2013-2014 SCHOOL IMPROVEMENT PLAN

Canoe Creek Charter Academy

3600 CANOE CREEK RD
Saint Cloud, FL 34772
407-891-7320
www.osceola.k12.fl.us

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Combination School	No	62%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	62%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Canoe Creek Charter Academy

Principal
Julie Ramirez

School Advisory Council chair
Andrew Sullivan

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

Name	Title
Jennifer Trowell	Dean
Talia Zito	Curriculum Resource Teacher

District-Level Information

District
Osceola

Superintendent
Mrs. Melba Luciano

Date of school board approval of SIP
10/15/2013

School Advisory Council (SAC)

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

Membership of the SAC

Chairperson - Andrew Sullivan
Co-Chairperson - Rosa Rios
Treasurer - Gerald VanBuran
Secretary - Brenda Sullivan

Involvement of the SAC in the development of the SIP

The SAC is responsible for assisting in preparing and approving the school improvement plan. The SAC is involved in sharing the SIP with the school community. The SAC also works directly with the school to ensure the SIP is implemented and monitored appropriately throughout the school year.

Activities of the SAC for the upcoming school year

SAC will assist in raising enrolment, making improvements to the media center, supporting the PTO with events and activities, volunteering dates in the community, and monitoring the SIP on a quarterly basis.

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

The SAC supports the PTO in dispersement of funds they raise. SAC also has a decision making power for budgetary needs and allocation of funds.

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

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

Highly Qualified Staff

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

Administrators

# of administrators
1

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

Administrator Information:

Julie Ramirez		
Principal	Years as Administrator: 3	Years at Current School: 3
Credentials	BS in Elementary Education - West Chester University MS in Educational Leadership - University of West Florida FL Certification - Elementary Education K-6, Educational Leadership (all Levels) ESOL endorsement.	
Performance Record		

Instructional Coaches

# of instructional coaches
2

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

Instructional Coach Information:

Jennifer Trowell		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics	
Credentials	FL Certification - English, Math (Grades 5-9) BS - Fine Arts, Communications and Public Relations MS - Master of Arts in Teaching	
Performance Record		

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

Classroom Teachers

# of classroom teachers
31

 # receiving effective rating or higher
14, 45%

 # Highly Qualified Teachers
94%

 # certified in-field
31, 100%

 # ESOL endorsed
12, 39%

 # reading endorsed
2, 6%

 # with advanced degrees
7, 23%

 # National Board Certified
0, 0%

 # first-year teachers
8, 26%

 # with 1-5 years of experience
18, 58%

 # with 6-14 years of experience
2, 6%

 # with 15 or more years of experience
2, 6%

Education Paraprofessionals

# of paraprofessionals
2

 # Highly Qualified
, 0%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

We offer teachers a career path and opportunities for growth throughout Charter Schools USA. Our company's drive for superior culture is supported by company-wide recognition programs, staff climate surveys, communication teams that build collaboration and trust, and performance management systems that support a pay-for-performance superior culture. Charter Schools USA is an Equal Opportunity Employer.

We work closely with the school district to ensure all of our teachers are highly qualified and certified teachers. Our Business Manager Lurdez Castello along with the administration team works on recruiting, interviewing, and hiring teachers.

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 a new teacher mentoring program set into place where we have highly qualified experienced teacher working with a new teacher. Mentors will meet with the teacher and help with different aspects of lesson planning, classroom management, and effective instructional strategies.

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

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

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

The MTSS team meets weekly to discuss and monitor students, who are in need of academic and/or behavioral interventions. The team collaborates with each student's teacher as well as the pullout teachers, to review interventions and collect data such as standardized test scores, classroom assessments, and benchmark assessments. The team makes recommendations for additional interventions to be put in place, based on the outcome of interventions. Each student is assigned a case manager on the team, who provides additional support to the teacher along with feedback to the team as to the progress of the tiers. The cases are monitored throughout each tier until it is deemed necessary to continue on for further evaluation at the District level, or remain a case in which it should continue to be monitored at the school level.

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

The team is comprised of Administration, ESE Specialist, Classroom Teacher, Osceola County School Psychologist and Curriculum Resource Teacher. The Curriculum Resource Teacher, Talia Zito is the chairperson of the MTSS Leadership Team. It is her responsibility to schedule meetings, set an agenda nad facilitate the meetings. Several members of the MTSS Leadership team aided in the development of the SIP by reviewing specific targets as well as academic and social needs. The team also worked together to establish and set clear expectations for instruction, processes, and procedures.

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

The MTSS Leadership team reviews data such as test scores, benchmarks, and classroom assessments to determine areas of need. Based on the needs of the students that have gone through the MTSS process, the team makes recommendations for intervention strategies and trainings for the faculty. The team also communicates with the School Advisory Council as well as the Professional Learning Communities by sharing Tier 1 data, and creating activities to support and enhance academic achievement. Based on these recommendations, the PLCs organize and develop a plan, which is monitored on a school-wide basis during the monthly meetings.

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

The MTSS analyzes the data from the intervention presented by the classroom teacher at each tier level. The data includes classroom assessments, standardized test scores, and benchmark assessments. Teachers and case workers monitor and track items such as classroom performance, grades, participation charts, and specific behavior plans that have been implemented in the classroom. This information is then gathered and charted for evaluation of goals met or trends that may occur.
The team monitors behavior of students in MTSS by classroom visits, reviewing frequency charts/graphs created by the classroom teacher and targeting specific behavior needs.
Attendance is monitored by classroom teachers, who in turn make the first parent contact. Chronic tardies and continued absences are reported to the MTSS team, who will notify the truancy office to take further action.
Academic data for each subject area is monitored at the weekly meetings. The team looks at FCAT scores, Benchmark Assessments, FAIR test data, classroom assessments, work samples, behavior tracking logs, and conference forms in order to determine specific interventions that will improve academic performance.

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

The MTSS Leadership team will implement a three hour staff training during the first half of the 2013-2014 school year. The training will include a multimedia presentation explaining the RTI process including the teacher's role and explanations of interventions and data collection, etc. The second part of the training will include break out sessions that the teacher will be involved in cooperative learning groups. The groups will present a case study where they will have to develop interventions at Tier 1, Tier 2, and Tier 3. Case studies will include learning difficulties and behavioral concerns. Each team will present their case study to the group with the appropriate interventions at each tier level. The ESE Specialist and the Curriculum Resource teacher will attend trainings in the district such as Making Reading Instruction Explicit, and a county-wide training on the new MTSS forms. This information will be taught back to teachers through an afternoon PD session. Additional trainings will be conducted throughout the year in order to ensure that the teachers have an understanding of the data and are able to disaggregate the data in order to use it to plan the adequate student interventions to increase achievement.

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

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

Strategy: Before or After School Program
Minutes added to school year: 10,800

Academic Assistance is a program offered to every student at Canoe Creek Charter Academy. Twice a week classroom teachers schedule a time either before or after school where students can come in for additional academic support in a small group setting.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Data is collected through Benchmark Assessments, FAIR test data, classroom assessments, teacher observations, and IFC post assessments. During weekly data chats, the data is reviewed and analyzed. Students struggling with particular skills are identified and invited and provided with the extended learning opportunity.

Who is responsible for monitoring implementation of this strategy?

The classroom teacher as well as the Curriculum Resource Teacher are responsible for the implementation of this strategy. Data will be analyzed and used to make instructional decisions predominately by the classroom teacher, with the guidance of the CRT. Weekly data chats will be held on Thursday afternoons to monitor these students.

Literacy Leadership Team (LLT)

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

Name	Title
Talia Zito	Curriculum Resource Teacher
Julie Ramirez	Principal
Jenni Trowell	Dean
January Caggiano	ESE Specialist
April Roush	Classroom Teacher-Team Lead K-1
Heather Kimber	Classroom Teacher-Team Lead-2-3
Devon Long	Classroom Teacher-Team Lead-4-5
Gerald Van Buren	Classroom Teacher-Team Lead-6-8

How the school-based LLT functions

The LLT meets monthly to discuss, share, and plan based on observations and student data. The team supports teachers and promotes the use of a variety of assessment strategies to support students' literacy achievement. The team also promotes the use of a variety of assessment strategies to support students' literacy achievement. The team assists teachers in analyzing data for instructional decision-making. Professional learning opportunities to improve literacy are planned, organized and delivered by the LLT.

Major initiatives of the LLT

The major initiatives of the Literacy Leadership Team will be to promote reading success. The LLT will meet regularly to discuss and analyze assessment data to establish needs that promote student achievement. In addition to regular meetings, the team will revisit and re-evaluate curriculum to be sure it is consistent across grade levels and that it is following the CSUSA guidelines as set forth in the Curriculum Maps. Designated members will meet with grade level teams to share plans for the school year. Grade level leaders will keep their teams' administrative team member informed of team decisions as well as professional needs to strengthen student learning,

Every Teacher Contributes to Reading Instruction

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

Canoe Creek Charter Academy ensures every teacher contributes to the reading improvement of every student in variety of ways. The most important goal of reading instruction at Canoe Creek is to help students acquire the skills and knowledge they need to read grade-level text fluently and with good comprehension. Teachers hold high expectations for students in regards to reading proficiency through instruction that will help all students be able to identify the words on the page accurately and fluently and construct meaning from printed text. Teachers emphasize that motivation to understand and learn from text is a critical component of reading comprehension.
One of CSUSA's non-negotiable goals is that all students will read a minimum of 50 books this school year. Canoe Creek has developed and implemented this year's Reading Challenge where student data is being tracked in every classroom and school-wide data is displayed and monitored in the cafeteria. Incentives have been set up and progress towards meeting interim goals is also on display.
We address the reading deficiencies of our students in the following ways:
Implementing the MTSS process and monitoring data on our lowest readers
Intervention Blocks are scheduled at each grade level
Struggling students receive additional reading support daily with a pull out teacher
Teachers will receive training in reading comprehension strategies, data analysis, vocabulary skills, differentiated instruction, assessment, data driven instruction, and implementing Common Core
Assessment Data is used to drive instruction and to target reading interventions
We plan to increase the amount of informational text used in instruction at all grade levels

Preschool Transition

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

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

In May of each school year, the Canoe Creek Charter Academy's VPK classes and students who are registered to begin Kindergarten in the fall, tour the Kindergarten classrooms of Canoe Creek. The objective of the tour is to provide students with the opportunity to interact with the Kindergarten teachers and the Kindergarten setting as the prepare to soon transition to the regular elementary school setting. When registering a child for VPK and Kindergarten at Canoe Creek, parents are provided and welcomed with the opportunity to schedule a visit to the VPK and Kindergarten classrooms to observe teacher instruction, participate in classroom activities, and engage in a question and answer session with the highly qualified teachers. Parents are also encouraged to bring their child to "Meet Your Teacher" during teacher preplanning week to help ease transition into Kindergarten.
Within the first few weeks of school students are given a benchmark assessment to help create their personal learning plans and ensure they will be successful.

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	64%	49%	No	68%
American Indian				
Asian				
Black/African American	64%	47%	No	68%
Hispanic	61%	50%	No	65%
White	65%	47%	No	69%
English language learners	52%	22%	No	57%
Students with disabilities	34%	19%	No	41%
Economically disadvantaged	63%	45%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	77	25%	34%
Students scoring at or above Achievement Level 4	67	22%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	177	57%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	36	47%	60%

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)	37	47%	53%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	17	22%	31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	19	24%	32%

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	67	71%	75%
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	63%	56%	No	67%
American Indian				
Asian				
Black/African American	64%	57%	No	68%
Hispanic	65%	58%	No	69%
White	60%	52%	No	64%
English language learners	69%	63%	No	72%
Students with disabilities	43%	32%	No	49%
Economically disadvantaged	63%	56%	No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	29%	40%
Students scoring at or above Achievement Level 4	55	18%	28%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	198	64%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	41	53%	66%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	25	50%	65%
Middle school performance on high school EOC and industry certifications	22	88%	91%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	56%	61%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		25%

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	14	23%	30%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		21%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	13	26%	30%
Students scoring at or above Achievement Level 4	17	34%	35%

Florida Alternate Assessment (FAA)

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

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	19	5%	3%
Students retained, pursuant to s. 1008.25, F.S.	5	1%	1%
Students who are not proficient in reading by third grade	27	48%	40%
Students who receive two or more behavior referrals	13	4%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	9	3%	2%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	10	6%	4%
Students who fail a mathematics course	2	1%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	2	1%	0%
Students who receive two or more behavior referrals	57	35%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	28	17%	10%

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

The parent involvement target for our school includes a plethora of areas. The goal for each family is to have twenty volunteer hours before the end of the school year. The reasons for this goal are to ensure the parent or guardian's involvement in their child's educational growth and character building process. Opportunities for parent and guardians involvement within the school range from being a member of the SAC committee, PTO, and PTC. Each of these committees partners together with the educators and parents to ensure the students success.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents Completing 20 Volunteer Hours	344	62%	80%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Increase Reading Profiency; increase learning gains; increase learning gains for students in lowest 25%.

G2. Increase Math Proficiency; increase leaning gains; increase learning gains for students in lowest 25%

G3. Increase Writing Proficiency in all grade levels.

G4. Increase Science Proficiency in 5th and 8th Grade

Goals Detail

G1. Increase Reading Profiency; increase learning gains; increase learning gains for students in lowest 25%.

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

Resources Available to Support the Goal
- Edmentum Resources (Reading Eggs, Plato, Study Island)
- Imagine It Reading Materials
- Wonders Reading Materials
- Voyager Intervention Materials

Targeted Barriers to Achieving the Goal
- Teaching all NGSSS and Common Core Standards to mastery
- Scheduling time to provide extended reading support focusing on targeted learning needs
- The time ESE and ESOL students need to acquire new information.
- Students having access to computers

Plan to Monitor Progress Toward the Goal

Data chats with teachers to review Benchmark Data, FAIR data, Fluency results, and classroom assessment data.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Weekly

Evidence of Completion:
Completed Data worksheets.

G2. Increase Math Proficiency; increase leaning gains; increase learning gains for students in lowest 25%

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
- Engage New York Website
- Envision Math Materials
- Do the Math - Materials
- Edmentum (Plato, Study Island)

Targeted Barriers to Achieving the Goal
- Students not having access to computers.

Plan to Monitor Progress Toward the Goal

Data chats with teachers to review Benchmark Data and classroom assessment data.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Weekly

Evidence of Completion:
Completed Data Worksheets

G3. Increase Writing Proficiency in all grade levels.

Targets Supported
- Writing

Resources Available to Support the Goal
- Four Square

Targeted Barriers to Achieving the Goal
- Limited Vocabulary of ESOL students.
- Teachers unaware of how to effectively assess students' writing.

Plan to Monitor Progress Toward the Goal

Writing PLC will meet monthly to analyze and interpret data. They will address concerns and needs as well as providing suggestions to help students.

Person or Persons Responsible
Principal, Dean, CRT, Writing Coach, all K-8 Teachers

Target Dates or Schedule:
Monthly PLC meeting and weekly data chats.

Evidence of Completion:
Monthly writing grade scores, FCAT Writing

G4. Increase Science Proficiency in 5th and 8th Grade

Targets Supported
- Science
- Science - Elementary School
- Science - Middle School

Resources Available to Support the Goal
- Lab Materials
- Weekly Readers
- McGraw Hill materials
- Study Island
- Fusion
- Science Boot Camp Materials

Targeted Barriers to Achieving the Goal
- Lack of real world experiences in science.
- Adequate time to plan and implement hands on science experiments.
- Lack of background knowledge and vocabulary in science.

Plan to Monitor Progress Toward the Goal

Analyze student data

Person or Persons Responsible
Classroom Teacher, Administration

Target Dates or Schedule:
Weekly Data Chats

Evidence of Completion:
Completed data analysis worksheet

Action Plan for Improvement

Problem Solving Key

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

G1. Increase Reading Profiency; increase learning gains; increase learning gains for students in lowest 25%.

G1.B1 Teaching all NGSSS and Common Core Standards to mastery

G1.B1.S1 Reading PLC will meet monthly to analyze and interpret data. The PLC will address concerns and needs and provide suggestions for intervention strategies for students who are below grade level.

Action Step 1

Frequent monitoring of all student learning progress. Provide weekly ongoing progress monitoring for all Tier 2 and Tier 3 students.

Person or Persons Responsible

Principal, Dean, Classroom Teacher, CRT

Target Dates or Schedule

Monthly PLC meetings and weekly Data Chats.

Evidence of Completion

Quarterly Discovery Education Benchmark Assessments, FAIR Testing, FCAT

Facilitator:

Talia Zito CRT

Participants:

K-8 Teachers

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

Frequent monitoring of all student learning progress. Provide weekly ongoing progress monitoring for all Tier 2 and Tier 3 students.

Person or Persons Responsible

Principal, Dean, Classroom Teacher, CRT

Target Dates or Schedule

Monthly PLC and Weekly Data Chat

Evidence of Completion

Quarterly Discovery Education Benchmark Assessments, FAIR Testing, FCAT

Plan to Monitor Effectiveness of G1.B1.S1

Frequent monitoring of all student learning progress. Provide weekly ongoing progress monitoring for all Tier 2 and Tier 3 students.

Person or Persons Responsible

Principal, Dean, Classroom Teacher, CRT

Target Dates or Schedule

Monthly PLC and Weekly Data Chat

Evidence of Completion

Quarterly Discovery Education Benchmark Assessments, FAIR Testing, FCAT

G1.B2 Scheduling time to provide extended reading support focusing on targeted learning needs

G1.B2.S1 Students in the lowest 25th percentile will receive daily intensive reading support for 30 minutes with a trained paraprofessional using instructional strategies based on student data while focusing on the needs of students.

Action Step 1

Students will receive an additional 30 minutes a day 3-5 times per week of reading Instruction using the reading program Voyager.

Person or Persons Responsible

Principal, Dean, CRT, paraprofessionals

Target Dates or Schedule

3-5 times per week

Evidence of Completion

Attendance tracking sheet, weekly pre and post assessments, quarterly Discovery Education Benchmark Assessment tests, FAIR, FCAT

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

Use of the program Voyager with students in the lowest 25th percentile as identified based on Benchmark Assessment test data to improve reading skills.

Person or Persons Responsible

Principal, Dean, CRT, paraprofessional

Target Dates or Schedule

3-5 times per week

Evidence of Completion

Attendance tracking sheet, weekly pre and post assessments, quarterly Discovery Education Benchmark Assessment tests, FAIR, FCAT

Plan to Monitor Effectiveness of G1.B2.S1

Use of the program Voyager with students in the lowest 25th percentile as identified based on Benchmark Assessment test data to improve reading skills.

Person or Persons Responsible

Principal, Dean, CRT, paraprofessional

Target Dates or Schedule

3-5 times per week

Evidence of Completion

Attendance tracking sheet, weekly pre and post assessments, quarterly Discovery Education Benchmark Assessment tests, FAIR, FCAT

G1.B4 The time ESE and ESOL students need to acquire new information.

G1.B4.S1 Provide students with opportunities for additional intensive instruction outside of the reading block.

Action Step 1

Students attend early morning academic assistance from 8:00 to 8:30am to work on a computer-based reading intervention program.

Person or Persons Responsible

Principal, Dean, CRT, Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Discover Education Benchmark Assessment test, FAIR test, Study Island/Plato Assessments

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

Students attend early morning academic assistance from 8:00 to 8:30am to work on a computer-based reading intervention program.

Person or Persons Responsible

Principal, Dean, CRT, Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Discover Education Benchmark Assessment test, FAIR test, Study Island/Plato Assessments

Plan to Monitor Effectiveness of G1.B4.S1

Students attend early morning academic assistance from 8:00 to 8:30am to work on a computer-based reading intervention program.

Person or Persons Responsible

Principal, Dean, CRT, Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Discover Education Benchmark Assessment test, FAIR test, Study Island/Plato Assessments

G2. Increase Math Proficiency; increase leaning gains; increase learning gains for students in lowest 25%

G2.B1 Students not having access to computers.

G2.B1.S1 Teaching all Math Next Generation Sunshine State Standards and Common Core Standards to Mastery

Action Step 1

Math PLC will meet monthly to analyze and interpret data. The PLC will address concerns and needs and provide suggestions for intervention strategies for students who are below grade level.

Person or Persons Responsible

Principal, Dean, CRT, and all K-8 teachers

Target Dates or Schedule

Monthly PLC meetings and Weekly Data Chats

Evidence of Completion

Discovery Education Benchmark Assessment Tests, FCAT, Discovery Ed Probes, Study Island Assessments, Classroom Assessments

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

Math PLC will meet monthly to analyze and interpret data. The PLC will address concerns and needs and provide suggestions for intervention strategies for students who are below grade level.

Person or Persons Responsible

Principal, Dean, CRT, and all K-8 teachers

Target Dates or Schedule

Monthly PLC meetings and Weekly Data Chats

Evidence of Completion

Discovery Education Benchmark Assessment Tests, FCAT, Discovery Ed Probes, Study Island Assessments, Classroom Assessments

Plan to Monitor Effectiveness of G2.B1.S1

Math PLC will meet monthly to analyze and interpret data. The PLC will address concerns and needs and provide suggestions for intervention strategies for students who are below grade level.

Person or Persons Responsible

Principal, Dean, CRT, and all K-8 teachers

Target Dates or Schedule

Monthly PLC meetings and Weekly Data Chats

Evidence of Completion

Discovery Education Benchmark Assessment Tests, FCAT, Discovery Ed Probes, Study Island Assessments, Classroom Assessments

G2.B1.S1 Moving students who scored a Level 1 or 2 on prior FCAT Math test up to a Level 3 or higher.

Action Step 1

Students in the lowest 25th percentile will receive daily intensive reading support for 30 minutes with a trained paraprofessional using instructional strategies based on student data while focusing on the needs of students.

Person or Persons Responsible

Principal, Dean, CRT, Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Attendance tracking sheet, weekly pre and post assessments, quarterly Discovery Education Benchmark Assessment tests, FCAT

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

Students in the lowest 25th percentile will receive daily intensive reading support for 30 minutes with a trained paraprofessional using instructional strategies based on student data while focusing on the needs of students.

Person or Persons Responsible

Principal, Dean, CRT, Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Attendance tracking sheet, weekly pre and post assessments, quarterly Discovery Education Benchmark Assessment tests, FCAT

Plan to Monitor Effectiveness of G2.B1.S1

Students in the lowest 25th percentile will receive daily intensive reading support for 30 minutes with a trained paraprofessional using instructional strategies based on student data while focusing on the needs of students.

Person or Persons Responsible

Principal, Dean, CRT, Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Attendance tracking sheet, weekly pre and post assessments, quarterly Discovery Education Benchmark Assessment tests, FCAT

G3. Increase Writing Proficiency in all grade levels.

G3.B2 Teachers unaware of how to effectively assess students' writing.

G3.B2.S1 Provide Professional Development to teachers to ensure they can effectively assess students writing.

Action Step 1

Teachers are given professional development opportunities on teaching writing and effectively assessing it.

Person or Persons Responsible

Writing Coach and CRT

Target Dates or Schedule

Bi Monthly and as needed

Evidence of Completion

Professional Development presentations, Writing Lesson Plans, Writing Rubrics, Monthly Writing Prompt grade reports.

Facilitator:

Writing Coach and CRT

Participants:

All Teachers

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

Writing PLC will meet monthly to analyze and interpret data. They will address concerns and needs as well as providing suggestions to help students.

Person or Persons Responsible

Principal, Dean, CRT, Writing Coach, all K-8 Teachers

Target Dates or Schedule

Monthly PLC meeting and weekly data chats.

Evidence of Completion

Classroom Assessments, weekly and monthly writing prompts.

Plan to Monitor Effectiveness of G3.B2.S1

Writing PLC will meet monthly to analyze and interpret data. They will address concerns and needs as well as providing suggestions to help students.

Person or Persons Responsible

Principal, Dean, CRT, Writing Coach, all K-8 Teachers

Target Dates or Schedule

Monthly PLC meeting and weekly data chats.

Evidence of Completion

Classroom Assessments, weekly and monthly writing prompts.

G4. Increase Science Proficiency in 5th and 8th Grade

G4.B2 Adequate time to plan and implement hands on science experiments.

G4.B2.S1 PLC will meet to discuss ways to improve inquiry based science program.

Action Step 1

Science PLC Meetings

Person or Persons Responsible

Select Teachers from K-8

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Minutes, Lesson Plans with engaging, hands on, inquiry based lessons.

Facilitator:

Curriculum Resource Teacher

Participants:

All Teachers

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

Ensuring teachers are implementing engaging lessons. Giving teachers an opportunity to team plan weekly to prepare for hands on science activities.

Person or Persons Responsible

Administration Team

Target Dates or Schedule

Weekly

Evidence of Completion

Walk through and review of lesson plans.

Plan to Monitor Effectiveness of G4.B2.S1

Frequent Monitoring of all student learning progress

Person or Persons Responsible

Teacher and administration

Target Dates or Schedule

Weekly

Evidence of Completion

Quarterly Benchmark Testing, classroom observations, classroom data.

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. Increase Reading Profiency; increase learning gains; increase learning gains for students in lowest 25%.

G1.B1 Teaching all NGSSS and Common Core Standards to mastery

G1.B1.S1 Reading PLC will meet monthly to analyze and interpret data. The PLC will address concerns and needs and provide suggestions for intervention strategies for students who are below grade level.

PD Opportunity 1

Frequent monitoring of all student learning progress. Provide weekly ongoing progress monitoring for all Tier 2 and Tier 3 students.

Facilitator

Talia Zito CRT

Participants

K-8 Teachers

Target Dates or Schedule

Monthly PLC meetings and weekly Data Chats.

Evidence of Completion

Quarterly Discovery Education Benchmark Assessments, FAIR Testing, FCAT

G3. Increase Writing Proficiency in all grade levels.

G3.B2 Teachers unaware of how to effectively assess students' writing.

G3.B2.S1 Provide Professional Development to teachers to ensure they can effectively assess students writing.

PD Opportunity 1

Teachers are given professional development opportunities on teaching writing and effectively assessing it.

Facilitator

Writing Coach and CRT

Participants

All Teachers

Target Dates or Schedule

Bi Monthly and as needed

Evidence of Completion

Professional Development presentations, Writing Lesson Plans, Writing Rubrics, Monthly Writing Prompt grade reports.

G4. Increase Science Proficiency in 5th and 8th Grade

G4.B2 Adequate time to plan and implement hands on science experiments.

G4.B2.S1 PLC will meet to discuss ways to improve inquiry based science program.

PD Opportunity 1

Science PLC Meetings

Facilitator

Curriculum Resource Teacher

Participants

All Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Minutes, Lesson Plans with engaging, hands on, inquiry based lessons.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase Reading Profiency; increase learning gains; increase learning gains for students in lowest 25%.	$18,150
	Total	$18,150

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program		Total
General Fund		$18,150	$18,150
Total		$18,150	$18,150

Budget Details

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

G1. Increase Reading Profiency; increase learning gains; increase learning gains for students in lowest 25%.

G1.B4 The time ESE and ESOL students need to acquire new information.

G1.B4.S1 Provide students with opportunities for additional intensive instruction outside of the reading block.

Action Step 1

Students attend early morning academic assistance from 8:00 to 8:30am to work on a computer-based reading intervention program.

Resource Type

Evidence-Based Program

Resource

Edmentum, Inc. is a leading provider of online learning programs designed to drive student achievement for academic and career success. With more than 50 years of experience driving significant advances in the industry, Edmentum offers a wide variety of innovative learning programs to empower 21st century teaching and learning.

Funding Source

General Fund

Amount Needed

$18,150