0%	0%
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	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
	252	60%	65%

Goals Summary

G1. On the Reading 2013 FCAT, 73 % of our students scored level three or higher. Our target for 2014 is 77%

G2. On the FCAT Writing 43% of students scored level 3 or higher. Our target for 2014 is 64%

G3. On the Math FCAT 2013 60% of our students scored level 3 or higher. Our target for 2014 is 70%.

G4. Middle School Acceleration - 11% of students participated in High School Acceleration EOC in 2013. Our goal for 2014 is 15%.

G5. Algebra - 96% of our students made 3 or above on the administration of the 2013 Algebra EOC. Our goal for 2014 is to maintain the 96%

G6. On the FCAT Science 2013 40% of our students achieved level 3 or higher. Our target for 2014 is 46%

G7. On the FCAT Science 36% or our students scored Level 3 or higher. Our target for 2014 is 43%

G8. Approximately 31% of students participated in STEM related activities in 2013. Our goal for 2014 is 38%

G9. 4% of Students missed 10% or more of instructional time. Our goal for 2014 is 3%. 2% are retained our goal for 2014 is 1%. 1% are not proficient in reading by 3rd grade. Our goal for 2014 is 0%. 1% receive 2 or more behavioral referrals our goal 1%

Goals Detail

G1. On the Reading 2013 FCAT, 73 % of our students scored level three or higher. Our target for 2014 is 77%

Targets Supported

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

Resources Available to Support the Goal

- Reading - Reading Plus, Success Maker, Study Island and the RtI Team
- In following the RtI process, some students have been move to Tier 3 interventions, where the intensity and frequency of instruction have been increased. Under Tier 2, some students are receiving additional instruction.

Targeted Barriers to Achieving the Goal

- The following subgroups for 2013 did not make their target:Black, ELL, ED. Our goal for 2014 is blacks 71%, ELL 58%, and ED 75%. Students in the Black and ED subgroups' 2013 performance data indicate that there is a deficiency as in Reporting Category 4 Informational Text/ Research Process. Students experience difficulties in identifying technical and/or factual information in non-fictional texts.
- Level - 3. 32% of our students scored Level 3 on the 2013 FCAT. Our goal for 2014 is 35%. Students experience difficulties in identifying technical and/or factual information in non-fictional texts.
- Level 4 and 5 - 41% of our students scored Level 4 on the 2013 FCAT. Our goal for 2014 is 42%. Students experienced difficulties in synthesizing data to draw conclusions.
- Learning Gains - 66% of our students scored Level 4 on the 2013 FCAT. Our goal for 2014 is 69%. Students experienced difficulties in Category 4 Informational Text/Research process.
- Lowest 25% - 75% of our students scored Level 4 on the 2013 FCAT. Our goal for 2014 is 78%. Students experienced difficulties in Category 4 Informational Text/Research process.
- CELLA - Listening and speaking - 97% scored proficient in listening/speaking on the 2013 CELLA. Our goal for the 2014 is to maintain the 97%. Students need to be provided additional opportunities inside and outside of the classroom to speak in English.
- CELLA - Reading - 38% scored proficient in listening/speaking on the 2013 CELLA. Our goal for the 2014 is 44%. Students need to be provided additional opportunities to read in English .
- CELLA - Writing - 17% scored proficient in writing on the 2013 CELLA. Our goal for the 2014 is 25%. Students need to be provided additional opportunities to practice academic writing

Plan to Monitor Progress Toward the Goal

We are doing FCIM, analysis the DATA, Redirecting instructional focus

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule:

Quarterly

Evidence of Completion:

District Interim and results from 2014 FCAT 2.0 Reading Assessment

G2. On the FCAT Writing 43% of students scored level 3 or higher. Our target for 2014 is 64%

Targets Supported

- Writing

Resources Available to Support the Goal

- Nancy Steele Writing

Targeted Barriers to Achieving the Goal

- Level 3-4 - On the FCAT Writing 43% of students scored level 3 or higher. Our target for 2014 is 64%. Students experienced difficultly in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

Plan to Monitor Progress Toward the Goal

We are doing FCIM, analyzing the Data, Redirecting instructional focus

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule:

Quarterly

Evidence of Completion:

District Inerim and results from the 2014 Writing Assessment

G3. On the Math FCAT 2013 60% of our students scored level 3 or higher. Our target for 2014 is 70%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Florida Go Math Books, Montessori Manuals, Success Maker, Study Island.

Targeted Barriers to Achieving the Goal

- All students - the following subgroups for 2013 did not make their target: Blacks, Whites, ELL, SWD and ED. Our goal for 2014 is Blacks 54%, Whites 87%, ELL 58%, SWD 56% and ED 57%. Students in the Black, White, ELL, SWD and ED subgroups 2013 performance data indicate there is a deficiency in using mathematical vocabulary in real world situations and to apply their knowledge to solving word problems
- Level 3 - 36% of our students scored level 3 on the 2013 Math FCAT. Our goal for 2014 is 45%. Students scored lowest in Reporting Category 3, Geometry Measurements. Students experienced difficulty in real world measurement such length, time and temperature that explores geometric relationships.
- Level 4 & 5 - 21% of our students scored level 4 and above on the 2013 Math FCAT. Our goal for 2014 is 25%. Students need additional opportunities to discuss and write about mathematics.
- Learning Gains - 66% of our students made learning gains on the 2013 Math FCAT. Our goal for 2014 is 69%. Students needed improvement in geometry measurement: finding the perimeters and areas of composite two-dimensional figures
- Lowest 25% - 59% of our students made learning gains on the 2013 Math FCAT. Our goal for 2014 is 63%. Students needed improvement in geometry measurement: finding the perimeters and areas of composite two-dimensional figures
- Algebra - Level 3 - 23% or our students scored level 3 on Algebra EOC Assessment. Our goal for 2014 is 23%. Our lowest reporting Category 3 was Rationals, Radicals, Quadratics and Discrete Mathematics

Plan to Monitor Progress Toward the Goal

We are using FCIM, analyzing the Data, redirection the instructional focus

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule:

Quarterly

Evidence of Completion:

District Interim and results from 2014 FCAT 20. Math Assessment

G4. Middle School Acceleration - 11% of students participated in High School Acceleration EOC in 2013. Our goal for 2014 is 15%.

Targets Supported

- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- 11% of students participated in High School Acceleration EOC in 2013. Our goal for 2014 is 15%. Students are coming into the upper elementary with gaps in number sense.

Plan to Monitor Progress Toward the Goal

We are using the FCIM, analysis the Data, Redirecting instructional focus

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule:

Quarterly

Evidence of Completion:

District Interims and results from EOC test

G5. Algebra - 96% of our students made 3 or above on the administration of the 2013 Algebra EOC. Our goal for 2014 is to maintain the 96%

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- Level 3 - 23% or our students scored level 3 on Algebra EOC Assessment. Our goal for 2014 is 23%. Our lowest reporting Category 3 was Rationals, Radicals, Quadratics and Discrete Mathematics.
- Level 4 and above - 73% or our students scored level 4 and above on Algebra EOC Assessment. Our goal for 2014 is maintain the 73%. Our lowest reporting Category 3 was Rationals, Radicals, Quadratics and Discrete Mathematics

Plan to Monitor Progress Toward the Goal

We are using FCIM, analysis the Data, Redirecting instructional focus

Person or Persons Responsible
Lead Teacher and Co-Directors

Target Dates or Schedule:
Quarterly

Evidence of Completion:
District Interim and results from 2014 Algebra 2014 Assessment

G6. On the FCAT Science 2013 40% of our students achieved level 3 or higher. Our target for 2014 is 46%

Targets Supported

- Science
- Science - Elementary School
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Montessori Materials and J & J Science Boot Camp

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Science Test was Earth and Space Time. Students need additional exposure to instructional strategies and activities that are link to increased rigor through inquiry-based learning in Earth Space Science.
- Level 3 - 25% our our students scored level 3 on the 2013 FCAT Science Assessment. Our goal for 2014 is 29%. The area of deficiency as noted on the 2013 administration of the FCAT Science Test was Earth and Space Time. Students need additional exposure to instructional strategies and activities that are link to increased rigor through inquiry-based learning in Earth Space Science.
- Level 4 and above - 15% our our students scored level 4 or above on the 2013 FCAT Science Assessment. Our goal for 2014 is 17%. The area of deficiency as noted on the 2013 administration of the FCAT Science Test was Life Science. Students need additional support in developing and analyzing independent projects and to incorporate inquiry-based virtual science experiments in addition to hands on experiments and growing their own gardens

Plan to Monitor Progress Toward the Goal

We are using FCIM, analyzing the Data, redirecting the instructional focus

Person or Persons Responsible
Lead Teacher and Co-Directors

Target Dates or Schedule:
Quarterly

Evidence of Completion:
District Interim and results from the 2014 FCAT Science Assessment

G7. On the FCAT Science 36% or our students scored Level 3 or higher. Our target for 2014 is 43%

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Montessori Materials and J&J Science Boot Camp

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Science Test was Earth and Space Time. Students need additional exposure to instructional strategies and activities that are link to increased rigor through inquiry-based learning in Earth Space Science.
- Level 3 - On the Science 2013 FCAT 10% of our students scored level 3. Our goal for 2014 is 15%. The area of deficiency as noted on the 2013 administration of the FCAT Science Test was Earth and Space Time. Students need additional exposure to instructional strategies and activities that are link to increased rigor through inquiry-based learning in Earth Space Science.
- Level 4 or above - On the Science 2013 FCAT 26% of our students scored level 4 or above. Our goal for 2014 is 28%. The area of deficiency as noted on the 2013 administration of the FCAT Science Test was Earth and Space Time. Students need additional support in developing and analyzing independent projects and to incorporate inquiry-based virtual science experiments in addition to hands on experiments and growing their own gardens

Plan to Monitor Progress Toward the Goal

Using the FCIM, analyzing the data redirecting the instructional focus

Person or Persons Responsible
Lead Teacher and Co-Directors

Target Dates or Schedule:
Quarterly

Evidence of Completion:
District Interim and results from 2014 FCAT Science Assessment

G8. Approximately 31% of students participated in STEM related activities in 2013. Our goal for 2014 is 38%

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Science Fair

Targeted Barriers to Achieving the Goal

- 31% of our students participated in STEM related activities in 2013. Our goal for 2014 is 38%. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM. We have limited evidence of completed student projects in STEM; i.e., The Miami Dade STEM EXPO (Science Fair and SECME), Rain Barrels for rain conservation to create an irrigation system for the gardens, Dream in Green competition, Fairchild Challenge, etc.

Plan to Monitor Progress Toward the Goal

Increase the number of students participating in STEM

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Number of students participating in STEM Competition

G9. 4% of Students missed 10% or more of instructional time. Our goal for 2014 is 3%. 2% are retained our goal for 2014 is 1%. 1% are not proficient in reading by 3rd grade. Our goal for 2014 is 0%. 1% receive 2 or more behavioral referrals our goal 1%

Targets Supported

- EWS
- EWS - Elementary School
- EWS - Middle School

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- 4% of Students missed 10% or more of instructional time. Our goal for 2014 is 3%. 2% are retained our goal for 2014 is 1%. 1% are not proficient in reading by 3rd grade. Our goal for 2014 is 0%. 1% receive 2 or more behavioral referrals our goal 0%. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time, the number of students retained in the third grades and students who are non-proficient in reading by third grade, students who receive two or more behavioral referrals, and those students who received one or more behavioral referrals that lead to suspension.

Plan to Monitor Progress Toward the Goal

We are using FCIM, analysis the data and redirecting focus

Person or Persons Responsible
Lead Teacher and Co-Directors

Target Dates or Schedule:
as needed

Evidence of Completion:
Attendance records and Scan tron

Action Plan for Improvement

Problem Solving Key

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

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1. On the Reading 2013 FCAT, 73 % of our students scored level three or higher. Our target for 2014 is 77%

G1.B2 Level - 3. 32% of our students scored Level 3 on the 2013 FCAT. Our goal for 2014 is 35%. Students experience difficulties in identifying technical and/or factual information in non-fictional texts.

G1.B2.S1 Provides students with the experiences to identify technical and /or fictional information in non-fictions texts.

Action Step 1

Students will be provided opportunities to identify technical and/or factual information in non-fictional texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On going

Evidence of Completion

Lesson plans, student portfolios and student work

Facilitator:

District Provided Common Core

Participants:

Lead Teachers

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

Utilizing the FCIM, the MTSS/Rti team and monthly data chats, members will review formative reports, such as FAIR, Study Island, District Interims four times a year and they will adjust instruction as needed

Person or Persons Responsible

Lead Teachers and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Graded student work, student work folders and observations

Plan to Monitor Effectiveness of G1.B2.S1

Using the FCIM model will conduct DATA Chats

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Reports generated from FAIRS, Study Island, Reading Plus, Success Maker and District Interim Assessments

G1.B3 Level 4 and 5 - 41% of our students scored Level 4 on the 2013 FCAT. Our goal for 2014 is 42%. Students experienced difficulties in synthesizing data to draw conclusions.

G1.B3.S1 Using FCIM, analyzing data, redirecting instructional focus

Action Step 1

Provide enrichment opportunities for students to critically analyze text and synthesize details to draw correct conclusion by participating in Socratic dialogue and debates

Person or Persons Responsible

Teachers

Target Dates or Schedule

On going

Evidence of Completion

Student work, Lesson plans and portfolios

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

Using the FCIM, the MTSS/RtI team and monthly DATA Chats members will review formative reports such as FAIRS, Study Island, Reading Plus and District Interim four times a year they will adjust instruction as needed.

Person or Persons Responsible

Lead Teachers and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Graded student work, work folders and observations

Plan to Monitor Effectiveness of G1.B3.S1

Using the FCIM model we will conduct DATA Chats

Person or Persons Responsible

Lead Teachers and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Reports generated from FAIRS, Study Island, Reading Plus and District Interim

G1.B4 Learning Gains - 66% of our students scored Level 4 on the 2013 FCAT. Our goal for 2014 is 69%. Students experienced difficulties in Category 4 Informational Text/Research process.

G1.B4.S1 Provide students with the opportunity to use how-to articles, brochure, fliers and other real-world documents to identify informational text in the research process

Action Step 1

Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Help students recognize the characteristics of reliable and valid information. The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across tests. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On going

Evidence of Completion

Lesson plans, students portfolios and student work

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

Using the FCIM, the MTSS/RtI team and monthly Data Chats, members will review formative reports, such as FAIRS, Study Island, District Interim four times a year and they will adjust instruction as needed.

Person or Persons Responsible

Lead Teachers and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Graded Student work , student folders and observations

Plan to Monitor Effectiveness of G1.B4.S1

Using the FCIM model will conduct DATA Chats

Person or Persons Responsible

Lead Teachers and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Reports generated from FAIRS, Study Island, Reading Plus, Success Maker and District Interim

G1.B5 Lowest 25% - 75% of our students scored Level 4 on the 2013 FCAT. Our goal for 2014 is 78%. Students experienced difficulties in Category 4 Informational Text/Research process.

G1.B5.S1 Provide students with the opportunity to use non-fictional materials to identify informational text and research process

Action Step 1

Students will participate 20 minutes per day on the Success Maker Program and Reading Plus to read and organize informational text and text features, such as graphs, legends, illustrations, diagrams, charts and keys.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On going

Evidence of Completion

Student work, Lesson plans, portfolios

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

Utilizing the FICM, MTSS/RtI and monthly Data Chats, members will review formative reports such as FAIRS, Study Island, District Interim four times a year. And they will adjust instruction as needed.

Person or Persons Responsible

Lead Teachers and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Grades student work, Student work folders and observation

Plan to Monitor Effectiveness of G1.B5.S1

Using the FCIM model will conduct DATA Chats

Person or Persons Responsible

Lead Teachers and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Reports generated from FAIRS, Study Island, Reading Plus, Success Maker and District Interim

G1.B6 CELLA - Listening and speaking - 97% scored proficient in listening/speaking on the 2013 CELLA. Our goal for the 2014 is to maintain the 97%. Students need to be provided additional opportunities inside and outside of the classroom to speak in English.

G1.B6.S1 Students will be provided additional opportunities to speak English inside and outside the classroom

Action Step 1

During instruction, students will be provide with opportunities to listen and to read-a-louds, and think-a – louds and to participate in corporate learning groups to discuss projects and lessons.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On going

Evidence of Completion

Observations

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

The MTSS/ RtI Team will meet monthly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments and the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Lead Teachers and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Observations

Plan to Monitor Effectiveness of G1.B6.S1

Using the FCIM model we will conduct Data Chats

Person or Persons Responsible

Lead Teachers and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

The CELLA, FAIR, Success Maker Assessment, Reading Plus, District Interim and school site assessment data intervention assessments

G1.B7 CELLA - Reading - 38% scored proficient in listening/speaking on the 2013 CELLA. Our goal for the 2014 is 44%. Students need to be provided additional opportunities to read in English .

G1.B7.S1 Students will be given opportunities to read aloud in English

Action Step 1

Teachers will use C1 (Activate prior knowledge), C4 (KWL), C6 (Task Cards) and C7 ()Teacher made questions, C16-C19 the Montessori Command , Object Word Study boxes to build vocabulary.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On going

Evidence of Completion

Student work, student portfolio and Teacher lesson plans

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

Using the FCIM, the RtI leadership team and monthly data chats, members will review formative reports using data from prescribed intervention assessment and the FCIM model

Person or Persons Responsible

Lead Teacher and Co-Director

Target Dates or Schedule

Monthly

Evidence of Completion

Graded student work, student work folder and observations

Plan to Monitor Effectiveness of G1.B7.S1

Using the FCIM model we will conduct DATA Chats

Person or Persons Responsible

Lead Teachers and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Reports generated from CELLA, FAIRS, Success Maker Assessment, District Interim and school site assessment data intervention assessments.

G1.B8 CELLA - Writing - 17% scored proficient in writing on the 2013 CELLA. Our goal for the 2014 is 25%. Students need to be provided additional opportunities to practice academic writing

G1.B8.S1 Students will be provided additional opportunities to practice academic writing

Action Step 1

During instruction, students will be guided in developing and using graphic organizers and Reading Response logs. Students will also illustrate and label key concepts when involved in writing activities. Students will participate in the school-wide monthly writing activities.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On going

Evidence of Completion

Student work folders and writing samples

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

MTTS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction.

Person or Persons Responsible

Lead Teachers and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher informal observation log, students monthly writing samples and rubrics utilized during instruction.

Plan to Monitor Effectiveness of G1.B8.S1

Using the FCIM model we will conduct Data Chats

Person or Persons Responsible

Lead Teachers and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher informal observation log, students monthly writing samples and rubrics utilized during instruction.

G2. On the FCAT Writing 43% of students scored level 3 or higher. Our target for 2014 is 64%

G2.B1 Level 3-4 - On the FCAT Writing 43% of students scored level 3 or higher. Our target for 2014 is 64%. Students experienced difficultly in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

G2.B1.S1 Provide students with opportunities to write narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

Action Step 1

During Writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts. Students will participate in small group guided instruction along with peer editing and revision.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On going

Evidence of Completion

Lesson plans, writing folders

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

Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the MTSS/Rti teams in order to monitor students' progress in the identified areas of need and to regroup for instruction

Person or Persons Responsible

Lead Teachers and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders

Plan to Monitor Effectiveness of G2.B1.S1

Using the FCIM model will conduct Data Chats

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly writing prompts, District Interim Assessment

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. On the Math FCAT 2013 60% of our students scored level 3 or higher. Our target for 2014 is 70%.

G3.B2 Level 3 - 36% of our students scored level 3 on the 2013 Math FCAT. Our goal for 2014 is 45%. Students scored lowest in Reporting Category 3, Geometry Measurements. Students experienced difficulty in real world measurement such length, time and temperature that explores geometric relationships.

G3.B2.S1 Students will be provided opportunities to make real world measurements, such as length, time and temperature and to explore geometric relationships.

Action Step 1

Conduct vertical planning once a month to reinforce attributes of shapes, size and position, dimensional geometric shapes and transitive properties in the primary grades to prepare and support applications of 2 and 3 dimensional shapes in the intermediate grades.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On going

Evidence of Completion

Lesson plans, student portfolios, work folders and observations

Facilitator:

District Common Core

Participants:

Teachers

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

Utilizing the FCIM, the MTSS/RtI team and monthly data chat, members will review formative reports, such as Study Island, District Interim, Success Maker and Florida Go Math

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Graded student work, student work folder and observations

Plan to Monitor Effectiveness of G3.B2.S1

Using the FCIM model we will conduct DATA Chats

Person or Persons Responsible

Lead Teachers and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Reports generated from Study Island, Success Maker, District Interim's and Florida Go Math

G3.B3 Level 4 & 5 - 21% of our students scored level 4 and above on the 2013 Math FCAT. Our goal for 2014 is 25%. Students need additional opportunities to discuss and write about mathematics.

G3.B3.S1 Students will be provided additional opportunities to discuss and write about mathematics.

Action Step 1

Engage students in journaling and discussion activities that center around such questions as why and how. Guide students to discover mathematical relationships and to use appropriate vocabulary to discuss these relationships.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on going

Evidence of Completion

Lesson plans, student work folders, graded student work

Facilitator:

District Common Core

Participants:

Teachers

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

Utilizing the FCIMm, the MTSS/RtI team and monthly data chats, members will review formative reports such as Study Island, District Interims four times a year and they will adjust instruction as needed

Person or Persons Responsible

Lead Teachers and Co-Directors

Target Dates or Schedule

Quarterly

Evidence of Completion

.Graded Student work, student work folder and observations

Plan to Monitor Effectiveness of G3.B3.S1

Using the FCIM model we will conduct Data Chats

Person or Persons Responsible

Lead Teachers and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Reports generated from Study Island, Success Maker and District Interims

G3.B4 Learning Gains - 66% of our students made learning gains on the 2013 Math FCAT. Our goal for 2014 is 69%. Students needed improvement in geometry measurement: finding the perimeters and areas of composite two-dimensional figures

G3.B4.S1 Students will be provided opportunities in geometry measurement: finding the perimeters and areas of composite two-dimensional figures including using Montessori manipulatives and on-line manipulatives, such as Study Island on a weekly basis.

Action Step 1

Use Hands-on activities bi-weekly to explore area and volume using non-traditional units of measure.(i.e., using nets, construct cubes, prism and tetrahedrons of different scales and compare the ratios of edge length, area, and volume of the models

Person or Persons Responsible

Teacher

Target Dates or Schedule

On going

Evidence of Completion

Lesson plans, student portfolios and observation

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

Utilizing the FCIM, the MTSS/RtI team and monthly data chats, members will review formative reports, such as Study Island, District Interims four times a year and they will adjust instruction as needed

Person or Persons Responsible

Lead Teacher, Co-Directors

Target Dates or Schedule

Quarterly

Evidence of Completion

Graded student work, student work folder and observations

Plan to Monitor Effectiveness of G3.B4.S1

Using the FCIM model we will conduct DATA Chats

Person or Persons Responsible

Lead Teachers and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Reports generated from Study Island, Success Maker and District Interim Assessments

G3.B5 Lowest 25% - 59% of our students made learning gains on the 2013 Math FCAT. Our goal for 2014 is 63%. Students needed improvement in geometry measurement: finding the perimeters and areas of composite two-dimensional figures

G3.B5.S1 Students will be provided with opportunity in geometry measurement: to find the perimeters and areas of composite two-dimensional figures

Action Step 1

Provide tutoring once a month from October 2012 through February 2013 on Saturdays for two hours and in March 2013, two times a week four hours a week for four weeks in word problems with Geometry and Measurement.

Person or Persons Responsible

Teachers, Tutors

Target Dates or Schedule

on going

Evidence of Completion

lesson plans, student portfolios and student work folders

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

Utilizing the FCIM, the MTSS/RtI team and monthly data chats, members will review formative reports, such as Study Island, District Interims four times a year and they will adjust instructions as needed

Person or Persons Responsible

Lead Teachers and Co-Directors

Target Dates or Schedule

quarterly

Evidence of Completion

Graded student work, student work folder and observations

Plan to Monitor Effectiveness of G3.B5.S1

Using the FCIM model we will conduct Data Chats

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Reports generated from Study Island, Success Maker and District Interim Assessments

G3.B6 Algebra - Level 3 - 23% or our students scored level 3 on Algebra EOC Assessment. Our goal for 2014 is 23%. Our lowest reporting Category 3 was Rationals, Radicals, Quadratics and Discrete Mathematics

G3.B6.S1 Students will be provided opportunities to solve problems relating to Rationals, Radicals, Quadratics and Discrete Mathematics.

Action Step 1

Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications

Person or Persons Responsible

Teacher

Target Dates or Schedule

On going

Evidence of Completion

Lesson plans, student portfolios and student work

Plan to Monitor Fidelity of Implementation of G3.B6.S1

Utilizing the FCIM, the MTSS/RtI team and monthly data chats, members will review formative reports, such as District Interims four times a year and they will adjust instruction as needed.

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule

Quarterly

Evidence of Completion

Graded Student work, student work folder and observation

Plan to Monitor Effectiveness of G3.B6.S1

Using FCIM model we will conduct Data Chats

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Reports generated from District Interims

G4. Middle School Acceleration - 11% of students participated in High School Acceleration EOC in 2013. Our goal for 2014 is 15%.

G4.B1 11% of students participated in High School Acceleration EOC in 2013. Our goal for 2014 is 15%. Students are coming into the upper elementary with gaps in number sense.

G4.B1.S1 Providing more experiences with Montessori materials in the number sense.

Action Step 1

Use Hands-on activities bi-weekly to explore area and volume using non-traditional units of measure.(i.e., using nets, construct cubes, prism and tetrahedrons of different scales and compare the ratios of edge length, area, and volume of the models.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on going

Evidence of Completion

Lesson plans, student portfolios, graded student work

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

Utilizing the FCIM, the MTSS/RtI team and monthly data chats, members will review formative reports, such District Interims four times a year and they will adjust instructions as needed

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule

Quarterly

Evidence of Completion

Observation, student work

Plan to Monitor Effectiveness of G4.B1.S1

Using the FCIM model we will conduct Data Chats

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Reports generated from District Interims

G5. Algebra - 96% of our students made 3 or above on the administration of the 2013 Algebra EOC. Our goal for 2014 is to maintain the 96%

G5.B1 Level 3 - 23% or our students scored level 3 on Algebra EOC Assessment. Our goal for 2014 is 23%. Our lowest reporting Category 3 was Rationals, Radicals, Quadratics and Discrete Mathematics.

G5.B1.S1 Students will be provided opportunities to solve problems relating to Rationals, Radicals, Quadratics and Discrete Mathematics

Action Step 1

Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on going

Evidence of Completion

Lesson plans, Student work folders

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

Utilizing the FCIM, the MTSS/RtI team and monthly data chats, members will review formative reports, such District Interims four times a year and they will adjust instructions as needed

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule

Quarterly

Evidence of Completion

Observations, Student work

Plan to Monitor Effectiveness of G5.B1.S1

Using the FCIM model we will conduct Data Chats

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Reports generated from District Interims

G5.B2 Level 4 and above - 73% or our students scored level 4 and above on Algebra EOC Assessment. Our goal for 2014 is maintain the 73%. Our lowest reporting Category 3 was Rationals, Radicals, Quadratics and Discrete Mathematics

G5.B2.S1 Provide students opportunities to problem solve with Rationals, Radicals, Quadratics and Discrete Mathematics.

Action Step 1

Provide enrichment practice in solving and graphing quadratic equations, both with and technology, that involve real world applications such as creating a business plan with the funds generated from their fundraisers for their upcoming Utah trip

Person or Persons Responsible

Teachers

Target Dates or Schedule

on going

Evidence of Completion

Lesson plans, student work folders

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

Utilizing the FCIM, the MTSS/RtI team and monthly data chats, members will review formative reports, such District Interims four times a year and they will adjust instructions as needed

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule

Quarterly

Evidence of Completion

Graded student work, student work folders and observations

Plan to Monitor Effectiveness of G5.B2.S1

Using the FCIM model we will conduct Data Chats

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Reports generated from District Interims

G6. On the FCAT Science 2013 40% of our students achieved level 3 or higher. Our target for 2014 is 46%

G6.B1 The area of deficiency as noted on the 2013 administration of the FCAT Science Test was Earth and Space Time. Students need additional exposure to instructional strategies and activities that are link to increased rigor through inquiry-based learning in Earth Space Science.

G6.B1.S1 Students will be provided additional exposure to instructional strategies and activities that are link to increased rigor through inquiry-based learning in Earth Space Science

Action Step 1

Provide students opportunities to design and develop science and engineering projects to increase scientific thinking and the development and implementation of inquiry-based activities that allow for testing of hypotheses data analysis, explanation of variables and experimental design in Earth and Space Science.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On going

Evidence of Completion

Lesson plans, observations,student work/projects

Facilitator:

J & J Science Boot Camp

Participants:

Teachers

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

Utilizing the FCIM, the MTSS/RtI team and monthly data chats, members will review formative reports, such District Interims four times a year and they will adjust instructions as needed

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule

Quarterly

Evidence of Completion

Graded student work, student work folders and observations

Plan to Monitor Effectiveness of G6.B1.S1

Using the FCIM model we will conduct Data Chats

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Reports generated from District Interims

G6.B2 Level 3 - 25% our our students scored level 3 on the 2013 FCAT Science Assessment. Our goal for 2014 is 29%. The area of deficiency as noted on the 2013 administration of the FCAT Science Test was Earth and Space Time. Students need additional exposure to instructional strategies and activities that are link to increased rigor through inquiry-based learning in Earth Space Science.

G6.B2.S1 Students will be provided additional exposure to instructional strategies and activities that are link to increased rigor through inquiry-based learning in Earth Space Science

Action Step 1

Provide students opportunities to design and develop science and engineering projects to increase scientific thinking and the development and implementation of inquiry-based activities that allow for testing of hypotheses data analysis, explanation of variables and experimental design in Earth and Space Science.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On going

Evidence of Completion

Lesson Plans, student work folders, students portfolios and observation

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

Utilizing the FCIM, the MTSS/RtI team and monthly data chats, members will review formative reports, such District Interims four times a year and they will adjust instructions as needed

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule

Quarterly

Evidence of Completion

Graded student work, student work folders and observations

Plan to Monitor Effectiveness of G6.B2.S1

Using the FCIM model we will conduct Data Chats

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Reports generated from District Interims

G6.B3 Level 4 and above - 15% our our students scored level 4 or above on the 2013 FCAT Science Assessment. Our goal for 2014 is 17%. The area of deficiency as noted on the 2013 administration of the FCAT Science Test was Life Science. Students need additional support in developing and analyzing independent projects and to incorporate inquiry-based virtual science experiments in addition to hands on experiments and growing their own gardens

G6.B3.S1 Students will be provided additional support in developing and analyzing independent projects and to incorporate inquiry-based virtual science experiments in addition to hands on experiments and growing their own gardens

Action Step 1

Provide a variety of enrichment hands-on activities, such as Speed Bags from the Boot Camp Science Curriculum, that provide inquiry based learning opportunities for student to analyze, draw appropriate conclusions, apply key concepts and to experience the scientific method by participating in the annual School Science Fair

Person or Persons Responsible

Teachers

Target Dates or Schedule

On going

Evidence of Completion

Lesson plans, student portfolios observation

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

Utilizing the FCIM, the MTSS/RtI team and monthly data chats, members will review formative reports, such District Interims four times a year and they will adjust instructions as needed

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule

Quarterly

Evidence of Completion

Graded student work, student work folders and observations

Plan to Monitor Effectiveness of G6.B3.S1

Using the FCIM model we will conduct Data Chats

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Reports generated from District Interims

G7. On the FCAT Science 36% or our students scored Level 3 or higher. Our target for 2014 is 43%

G7.B1 The area of deficiency as noted on the 2013 administration of the FCAT Science Test was Earth and Space Time. Students need additional exposure to instructional strategies and activities that are link to increased rigor through inquiry-based learning in Earth Space Science.

G7.B1.S1 Implement with fidelity... Students will be provided additional exposure to instructional strategies and activities that are link to increased rigor through inquiry-based learning in Earth Space Science.

Action Step 1

Increase rigor in science writing and provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards

Person or Persons Responsible

Teachers

Target Dates or Schedule

On going

Evidence of Completion

Graded student work, student work folders and observations

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

Utilizing the FCIM, the MTSS/RtI team and monthly data chats, members will review formative reports, such District Interims four times a year and they will adjust instructions as needed

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule

Quarterly

Evidence of Completion

Graded student work, student work folders and observations

Plan to Monitor Effectiveness of G7.B1.S1

Using the FCIM model we will conduct Data Chats

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Reports generated from District Interims

G7.B2 Level 3 - On the Science 2013 FCAT 10% of our students scored level 3. Our goal for 2014 is 15%. The area of deficiency as noted on the 2013 administration of the FCAT Science Test was Earth and Space Time. Students need additional exposure to instructional strategies and activities that are link to increased rigor through inquiry-based learning in Earth Space Science.

G7.B2.S1 Students will be provided additional exposure to instructional strategies and activities that are link to increased rigor through inquiry-based learning in Earth Space Science

Action Step 1

Increase rigor in science writing and provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards

Person or Persons Responsible

Teachers

Target Dates or Schedule

On going

Evidence of Completion

Graded student work, student work folders and observations, Lesson plans

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Utilizing the FCIM, the MTSS/RtI team and monthly data chats, members will review formative reports, such District Interims four times a year and they will adjust instructions as needed

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule

Quarterly

Evidence of Completion

Graded student work, student work folders and observations

Plan to Monitor Effectiveness of G7.B2.S1

Using the FCIM model we will conduct Data Chats

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Reports generated from District Interims

G7.B3 Level 4 or above - On the Science 2013 FCAT 26% of our students scored level 4 or above. Our goal for 2014 is 28%. The area of deficiency as noted on the 2013 administration of the FCAT Science Test was Earth and Space Time. Students need additional support in developing and analyzing independent projects and to incorporate inquiry-based virtual science experiments in addition to hands on experiments and growing their own gardens

G7.B3.S1 Students will be provided additional support in developing and analyzing independent projects and to incorporate inquiry-based virtual science experiments in addition to hands on experiments and growing their own gardens

Action Step 1

Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis explanations of variables and experimental design as it relates to Life Science and the other reporting categories (i.e.,Science Fair, Fairchild Challenge, etc.)

Person or Persons Responsible

Teachers

Target Dates or Schedule

on going

Evidence of Completion

Lesson plans, Graded student work, student work folders and observations

Plan to Monitor Fidelity of Implementation of G7.B3.S1

Utilizing the FCIM, the MTSS/RtI team and monthly data chats, members will review formative reports, such District Interims four times a year and they will adjust instructions as needed

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule

Quarterly

Evidence of Completion

Graded student work, student work folders and observations

Plan to Monitor Effectiveness of G7.B3.S1

Using the FCIM model we will conduct Data Chats

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Reports generated from District Interims

G8. Approximately 31% of students participated in STEM related activities in 2013. Our goal for 2014 is 38%

G8.B1 31% of our students participated in STEM related activities in 2013. Our goal for 2014 is 38%. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM. We have limited evidence of completed student projects in STEM; i.e., The Miami Dade STEM EXPO (Science Fair and SECME), Rain Barrels for rain conservation to create an irrigation system for the gardens, Dream in Green competition, Fairchild Challenge, etc.

G8.B1.S1 Provide opportunities to increase the number of students participating in Project Based Learning in STEM.

Action Step 1

Establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (i.e., SECME Olympiad and Festival, South Florida Science and Engineering Fair, Fairchild Challenge, etc.) Students will be encouraged to participate in the Rain Barrels Project, The Lego Club, the school's annual Science Fair, etc

Person or Persons Responsible

Teachers

Target Dates or Schedule

on going

Evidence of Completion

Lesson plans, graded student work, student work folders and observations

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

Encourage students to enter STEM competitions (i.e., SECME Olympiad and Festival, South Florida Science and Engineering Fair, Fairchild Challenge, etc.)

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Number of competitions being entered

Plan to Monitor Effectiveness of G8.B1.S1

Using the FCIM model we will conduct Data Chats

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule

Monthly

Evidence of Completion

Competition certificates, ribbons and trophies

G9. 4% of Students missed 10% or more of instructional time. Our goal for 2014 is 3%. 2% are retained our goal for 2014 is 1%. 1% are not proficient in reading by 3rd grade. Our goal for 2014 is 0%. 1% receive 2 or more behavioral referrals our goal 1%

G9.B1 4% of Students missed 10% or more of instructional time. Our goal for 2014 is 3%. 2% are retained our goal for 2014 is 1%. 1% are not proficient in reading by 3rd grade. Our goal for 2014 is 0%. 1% receive 2 or more behavioral referrals our goal 0%. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time, the number of students retained in the third grades and students who are non-proficient in reading by third grade, students who receive two or more behavioral referrals, and those students who received one or more behavioral referrals that lead to suspension.

G9.B1.S1 Monitor the Early Warning Systems, to increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time, the number of students retained in the third grades and students who are non-proficient in reading by third grade, students who receive two or more behavioral referrals, and those students who received one or more behavioral referrals that lead to suspension.

Action Step 1

Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rti team. The MTSS/Rti team will monitor students who received two or more behavioral referrals providing student with counseling and encouraging parental involvement in this process. The Peace Table will continue to be used to assist with conflict resolution. Use meetings to discuss situations that could lead to problems affecting the members of the classroom community.

Person or Persons Responsible

MTSS/RtI team

Target Dates or Schedule

on going

Evidence of Completion

increased attendance, decreased behavioral referrals

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

Utilizing the FCIM, the MTSS/RtI team and monthly data chats, members will review formative reports, such attendance records and behavior referrals as needed

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule

as needed

Evidence of Completion

Scan trons and attendance records

Plan to Monitor Effectiveness of G9.B1.S1

Using the FCIM model we will conduct Data Chats

Person or Persons Responsible

Lead Teacher and Co-Directors

Target Dates or Schedule

as needed

Evidence of Completion

Reports generated from attendance and Scan trons

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. On the Reading 2013 FCAT, 73 % of our students scored level three or higher. Our target for 2014 is 77%

G1.B2 Level - 3. 32% of our students scored Level 3 on the 2013 FCAT. Our goal for 2014 is 35%. Students experience difficulties in identifying technical and/or factual information in non-fictional texts.

G1.B2.S1 Provides students with the experiences to identify technical and /or fictional information in non-fictions texts.

PD Opportunity 1

Students will be provided opportunities to identify technical and/or factual information in non-fictional texts.

Facilitator

District Provided Common Core

Participants

Lead Teachers

Target Dates or Schedule

On going

Evidence of Completion

Lesson plans, student portfolios and student work

G3. On the Math FCAT 2013 60% of our students scored level 3 or higher. Our target for 2014 is 70%.

G3.B2 Level 3 - 36% of our students scored level 3 on the 2013 Math FCAT. Our goal for 2014 is 45%. Students scored lowest in Reporting Category 3, Geometry Measurements. Students experienced difficulty in real world measurement such length, time and temperature that explores geometric relationships.

G3.B2.S1 Students will be provided opportunities to make real world measurements, such as length, time and temperature and to explore geometric relationships.

PD Opportunity 1

Conduct vertical planning once a month to reinforce attributes of shapes, size and position, dimensional geometric shapes and transitive properties in the primary grades to prepare and support applications of 2 and 3 dimensional shapes in the intermediate grades.

Facilitator

District Common Core

Participants

Teachers

Target Dates or Schedule

On going

Evidence of Completion

Lesson plans, student portfolios, work folders and observations

G3.B3 Level 4 & 5 - 21% of our students scored level 4 and above on the 2013 Math FCAT. Our goal for 2014 is 25%. Students need additional opportunities to discuss and write about mathematics.

G3.B3.S1 Students will be provided additional opportunities to discuss and write about mathematics.

PD Opportunity 1

Engage students in journaling and discussion activities that center around such questions as why and how. Guide students to discover mathematical relationships and to use appropriate vocabulary to discuss these relationships.

Facilitator

District Common Core

Participants

Teachers

Target Dates or Schedule

on going

Evidence of Completion

Lesson plans, student work folders, graded student work

G6. On the FCAT Science 2013 40% of our students achieved level 3 or higher. Our target for 2014 is 46%

G6.B1 The area of deficiency as noted on the 2013 administration of the FCAT Science Test was Earth and Space Time. Students need additional exposure to instructional strategies and activities that are link to increased rigor through inquiry-based learning in Earth Space Science.

G6.B1.S1 Students will be provided additional exposure to instructional strategies and activities that are link to increased rigor through inquiry-based learning in Earth Space Science

PD Opportunity 1

Provide students opportunities to design and develop science and engineering projects to increase scientific thinking and the development and implementation of inquiry-based activities that allow for testing of hypotheses data analysis, explanation of variables and experimental design in Earth and Space Science.

Facilitator

J & J Science Boot Camp

Participants

Teachers

Target Dates or Schedule

On going

Evidence of Completion

Lesson plans, observations,student work/projects

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the Reading 2013 FCAT, 73 % of our students scored level three or higher. Our target for 2014 is 77%	$200
G3.	On the Math FCAT 2013 60% of our students scored level 3 or higher. Our target for 2014 is 70%.	$475
G6.	On the FCAT Science 2013 40% of our students achieved level 3 or higher. Our target for 2014 is 46%	$750
	Total	$1,425

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
EESAC	$475	$475
EESAC Funding	$950	$950
Total	$1,425	$1,425

Budget Details

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

G1. On the Reading 2013 FCAT, 73 % of our students scored level three or higher. Our target for 2014 is 77%

G1.B2 Level - 3. 32% of our students scored Level 3 on the 2013 FCAT. Our goal for 2014 is 35%. Students experience difficulties in identifying technical and/or factual information in non-fictional texts.

G1.B2.S1 Provides students with the experiences to identify technical and /or fictional information in non-fictions texts.

Action Step 1

Students will be provided opportunities to identify technical and/or factual information in non-fictional texts.

Resource Type

Professional Development

Resource

Common Core

Funding Source

EESAC

Amount Needed

$200

G3. On the Math FCAT 2013 60% of our students scored level 3 or higher. Our target for 2014 is 70%.

G3.B2 Level 3 - 36% of our students scored level 3 on the 2013 Math FCAT. Our goal for 2014 is 45%. Students scored lowest in Reporting Category 3, Geometry Measurements. Students experienced difficulty in real world measurement such length, time and temperature that explores geometric relationships.

G3.B2.S1 Students will be provided opportunities to make real world measurements, such as length, time and temperature and to explore geometric relationships.

Action Step 1

Conduct vertical planning once a month to reinforce attributes of shapes, size and position, dimensional geometric shapes and transitive properties in the primary grades to prepare and support applications of 2 and 3 dimensional shapes in the intermediate grades.

Resource Type

Professional Development

Resource

Common Core

Funding Source

EESAC Funding

Amount Needed

$200

G3.B3 Level 4 & 5 - 21% of our students scored level 4 and above on the 2013 Math FCAT. Our goal for 2014 is 25%. Students need additional opportunities to discuss and write about mathematics.

G3.B3.S1 Students will be provided additional opportunities to discuss and write about mathematics.

Action Step 1

Engage students in journaling and discussion activities that center around such questions as why and how. Guide students to discover mathematical relationships and to use appropriate vocabulary to discuss these relationships.

Resource Type

Professional Development

Resource

Common Core

Funding Source

EESAC

Amount Needed

$275

G6. On the FCAT Science 2013 40% of our students achieved level 3 or higher. Our target for 2014 is 46%

G6.B1 The area of deficiency as noted on the 2013 administration of the FCAT Science Test was Earth and Space Time. Students need additional exposure to instructional strategies and activities that are link to increased rigor through inquiry-based learning in Earth Space Science.

G6.B1.S1 Students will be provided additional exposure to instructional strategies and activities that are link to increased rigor through inquiry-based learning in Earth Space Science

Action Step 1

Provide students opportunities to design and develop science and engineering projects to increase scientific thinking and the development and implementation of inquiry-based activities that allow for testing of hypotheses data analysis, explanation of variables and experimental design in Earth and Space Science.

Resource Type

Professional Development

Resource

J & J Science Boot Camp

Funding Source

EESAC Funding

Amount Needed

$750