

2013-2014 SCHOOL IMPROVEMENT PLAN

Academir Charter School West

14880 SW 26TH ST
Miami, FL 33185
305-485-9911

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 62%
Alternative/ESE Center No	Charter School Yes	Minority Rate 98%

School Grades History

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

Academir Charter School West

Principal

Alexander Casas/ Carolina Claro

School Advisory Council chair

Chereen Coile

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

Name	Title
Anais Millares	Teacher
Arlene Naranjo	Teacher
Carolina Claro	Principal
Azalia Fajardo-Perez	Assistant Principal
Melissa Gutierrez	Reading Coach

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

Principal-Dr. Carolina Alfonso Claro, Ed.D. EESAC Chairperson- Chereen Coile, Teacher- Anais Millares, Alternate Teacher- Arlene Naranjo, Educational Support Employee- Alicia R. Bower, Alternative Educational Support- Esther Mir, Parent- Maedely De Armas, Parent- Lisette Martinez, Parent- Barbara Lorenzo, Parent- Sahily Quintana, Business Representative- Alexander Casas

Involvement of the SAC in the development of the SIP

Members of the SAC have spent time brainstorming and discussing opportunities with administration in order to reach school wide goals.

Activities of the SAC for the upcoming school year

The SAC is the primary responsible body within the school for the creation and implementation of the School Improvement Plan. For this reason all meetings will have an agenda item discussing the SIP and the progress towards its goals. All funds allocated for school improvement are approved by the SAC committee. This year the SAC will allocate the funds for technology and student incentives.

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

1,545.00 will be allocated to technology.

1,545.00 will be allocated for student incentives.

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:

Alexander Casas/ Carolina Claro

Principal

Years as Administrator: 6

Years at Current School: 4

Credentials

Degree: Doctorate in Educational Leadership

Certifications: Elementary Education, Special Education, School Psychology, Leadership

Performance Record

2013 – School Grade

Rdg. Proficiency, 69%

Math Proficiency, 74%

Rdg. Lrg. Gains, 74 points

Math Lrg. Gains, 64points

Rdg. Imp. of Lowest 25% - 69 points

Math Imp. of Lowest 25% - 64 points

2012 - School Grade

Rdg. Proficiency, 69%

Math Proficiency, 62%

Rdg. Lrg. Gains, 78 points

Math Lrg. Gains, 55 points

Rdg. Imp. of Lowest 25% -

78 points

Math Imp. of Lowest 25% -

55 points

2011 - School Grade - District school

Rdg. Proficiency, 92%

Math Proficiency, 88%

Rdg. Lrg. Gains, 71 points

Math Lrg. Gains, 70 points

Rdg. Imp. of Lowest 25% -

66 points

Math Imp. of Lowest 25% -

66 points

2010 - School Grade - District school

Rdg. Proficiency, 88%

Math Proficiency, 90%

Rdg. Lrg. Gains, 71 points

Math Lrg. Gains, 66 points

Rdg. Imp. of Lowest 25% -

61 points

Math Imp. of Lowest 25% -

65 points

2009 School Grade - District school

Rdg. Proficiency, 92%

Math Proficiency, 94%

Rdg. Lrg. Gains, 82 points

Math Lrg. Gains, 80 points

Rdg. Imp. of Lowest 25% -

82 points

Math Imp. of Lowest 25% -

89 points

Azalia Fajardo-Perez

Asst Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

Degree: Educational Specialist in Educational Leadership
 Certifications: Special Education, Language Arts, ESOL, Middle Grades Integrated, Leadership

Performance Record

2012 – 2013 School Grade
 Rdg. Proficiency, 69%
 Math Proficiency, 74%
 Rdg. Lrg. Gains, 74 points
 Math Lrg. Gains, 64points
 Rdg. Imp. of Lowest 25% - 69 points
 Math Imp. of Lowest 25% - 64 points
 2011-2012 School Grade
 Rdg. Proficiency, 55%
 Math Proficiency, 49%
 Rdg. Lrg. Gains, 65%
 Math Lrg. Gains, 65%
 Rdg. Imp. of Lowest 25% - 65 points
 Math Imp. of Lowest 25% - 52 points
 2010-2011 School Grade
 Rdg. Proficiency, 67%
 Math Proficiency, 57%
 Rdg. Lrg. Gains, 64%
 Math Lrg. Gains, 61%
 Rdg. Imp. of Lowest 25% - 71%
 Math Imp. of Lowest 25% - 66%
 2009-2010 School Grade
 Rdg. Proficiency, 67%
 Math Proficiency, 63%
 Rdg. Lrg. Gains, 63%
 Math Lrg. Gains, 62%
 Rdg. Imp. of Lowest 25% - 54%
 Math Imp. of Lowest 25% - 63%
 2008-2009 School Grade-
 Rdg. Proficiency, 62%
 Math Proficiency, 58%
 Rdg. Lrg. Gains, 61%
 Math Lrg. Gains, 64%
 Rdg. Imp. of Lowest 25% - 67%
 Math Imp. of Lowest 25% - 58%

Instructional Coaches**# of instructional coaches**

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Tobias Hernandez		
Part-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics	
Credentials	Degree: Master's in Marriage and Family Therapy. Certified in Psychology, Mathematics 5-9, and Educational Leadership. SACS trained and certified.	
Performance Record	2013-School Grade Rdg Proficiency, 50% Math Proficiency, 61% Rdg. Lrg. Gains, 60 points Math Lrg. Gains, 87 points Rdg. Imp. of Lowest 25% - 60 points Math Imp. of Lowest 25% - 87 points 2012-School Grade Rdg Proficiency, 68% Math Proficiency, 68% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 76 points Rdg. Imp. of Lowest 25% - 81 points Math Imp. of Lowest 25% - 79 points 2011-School Grade Rdg Proficiency 72% Math Proficiency, 73% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 74 points Rdg. Imp. of Lowest 25% - 63 points Math Imp. of Lowest 25% - 70 points 2010-School Grade Did not teach 2009-School Grade Rdg Proficiency 84% Math Proficiency, 84% Rdg. Lrg. Gains, 73 points Math Lrg. Gains, 79 points Rdg. Imp. of Lowest 25% - 76 points Math Imp. of Lowest 25% - 75 points	

Melissa Gutierrez		
Part-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Degree: Master's Degree Curriculum and Instruction Certifications: Special Education K-12, Elementary Education K-6, Reading Endorsement, Gifted Endorsement, and ESOL Endorsement, Middle Grades Integrated Curriculum.	
Performance Record	2013 – Pinecrest Cove Preparatory Academy K-8 Center Grade: A Reading. Proficiency, 82% Math Proficiency, 81% Reading. Lrg. Gains, 86 points Math Lrg. Gains, 69 points Reading. Imp. of Lowest 25% - 86 points Math Imp. of Lowest 25% - 69 points Science Proficiency 73% 2012 – Pinecrest Cove Preparatory Academy K-8 Center Grade: A Reading. Proficiency, 78% Math Proficiency, 74% Reading. Lrg. Gains, 79 points Math Lrg. Gains, 65 points Reading. Imp. of Lowest 25% - 79 points Math Imp. of Lowest 25% - 65 points Science Proficiency 54% 2011- Marcus A. Miliam K-8 Center Grade: B Reading. Proficiency, 46% Math Proficiency, 38% Reading. Lrg. Gains, 71 points Math Lrg. Gains, 66 points Reading. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 66 points Science Proficiency N/A	

Tara Garcia

Part-time / District-based

Years as Coach: 1

Years at Current School: 3

Areas

Mathematics

Credentials

Degree: Master's Degree Curriculum and Instruction

Certifications: Special Education, Elementary Education, Reading, Gifted, and ESOL Endorsements, Middle Grades Integrated Curriculum

Performance Record

2013 – School Grade

Rdg. Proficiency, 82%

Math Proficiency, 81%

Rdg. Lrg. Gains, 86 points

Math Lrg. Gains, 69 points

Rdg. Imp. of Lowest 25% - 86 points

Math Imp. of Lowest 25% - 69 points

Science Proficiency 82%

2012-School Grade

Rdg Proficiency, 68%

Math Proficiency, 68%

Rdg. Lrg. Gains, 75 points

Math Lrg. Gains, 76 points

Rdg. Imp. of Lowest 25% - 81 points

Math Imp. of Lowest 25% - 79 points

2011-School Grade

Rdg Proficiency, 87%

Math Proficiency, 89%

Rdg. Lrg. Gains, 66 points

Math Lrg. Gains, 73 points

Rdg. Imp. of Lowest 25% - 63 points

Math Imp. of Lowest 25% - 84 points

2010-School Grade

Rdg Proficiency, 87%

Math Proficiency, 89%

Rdg. Lrg. Gains, 66 points

Math Lrg. Gains, 73 points

Rdg. Imp. of Lowest 25% - 63 points

Math Imp. of Lowest 25% - 84 points

2009-School Grade

Rdg Proficiency, 87%

Math Proficiency, 89%

Rdg. Lrg. Gains, 66 points

Math Lrg. Gains, 73 points

Rdg. Imp. of Lowest 25% - 63 points

Math Imp. of Lowest 25% - 84 points

Classroom Teachers

of classroom teachers

35

receiving effective rating or higher

26, 74%

Highly Qualified Teachers

26%

certified in-field

31, 89%

ESOL endorsed

28, 80%

reading endorsed

5, 14%

with advanced degrees

4, 11%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

26, 74%

with 6-14 years of experience

9, 26%

with 15 or more years of experience

0, 0%

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

In order to retain effective teachers, a class assignment request form is provided to teachers before the end of the academic school year allowing them to select the grade level and subject area preference for the upcoming school year. Bonuses are provided to those teachers who are rated as highly effective in their yearly evaluations. In order to recruit teachers, the principal uses professional affiliations with local universities and teacher education programs.

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

Orientation meeting is held for all new employees. New employees are paired with more experienced teachers. Teachers are provided with opportunities to plan together and model lessons for new

teachers. Curriculum coaches assist new teachers and serve as coaches and mentors in the area of reading, math, and science. School utilizes IPEGs for teacher evaluation and Professional development.

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 RTI Leadership Team will review and reflect upon the School Improvement Plan on an on-going basis to ensure SIP implementation and fidelity. The team will meet to discuss, review, and reflect upon the data obtained from baseline, interim, and winter assessments. The team will discuss student's strengths and weaknesses, as well as, class performance. The data will reflect which students require additional supports and intervention. Students will be grouped for intervention in accordance to competency levels on FCAT and instructional needs as reflected on the data obtained through district assessments. Class performance on district assessments will be used as indicators for the need for particular professional developments. Coaches will serve as instructional support to model lessons and assist teachers on program implementation, grouping, and interventions. Grade level meetings will be held on a weekly basis to discuss student data results and performance. Leadership meetings will be held twice a month to discuss data results, trends, and reflection. Goals and strategies aligned to the SIP will be discussed regularly for continued improvement.

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

Carolina Claro, Principal, -The role of the Principal is to communicate a clear and common vision, and ensures all teachers and staff are implementing the SIP and following the Problem-Solving Process. The Principal analyzes the school's 2013 FCAT 2.0 data and uses data results to make instructional decisions. Evaluates the impact of instruction and interventions in Tiers 1-3. Communicates student outcomes and celebrates and communicates success.

Azalia Fajardo-Perez, Assistant Principal, coordinates all Leadership Team meetings, ensures implementation of strategies outlined in the SIP, and monitors implementation and progress of MTSS and SIP. The Assistant Principal analyzes and disseminates information related to student data and progress, and evaluates the impact of instruction and interventions in Tiers 1-3. The Assistant Principal ensures the SIP is implemented with fidelity and monitors curriculum goals to ensure effectiveness. Student outcomes are communicated and student success is celebrated.

Melissa Gutierrez, Reading Coach, provides classroom support and guidance to teachers on the implementation process of SIP. She assists teachers with Tier grouping decisions based on data results. She engages in data chats with all reading teachers to ensure data is driving instructional decisions and monitors program effectiveness by reviewing data results from FAIR, baseline, interim, and winter assessments.

Tobias Hernandez, Math Coach, provides classroom support and guidance to teachers on the implementation process of SIP. He assists teachers with Tier grouping decisions based on data results. He engages in data chats with all math teachers to ensure data is driving instructional decisions. The math coach will review baseline and interim math assessment data to monitor student progress and implementation of program goals. The math coach will assist teachers in implementing the "Go Math" program with fidelity.

Tara Garcia, Science Coach, provides classroom support and guidance to teachers on the implementation process of the SIP. She assists teachers with Tier grouping decisions based on data results. Engages in data chats with all science teachers to ensure data is driving instructional decisions. She assists teachers in implementing a science curriculum that is based on student inquiry and higher

order thinking skills. The science coach will review baseline and interim Science assessment data to monitor student progress and implementation of program goals.

Grade Level Chairpersons: Priscilla Torres, Kindergarten , First Grade Vanessa Cuadras, Second Grade: Anais Millares, Third Grade: Chereen Colie Fourth Grade: Arlene Betancourt, Fifth Grade: Jazmin Colon The function and responsibility of the Grade level chairperson is to disseminate information to grade level teachers discussed during Leadership Team Meetings, assist teachers in the implementation of SIP, meet on a weekly basis with grade level teachers to discuss data results, differentiated instruction, group interventions, and self-monitoring by students. Grade level chairperson will ensure that grade level teachers are implementing the goals outlined in the SIP with fidelity.

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

FLKRS and FAIR results will be used as sources to monitor fidelity. Results from baseline, fall, and winter assessments will be used to review student performance and decide which interventions are demonstrating results. Instructional coaches will assist teachers in monitoring student performance.

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

Data results from district assessments, teacher generated assessments, Electronic grade book, along with Pinnacle and PMRN will be used as data management to monitor data results. FAIR assessment is used three times a year to monitor reading progress. Students participate in baseline, interim, and winter assessments. Data is reviewed and analyzed for each of these assessments to monitor student progress. Data obtained from student performance on Reading Plus is analyzed and used to drive instruction and interventions. Teachers use data results from 2013 FCAT 2.0, FAIR, baseline, Interim, and Winter assessments to guide instruction and create their Tier groups. Monthly writing prompts are administered to monitor student progress in the area of writing. Attendance and Tardy reports from ISIS will be used to monitor attendance and tardies. At the end of each month, students are rewarded for having good attendance by participating in the monthly 3 R's Club reward activity. A monthly letter is sent to parents of children who have excessive absences or tardies.

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

Based upon the information from http://www.florida.rti.org/educatorResource/MTSS_Book_ImplComp-012612.pdf, but not limited to the following:

- 1 Effective, actively involved, and resolute leadership that frequently provided visible connections between MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 13,380

The school provides FCAT tutoring after school hours. FCAT tutoring in the areas of reading and math are provided for one hour each day Monday-Thursday. Students are provided with an opportunity to come to school 45 minutes prior to arrival to have access to the computers in order to participate in the Reading Plus program in order to gain competency in reading.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Teachers, instructional coaches, school administrators analyze data based on baseline, interim, and winter assessment results. Discussions and reflection of intervention programs are discussed at Leadership Team Meetings. Students are required to complete three sessions of Reading Plus on a weekly basis. Student progress is monitored by classroom teacher. Program effectiveness and fidelity is monitored by instructional coaches and administrators.

Who is responsible for monitoring implementation of this strategy?

The school based Literacy Leadership Team (LLT) is responsible for monitoring implementation of these strategies. The LLT consists of Dr. Carolina Claro (Principal), Ms. Azalia Fajardo –Perez (Assistant Principal), Ms. Melissa Gutierrez (Reading Coach) and all of the Grade Level Chairpersons: Ms. Priscilla Torres, Ms. Vanessa Cuadras, Ms. Anais Rodriguez, Ms. Chereen Coile, Ms. Arlene Naranjo, and Ms. Jazmin Colon.

Literacy Leadership Team (LLT)

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

Name	Title
Carolina Claro	Principal
Azalia Fajardo-Perez	Assistant Principal
Melissa Gutierrez	Literacy Coach
Anais Millares	Primary ELL Teacher
Vanessa Cuadras	Primary Teacher
Cynthia Fraga	SPED Teacher
Chereen Coile	Intermediate Teacher
Arlene Naranjo	Writing Liason
Jazmin Burgos	Intermediate ELL Teacher

How the school-based LLT functions

LLT meets every two weeks to discuss progress of the reading program, review student performance data, and discuss any problems or intervention implementation if needed. The LLT team will analyze data of ongoing progress monitoring and intervention effectiveness.

Major initiatives of the LLT

The major initiative of the LLT this year is to ensure that all students are making adequate progress in the area of reading literacy and reading skills. They will monitor performance of benchmark assessments to ensure that all students are mastering the required benchmarks.

Every Teacher Contributes to Reading Instruction

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

Reading is taught across the curriculum and in all subject areas. All teachers provide opportunities for explicit instruction and practice in reading comprehension strategies.

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

New student applications will be accepted from January 6-31, 2014. The dates are posted on the school website as well as visibly in the main office. Banners advertising the application period are also displayed outside the building. Siblings of current students have priority. Open house "Meet and Greet" sessions for Kindergarten students occur one week prior to the opening of school. Parents and students are able to visit their child's classrooms and meet the teachers. Student participation in this event is strongly encouraged. Parents and students are also invited to the September Open House that will occur during the month of September. A separate Kindergarten Orientation is held the week before school starts.

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	72%	69%	No	74%
American Indian				
Asian				
Black/African American				
Hispanic	73%	69%	No	75%
White				
English language learners	55%	63%	Yes	59%
Students with disabilities				
Economically disadvantaged	74%	66%	No	77%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	88	38%	40%
Students scoring at or above Achievement Level 4	71	31%	32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		74%	77%
Students in lowest 25% making learning gains (FCAT 2.0)		69%	72%

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)	127	66%	69%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	98	49%	54%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	118	58%	62%

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	44	69%	72%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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	65%	68%	Yes	68%
American Indian				
Asian				
Black/African American				
Hispanic	64%	73%	Yes	68%
White				
English language learners	51%	67%	Yes	56%
Students with disabilities				
Economically disadvantaged	63%	71%	Yes	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	83	36%	38%
Students scoring at or above Achievement Level 4	88	38%	39%

Learning Gains

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

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	17	31%	32%
Students scoring at or above Achievement Level 4	28	51%	52%

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)	5		6
Participation in STEM-related experiences provided for students	5	5%	6%

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	15	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	10	2%	1%
Students who are not proficient in reading by third grade	38	34%	31%
Students who receive two or more behavior referrals	0	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%

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

Parental Involvement is limited due to large population of parents working beyond school hours. Parent Involvement activities occur after 6:00 PM. School website the ACSW Press informs parents of all upcoming events and activities. All teachers have a classroom website that is updated weekly to inform parents of all home learning assignments, upcoming tests, and projects. Parents are provided with

conference times before school hours beginning at 7:45 AM. For the 2013-2014 school year our school will increase the parental involvement activities that promote literacy.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase in school related parental involvement activities that promote literacy	1	0%	2%

Goals Summary

- G1.** On the 2013 Reading FCAT 2.0, 69% of the students scored at a level 3 or above. For the 2014 Reading FCAT 2.0 74% of the students will score a level 3 or above.
- G2.** On the 2013 Writing FCAT 2.0 69% of the students scored a 3.5 or above , 72% of the students will score a 3.5 or above on the 2014 FCAT Writing 2.0.
- G3.** On the 2013 FCAT 2.0 Mathematics, 74% of students scored a level 3 or above, for the 2014 FCAT 2.0 Mathematics 75% of the students will score a level 3 or above.
- G4.** On the 2013 Science FCAT 2.0 82% of the students scored at or above a level 3, for the 2013 Science FCAT 2.0 83% of the students will score at or above a level 3.
- G5.** During the 2012-2013 academic school year students participated in 5 STEM activities, for the 2013-2014 academic school year students will participate in 6 STEM activities.
- G6.** During the 2012-2013 academic school year 2% of the student population missed 10 % or more of the instructional time, for the 2013-2014 school year 1% or less of the student population will miss 10% or more of the instructional time.
- G7.** During the 2013-2014 school year there will be 2% increase in school related parental involvement activities that promote literacy.

Goals Detail

G1. On the 2013 Reading FCAT 2.0, 69% of the students scored at a level 3 or above. For the 2014 Reading FCAT 2.0 74% of the students will score a level 3 or above.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- The use of concept maps in all classrooms, leveled readers, reading task cards, graphic organizers, and the implementation of the Reading Plus program.

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 is reading application.
- On the 2013 FCAT Reading 2.0 69% of the Hispanic subgroup and 66% of the Economically Disadvantaged did not meet proficiency. On the 2014 FCAT Reading 2.0 75% of the Hispanic subgroup and 77% of the Economically Disadvantaged will meet proficiency.
- On the 2013 FCAT Reading 2.0 38% of the students scored a level 3, the target for the 2014 FCAT Reading 2.0 is 40%.
- On the 2013 FCAT Reading 2.0 31% of the students scored a level 4 and above, the target for the 2014 FCAT Reading 2.0 is 32%.
- On the 2013 FCAT 2.0 Reading, indicates that 74% of the students made learning gains, for the 2014 FCAT 2.0 Reading the students will make an increase of 77% in the learning gains reporting category.
- On the 2013 FCAT 2.0 Reading, indicates that 69% of the students in the lowest 25% made learning gains, for the 2014 FCAT 2.0 Reading the students in the lowest 25% will make an increase of 72% in the learning gains reporting category.
- On the 2013 CELLA administration, 66% of the students scored proficient in the Listening and Speaking section. For the 2014 CELLA administration, 69% of the students will score proficient in the area of Listening and Speaking.
- On the 2013 CELLA administration, 49% of the students scored proficient in the Reading section. For the 2014 CELLA administration, 54% of the students will score proficient in the area of Reading.
- On the 2013 CELLA administration, 58% of the students scored proficient in the Writing section. For the 2014 CELLA administration, 62% of the students will score proficient in the area of Writing.

Plan to Monitor Progress Toward the Goal

Data results from Fall and Winter Interim assessments,

Person or Persons Responsible

The Reading Coach, school administration, and LTT team is responsible for monitoring

Target Dates or Schedule:

Following the FCIM model, reading coach, LLT team, will review assessment data monthly to ensure progress in this reporting category.

Evidence of Completion:

Formative: Fall and Winter Interim Assessments Summative: 2014 FCAT

G2. On the 2013 Writing FCAT 2.0 69% of the students scored a 3.5 or above , 72% of the students will score a 3.5 or above on the 2014 FCAT Writing 2.0.

Targets Supported

- Writing

Resources Available to Support the Goal

- monthly writing prompts, word walls and vocabulary building centers will be used in the classroom.

Targeted Barriers to Achieving the Goal

- The results of the 2013 Writing FCAT indicate that there is a lack description within the narrative writing assessments.

Plan to Monitor Progress Toward the Goal

Formative Assessments: Monthly Writing Prompts. District Assessments

Person or Persons Responsible

Scores will be reviewed by LLT team, writing liaison, and reading coach to monitor progress and identify areas of need in order to make adjustments or implement additional interventions as needed.

Target Dates or Schedule:

Following the FCIM process, monthly writing prompts will be scored

Evidence of Completion:

Formative Assessments: Monthly Writing Prompts. District Assessments Summative Assessment: 2014 Writing FCAT 2.0

G3. On the 2013 FCAT 2.0 Mathematics, 74% of students scored a level 3 or above, for the 2014 FCAT 2.0 Mathematics 75% of the students will score a level 3 or above.

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

- Go Math curriculum, Brain Pop, Sumdog, and EASYCBM

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 indicated that students require additional learning opportunities in the area of problem solving and number operations.
- The results of the 2013 FCAT 2.0 indicated that 36% of the students scored a level 3 on the Mathematics section. For the 2014 FCAT 2.0, 38% of the students will score a level 3.
- The results of the 2013 FCAT 2.0 indicated that 38% of the students scored a level 4-5 on the Mathematics section. For the 2014 FCAT 2.0, 39% of the students will score a level 4-5.
- The results of the 2013 FCAT 2.0 indicated that 64% of the students made learning gains on the Mathematics section. For the 2014 FCAT 2.0, 68% of the students will make learning gains.
- The results of the 2013 FCAT 2.0 indicated that 64% of the lowest 25% students made learning gains on the Mathematics section. For the 2014 FCAT 2.0, 68% of the lowest 25% students will make learning gains.

Plan to Monitor Progress Toward the Goal

increase problem solving skills and number operations

Person or Persons Responsible

math coach, school administration, and school leadership team

Target Dates or Schedule:

monthly

Evidence of Completion:

Formative Assessments Interim assessment scores, as well as quarterly assessments created by the district and aligned to the instruction. Summative Assessment: 2014 FCAT 2.0 Mathematics Assessment

G4. On the 2013 Science FCAT 2.0 82% of the students scored at or above a level 3, for the 2013 Science FCAT 2.0 83% of the students will score at or above a level 3.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Gizmos Interactive program, Science Fair, MobileLab, and career exploration activity.

Targeted Barriers to Achieving the Goal

- In the 2013 FCAT 2.0 Science Assessment students demonstrated a need for additional support in the area of physical science.

Plan to Monitor Progress Toward the Goal

Quarterly Assessments, District Assessments, Unit tests

Person or Persons Responsible

science coach, administration, Leadership team

Target Dates or Schedule:

on a quarterly basis

Evidence of Completion:

District Assessments, Classroom Unit tests Summative Assessment: 2014 Science FCAT 2.0

G5. During the 2012-2013 academic school year students participated in 5 STEM activities, for the 2013-2014 academic school year students will participate in 6 STEM activities.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Gizmos, mobile labs, science lab

Targeted Barriers to Achieving the Goal

- On the 2013 Science FCAT students demonstrated a need for additional learning opportunities in the area of physical science.

Plan to Monitor Progress Toward the Goal

frequency of STEM activities

Person or Persons Responsible

science coach, leadership team, administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Completion of Science Fair Project, MobileLab experiments, Gizmos, and scientist and career exploration activities

G6. During the 2012-2013 academic school year 2% of the student population missed 10 % or more of the instructional time, for the 2013-2014 school year 1% or less of the student population will miss 10% or more of the instructional time.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- ISIS system, 3R's Club

Targeted Barriers to Achieving the Goal

- Students are missing 10% of the instructional time due to absences, late arrivals, or early dismissals.

Plan to Monitor Progress Toward the Goal

Attendance reports generated from school district

Person or Persons Responsible

school administration, attendance committee

Target Dates or Schedule:

quarterly

Evidence of Completion:

increase in attendance evidenced in File Download Manager and ISIS

G7. During the 2013-2014 school year there will be 2% increase in school related parental involvement activities that promote literacy.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Barnes and Noble Literacy Night, Book FAIR, FCAT Parent Workshops, Kindergarten Parent Literacy Night

Targeted Barriers to Achieving the Goal

- Students' academic success in reading will increase, if there is an increase in parental involvement activities that promote literacy.

Plan to Monitor Progress Toward the Goal

Increase in Parent Involvement Activities that promote literacy

Person or Persons Responsible

school administration and leadership team

Target Dates or Schedule:

monthly

Evidence of Completion:

parent survey, sign-in sheets, ACSW Press, school calendar

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2013 Reading FCAT 2.0, 69% of the students scored at a level 3 or above. For the 2014 Reading FCAT 2.0 74% of the students will score a level 3 or above.

G1.B1 The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 is reading application.

G1.B1.S1 There will be additional opportunities to reinforce reading application skills through the use of Reading Plus, Science and Social Studies Weekly, and the use of Reading Task cards.

Action Step 1

provide additional opportunities to reinforce reading application

Person or Persons Responsible

Teachers

Target Dates or Schedule

daily

Evidence of Completion

Formative : Reading Plus Reports, teacher generated classroom assessments Summative 2014 FCAT Reading Assessment

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

teacher generated classroom assessments, reports from Reading Plus, administrators observation

Person or Persons Responsible

teachers, reading coach, administration

Target Dates or Schedule

weekly

Evidence of Completion

Formative: Reading coach weekly reports, results from district assessments, Reading Plus reports, weekly comprehension tests Summative: 2014 FCAT Reading Assessment

Plan to Monitor Effectiveness of G1.B1.S1

Reading Application Benchmarks

Person or Persons Responsible

teachers, Reading Coach, school administration, and LTT team is responsible for monitoring

Target Dates or Schedule

Following the FCIM model, reading coach, LLT team, and classroom teachers will review assessment data monthly to ensure progress in this reporting category.

Evidence of Completion

Formative : District Baseline, Fall, and Winter Interim assessments, teacher generated classroom assessments, reports from Reading Plus Summative 2014 FCAT Reading Assessment

G1.B2 On the 2013FCAT Reading 2.0 69% of the Hispanic subgroup and 66% of the Economically Disadvantaged did not meet proficiency. On the 2014 FCAT Reading 2.0 75% of the Hispanic subgroup and 77% of the Economically Disadvantaged will meet proficiency.

G1.B2.S1 Increase reading application opportunities through the use of leveled readers.

Action Step 1

Incorporate the use of leveled readers in DI instruction to increase reading application.

Person or Persons Responsible

teachers

Target Dates or Schedule

daily/ (one time training during faculty meeting)

Evidence of Completion

weekly comprehension tests, district assessments, weekly lesson plans

Facilitator:

Reading Coach

Participants:

Reading Teachers

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

weekly comprehension tests, Reading Coach log, administrator's observations

Person or Persons Responsible

teacher, Reading Coach, administration

Target Dates or Schedule

weekly

Evidence of Completion

classroom visits, results from district assessments, grades on weekly comprehension tests

Plan to Monitor Effectiveness of G1.B2.S1

Results from Interim and Winter District Assessments

Person or Persons Responsible

Teacher, Reading Coach, school administration, and LTT team is responsible for monitoring

Target Dates or Schedule

Following the FCIM model, reading coach, LLT team, and classroom teachers will review assessment data monthly to ensure progress in this reporting category.

Evidence of Completion

Formative: Fall and Winter Interim Assessments, grades Summative: 2014 Reading FCAT 2.0

G1.B3 On the 2013 FCAT Reading 2.0 38% of the students scored a level 3, the target for the 2014 FCAT Reading 2.0 is 40%.

G1.B3.S1 Increase opportunities to improve vocabulary skills through the use of word walls, and read to learn strategies in all content area classes.

Action Step 1

Increase vocabulary skills through the use of word walls and read to learn strategies in content area classes.

Person or Persons Responsible

teacher

Target Dates or Schedule

daily/ (one time PD during faculty meeting)

Evidence of Completion

Formative: weekly comprehension grades, district Fall and winter assessments Summative: 2014 FCAT Reading results

Facilitator:

Tara Garcia

Participants:

Content Area Teachers

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

formal and informal vocabulary assessments

Person or Persons Responsible

Reading Coach, Science Coach, LTT Team, administration

Target Dates or Schedule

monthly

Evidence of Completion

District Fall and Winter Assessments

Plan to Monitor Effectiveness of G1.B3.S1

Results from FAIR testing and district assessments

Person or Persons Responsible

Science Coach, Reading Coach, administration, and LLT team will monitor for effectiveness

Target Dates or Schedule

monthly

Evidence of Completion

Fall and Winter Assessment reports, FAIR reports

G1.B4 On the 2013 FCAT Reading 2.0 31% of the students scored a level 4 and above, the target for the 2014 FCAT Reading 2.0 is 32%.

G1.B4.S1 Implement the Reading Plus program in grades 3-5, requiring students to complete 3 sessions per week.

Action Step 1

Implementation of Reading Plus

Person or Persons Responsible

teachers

Target Dates or Schedule

weekly

Evidence of Completion

weekly reports generated from Reading Plus program

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

Students will complete three sessions of Reading Plus per week.

Person or Persons Responsible

Teachers, Reading Coach, and LLT team will review data on a monthly basis to monitor fidelity

Target Dates or Schedule

monthly

Evidence of Completion

Reports from Reading Plus Programs

Plan to Monitor Effectiveness of G1.B4.S1

Increase in Reading Comprehension Skills

Person or Persons Responsible

Following the FCIM model, the LTT team will review assessment data

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: district fall and winter assessments Summative: 2014 Reading FCAT

G1.B5 On the 2013 FCAT 2.0 Reading, indicates that 74% of the students made learning gains, for the 2014 FCAT 2.0 Reading the students will make an increase of 77% in the learning gains reporting category.

G1.B5.S1 Students will use the Voyager Intervention program to remediate skills in reading.

Action Step 1

Students will use the Voyager Intervention program to remediate skills in reading.

Person or Persons Responsible

teachers

Target Dates or Schedule

daily/ (one time training faculty meeting)

Evidence of Completion

Intervention log, Voyager intervention lessons

Facilitator:

Reading Coach

Participants:

Reading and Intervention teachers

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

The daily use of the Voyager Intervention program will be used to increase the Reading skills of the TIER II students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Teachers will use Voyager on a daily basis.

Evidence of Completion

Data reports generated from VPORT.

Plan to Monitor Effectiveness of G1.B5.S1

The implementation of the Voyager program as a Tier II intervention.

Person or Persons Responsible

Reading Coach, administration, and LTT team will use the FCIM model to review assessment data and monitor effectiveness.

Target Dates or Schedule

monthly

Evidence of Completion

Formative: Fall and Winter district Interim Assessments Summative: 2013 Reading FCAT 2.0

G1.B6 On the 2013 FCAT 2.0 Reading, indicates that 69% of the students in the lowest 25% made learning gains, for the 2014 FCAT 2.0 Reading the students in the lowest 25% will make an increase of 72% in the learning gains reporting category.

G1.B6.S1 The implementation of EASYCBM intervention program to increase reading comprehension skills.

Action Step 1

The use of EASYCBM as a Reading Intervention Tool

Person or Persons Responsible

teachers

Target Dates or Schedule

daily/ (for PD one time training during faculty meeting)

Evidence of Completion

EASYCBM Intervention reports, teacher generated assessments

Facilitator:

Reading Coach

Participants:

Reading Teachers

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

progress reports generated from EASYCBM Intervention program

Person or Persons Responsible

Reading Coach, administrators

Target Dates or Schedule

monthly

Evidence of Completion

Formative: District Fall and Winter Assessments, teacher generated assessments, reading grades
Summative: 2014 Reading FCAT 2.0

Plan to Monitor Effectiveness of G1.B6.S1

Increase in Reading Skills through the use of the EASYCBM Intervention program.

Person or Persons Responsible

Reading Coach, administration, and LLT team using the FCIM process will monitor effectiveness.

Target Dates or Schedule

monthly

Evidence of Completion

Formative: Fall and winter district assessments, reports generated from EASYCBM Summative: 2013 Reading FCAT 2.0

G1.B7 On the 2013 CELLA administration, 66% of the students scored proficient in the Listening and Speaking section. For the 2014 CELLA administration, 69% of the students will score proficient in the area of Listening and Speaking.

G1.B7.S1 ELL students will be given more opportunities to utilize the listening stations throughout their reading and language arts instruction.

Action Step 1

ELL students will use a writer's notebook and incorporate newly learned words into their daily writing.

Person or Persons Responsible

Teachers will ensure that ELL students will record newly learned words into the notebooks on a weekly basis.

Target Dates or Schedule

Weekly

Evidence of Completion

Writer's notebook and graded work.

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

The use of the writer's notebook for all ELL students will be monitored on a weekly basis.

Person or Persons Responsible

The Reading coach and administration.

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and classroom walkthroughs.

Plan to Monitor Effectiveness of G1.B7.S1

Increase in performance on the MDCPS Interim Assessments.

Person or Persons Responsible

Literacy Leadership Team.

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from the Interim Assessments and agendas from the LLT meetings.

G1.B8 On the 2013 CELLA administration, 49% of the students scored proficient in the Reading section. For the 2014 CELLA administration, 54% of the students will score proficient in the area of Reading.

G1.B8.S1 ELL students will complete 3 sessions of Reading Plus 2.0 on a weekly basis.

Action Step 1

The use of Reading Plus 2.0.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Reading Plus Reports

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

The use of Reading Plus 2.0.

Person or Persons Responsible

Reading Coach and administrators.

Target Dates or Schedule

Weekly

Evidence of Completion

Reading Plus 2.0 reports.

Plan to Monitor Effectiveness of G1.B8.S1

The use of Reading Plus 2.0 to improve the effectiveness of Reading comprehension.

Person or Persons Responsible

The LLT will meet on a quarterly basis to review the results of the Interim Assessments of ELL students.

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and Reading Plus 2.0 results.

G1.B9 On the 2013 CELLA administration, 58% of the students scored proficient in the Writing section. For the 2014 CELLA administration, 62% of the students will score proficient in the area of Writing.

G1.B9.S1 The ELL students will respond to monthly writing prompts.

Action Step 1

ELL students will write an essay in response to a given prompt on a monthly basis.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Graded student work.

Plan to Monitor Fidelity of Implementation of G1.B9.S1

The use of monthly writing prompts.

Person or Persons Responsible

Reading coach, Writing liaison, and administrators.

Target Dates or Schedule

Monthly

Evidence of Completion

Graded student work.

Plan to Monitor Effectiveness of G1.B9.S1

Mid-year writing test.

Person or Persons Responsible

Reading coach, administration, and the LLT.

Target Dates or Schedule

Bi-annually

Evidence of Completion

Graded student writing samples.

G2. On the 2013 Writing FCAT 2.0 69% of the students scored a 3.5 or above , 72% of the students will score a 3.5 or above on the 2014 FCAT Writing 2.0.

G2.B1 The results of the 2013 Writing FCAT indicate that there is a lack description within the narrative writing assessments.

G2.B1.S1 Word walls and vocabulary building centers will be used in the classroom. The steps of the writing process will be taught and implemented. Figurative language and descriptive language will be taught throughout the writing process. Incorporate the completion of monthly writing prompts into the language arts curriculum.

Action Step 1

Monthly writing prompts will be scored by teachers using the FCAT Writing Rubric.

Person or Persons Responsible

teachers

Target Dates or Schedule

weekly/monthly

Evidence of Completion

Monthly Writing Prompts, District Assessments

Facilitator:

coaches and writing liaison

Participants:

Language Arts teachers

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

Monthly writing prompts scores

Person or Persons Responsible

Reviewed by Reading Coach and Writing Liaison

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments: Monthly Writing Prompts. District Assessments Summative Assessment: 2014 Writing FCAT 2.0

Plan to Monitor Effectiveness of G2.B1.S1

scored monthly writing prompts using the FCAT Writing Rubric

Person or Persons Responsible

LLT, reading coach, and writing liaison will monitor effectiveness

Target Dates or Schedule

Assessments will occur in form of Bi-weekly writing chats one on one with teacher/student to collaborate, discuss, and provide feedback of writing.

Evidence of Completion

Formative Assessments: Monthly Writing Prompts. District Assessments Summative Assessment: 2014 Writing FCAT 2.0

G3. On the 2013 FCAT 2.0 Mathematics, 74% of students scored a level 3 or above, for the 2014 FCAT 2.0 Mathematics 75% of the students will score a level 3 or above.

G3.B1 The results of the 2013 FCAT 2.0 indicated that students require additional learning opportunities in the area of problem solving and number operations.

G3.B1.S1 Utilize the Think Central website for enrichment content and practice with problem solving and number operations.

Action Step 1

Math strategies for maintaining and increasing the level of students at grade level include utilizing the Thinkcentral website enrichment content.

Person or Persons Responsible

teachers

Target Dates or Schedule

weekly

Evidence of Completion

Interim assessment scores, as well as quarterly assessments created by the district and aligned to the instruction.

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

teacher generated weekly assessments, the use of Think Central website

Person or Persons Responsible

The math coach will then ensure the program is being followed correctly with periodic scheduled walkthroughs. This will also involve the participation of the Principal/ Assistant Principal in their walkthroughs and observations as well.

Target Dates or Schedule

weekly

Evidence of Completion

To monitor effectiveness, data monitoring will include reviewing interim assessment scores, as well as quarterly assessments created by the district and aligned to the instruction

Plan to Monitor Effectiveness of G3.B1.S1

Use of Think Central website to reteach and enrich the math curriculum

Person or Persons Responsible

the math coach, administration, and leadership team will use the FCIM to monitor the implementation and use of the Think Central website.

Target Dates or Schedule

monthly

Evidence of Completion

data collection from weekly math quizzes, Fall and Winter Interim Assessments. interim assessment results, and 2013 FCAT 2.0 Mathematics assessment

G3.B2 The results of the 2013 FCAT 2.0 indicated that 36% of the students scored a level 3 on the Mathematics section. For the 2014 FCAT 2.0, 38% of the students will score a level 3.

G3.B2.S1 Students will utilize the reteach packets for differentiated instruction during the core Math lessons.

Action Step 1

The use of the reteach packets generated by the "Go Math" program.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and graded student work.

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

Reteach packets are being implemented within the instructional period.

Person or Persons Responsible

Math coach and administration.

Target Dates or Schedule

Weekly

Evidence of Completion

During walkthroughs and student grades.

Plan to Monitor Effectiveness of G3.B2.S1

Math quarterly assessments from MDCPS.

Person or Persons Responsible

Math coach, teachers, and administration.

Target Dates or Schedule

Quarterly

Evidence of Completion

Student performance on the quarterly assessments.

G3.B3 The results of the 2013 FCAT 2.0 indicated that 38% of the students scored a level 4-5 on the Mathematics section. For the 2014 FCAT 2.0, 39% of the students will score a level 4-5.

G3.B3.S1 Teachers will utilize the enrichment packets generated from the "Go Math" curriculum to increase student performance in Mathematics.

Action Step 1

The use of enrichment packets weekly during classroom instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Enrichment packet completion.

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

The enrichment packets from the "Go Math" curriculum within student folders.

Person or Persons Responsible

Math Coach, and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher schedules, graded student work.

Plan to Monitor Effectiveness of G3.B3.S1

Use of the Enrichment packets within work folders.

Person or Persons Responsible

Math Coach and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Graded student work.

G3.B4 The results of the 2013 FCAT 2.0 indicated that 64% of the students made learning gains on the Mathematics section. For the 2014 FCAT 2.0, 68% of the students will make learning gains.

G3.B4.S1 Students will utilize the practice books in "Go Math" to further promote their understanding of the Math concepts.

Action Step 1

Teachers will use the practice books for homework.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Completion of practice book activities, Lesson plans.

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

The use of the practice books for home learning.

Person or Persons Responsible

Math Coach and administration.

Target Dates or Schedule

Monthly

Evidence of Completion

Walkthroughs and student work folders.

Plan to Monitor Effectiveness of G3.B4.S1

Interim Assessments and Math quarterlies.

Person or Persons Responsible

Math coach and administration.

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in Interim Assessment data.

G3.B5 The results of the 2013 FCAT 2.0 indicated that 64% of the lowest 25% students made learning gains on the Mathematics section. For the 2014 FCAT 2.0, 68% of the lowest 25% students will make learning gains.

G3.B5.S1 To remedy the gaps in learning for lower level students, the common core standard fluencies will be addressed daily via classroom warm-ups.

Action Step 1

Use of classroom warm ups to introduce and master the common core standard fluencies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Math journals

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

Math journals

Person or Persons Responsible

Math Coach and administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and walkthroughs

Plan to Monitor Effectiveness of G3.B5.S1

Interim Assessments and quarterly assessments.

Person or Persons Responsible

Math Coach and administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in performance data on Interim Assessments and Quarterly Assessments.

G4. On the 2013 Science FCAT 2.0 82% of the students scored at or above a level 3, for the 2013 Science FCAT 2.0 83% of the students will score at or above a level 3.

G4.B1 In the 2013 FCAT 2.0 Science Assessment students demonstrated a need for additional support in the area of physical science.

G4.B1.S1 Students will participate in a Science Fair, MobileLab, gizmos, and scientist/engineer career exploration activity.

Action Step 1

Incorporate Science FAIR, Gizmos, Mobil Labs, and career exploration activities within the science curriculum

Person or Persons Responsible

Science Teacher

Target Dates or Schedule

throughout the school year students will participate in the above activities

Evidence of Completion

District Assessments, Classroom Unit tests, Science Fair Project

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

The Incorporation of Science Fair projects, Gizmos, Mobil Labs, and career exploration activities within the science curriculum

Person or Persons Responsible

science coach and administration will monitor fidelity

Target Dates or Schedule

throughout the school year

Evidence of Completion

Unit tests, district Fall and Winter assessments, benchmark exams 2014 Science FCAT 2.0

Plan to Monitor Effectiveness of G4.B1.S1

Unit test, data from assessments

Person or Persons Responsible

science coach, administration, and Leadership Team

Target Dates or Schedule

quarterly data reviews

Evidence of Completion

Formative Assessment: District Assessments, Classroom Unit tests, projects Summative Assessment: 2014 Science FCAT 2.0

G5. During the 2012-2013 academic school year students participated in 5 STEM activities, for the 2013-2014 academic school year students will participate in 6 STEM activities.

G5.B1 On the 2013 Science FCAT students demonstrated a need for additional learning opportunities in the area of physical science.

G5.B1.S1 Students will participate will complete experiments for Science Fair, use MobileLab, and complete scientist/engineer career exploration activities.

Action Step 1

Increase participation in STEM activities

Person or Persons Responsible

teachers

Target Dates or Schedule

quarterly

Evidence of Completion

completion of experiments, completion of Gizmos, science projects

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

Incorporation of STEM activities into the Science curriculum

Person or Persons Responsible

science coach, teachers, leadership team

Target Dates or Schedule

monthly

Evidence of Completion

grades for classroom projects, science experiments, and Gizmo completion reports

Plan to Monitor Effectiveness of G5.B1.S1

Science assessment data

Person or Persons Responsible

science coach and school administration

Target Dates or Schedule

quarterly assessments

Evidence of Completion

Fall and Winter assessments, Science FAIR experiments, 2014 Science FCAT 2.0

G6. During the 2012-2013 academic school year 2% of the student population missed 10 % or more of the instructional time, for the 2013-2014 school year 1% or less of the student population will miss 10% or more of the instructional time.

G6.B1 Students are missing 10% of the instructional time due to absences, late arrivals, or early dismissals.

G6.B1.S1 Parent letters will be sent home on a monthly basis identifying 2 or more unexcused absences or tardies. Absences and tardies will affect student participation in monthly reward activities. Students who demonstrate good attendance will be allowed to participate in the monthly reward activity.

Action Step 1

Increase in school attendance

Person or Persons Responsible

teachers, school staff will keep accurate reports of student attendance

Target Dates or Schedule

daily

Evidence of Completion

ISIS attendance report

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

Increase attendance by informing parents when students have 2 or more unexcused absences or tardies. Reward students monthly for having perfect attendance.

Person or Persons Responsible

School Administration and attendance committee

Target Dates or Schedule

monthly

Evidence of Completion

Student attendance records from ISIS, FILE Download Manager, and Pinnacle Gradebook

Plan to Monitor Effectiveness of G6.B1.S1

An increase in student attendance

Person or Persons Responsible

administration and attendance committee

Target Dates or Schedule

monthly

Evidence of Completion

attendance reports

G7. During the 2013-2014 school year there will be 2% increase in school related parental involvement activities that promote literacy.

G7.B1 Students' academic success in reading will increase, if there is an increase in parental involvement activities that promote literacy.

G7.B1.S1 There will be an increase in parent involvement opportunities that promote literacy. Barnes and Noble literacy nights will be held twice a year. Administrators and teachers will attend events and read to students. The annual Book Fair will be held after school hours in order to promote parent involvement. Parent workshops will be held prior to the FCAT assessments to inform parents how to help prepare their child for the FCAT. Kindergarten teachers will hold a one time parent literacy night, to explain home learning strategies parents can use with their child to promote an increase in literacy skills.

Action Step 1

Parental Involvement activities that promote literacy

Person or Persons Responsible

teachers, coaches, and school administration

Target Dates or Schedule

Four times a year

Evidence of Completion

Parent sign-in sheets, ACSW Press Calander

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

Increase in parental involvement activities that promote literacy

Person or Persons Responsible

administration and leadership team

Target Dates or Schedule

Quarterly

Evidence of Completion

ACSW New Press, School Calendar, Agendas, sign-in sheets

Plan to Monitor Effectiveness of G7.B1.S1

Increase in parental involvement activities that promote literacy

Person or Persons Responsible

school administration, leadership team

Target Dates or Schedule

three times a year

Evidence of Completion

Parent Attendance at Barnes and Noble Night, Book Fair Night Parent Attendance, FCAT Parent workshop sign-in sheets, parent surveys

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 2013 Reading FCAT 2.0, 69% of the students scored at a level 3 or above. For the 2014 Reading FCAT 2.0 74% of the students will score a level 3 or above.

G1.B2 On the 2013FCAT Reading 2.0 69% of the Hispanic subgroup and 66% of the Economically Disadvantaged did not meet proficiency. On the 2014 FCAT Reading 2.0 75% of the Hispanic subgroup and 77% of the Economically Disadvantaged will meet proficiency.

G1.B2.S1 Increase reading application opportunities through the use of leveled readers.

PD Opportunity 1

Incorporate the use of leveled readers in DI instruction to increase reading application.

Facilitator

Reading Coach

Participants

Reading Teachers

Target Dates or Schedule

daily/ (one time training during faculty meeting)

Evidence of Completion

weekly comprehension tests, district assessments, weekly lesson plans

G1.B3 On the 2013 FCAT Reading 2.0 38% of the students scored a level 3, the target for the 2014 FCAT Reading 2.0 is 40%.

G1.B3.S1 Increase opportunities to improve vocabulary skills through the use of word walls, and read to learn strategies in all content area classes.

PD Opportunity 1

Increase vocabulary skills through the use of word walls and read to learn strategies in content area classes.

Facilitator

Tara Garcia

Participants

Content Area Teachers

Target Dates or Schedule

daily/ (one time PD during faculty meeting)

Evidence of Completion

Formative: weekly comprehension grades, district Fall and winter assessments Summative: 2014 FCAT Reading results

G1.B5 On the 2013 FCAT 2.0 Reading, indicates that 74% of the students made learning gains, for the 2014 FCAT 2.0 Reading the students will make an increase of 77% in the learning gains reporting category.

G1.B5.S1 Students will use the Voyager Intervention program to remediate skills in reading.

PD Opportunity 1

Students will use the Voyager Intervention program to remediate skills in reading.

Facilitator

Reading Coach

Participants

Reading and Intervention teachers

Target Dates or Schedule

daily/ (one time training faculty meeting)

Evidence of Completion

Intervention log, Voyager intervention lessons

G1.B6 On the 2013 FCAT 2.0 Reading, indicates that 69% of the students in the lowest 25% made learning gains, for the 2014 FCAT 2.0 Reading the students in the lowest 25% will make an increase of 72% in the learning gains reporting category.

G1.B6.S1 The implementation of EASYCBM intervention program to increase reading comprehension skills.

PD Opportunity 1

The use of EASYCBM as a Reading Intervention Tool

Facilitator

Reading Coach

Participants

Reading Teachers

Target Dates or Schedule

daily/ (for PD one time training during faculty meeting)

Evidence of Completion

EASYCBM Intervention reports, teacher generated assessments

G2. On the 2013 Writing FCAT 2.0 69% of the students scored a 3.5 or above , 72% of the students will score a 3.5 or above on the 2014 FCAT Writing 2.0.

G2.B1 The results of the 2013 Writing FCAT indicate that there is a lack description within the narrative writing assessments.

G2.B1.S1 Word walls and vocabulary building centers will be used in the classroom. The steps of the writing process will be taught and implemented. Figurative language and descriptive language will be taught throughout the writing process. Incorporate the completion of monthly writing prompts into the language arts curriculum.

PD Opportunity 1

Monthly writing prompts will be scored by teachers using the FCAT Writing Rubric.

Facilitator

coaches and writing liaison

Participants

Language Arts teachers

Target Dates or Schedule

weekly/monthly

Evidence of Completion

Monthly Writing Prompts, District Assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 Reading FCAT 2.0, 69% of the students scored at a level 3 or above. For the 2014 Reading FCAT 2.0 74% of the students will score a level 3 or above.	\$1,545
G5.	During the 2012-2013 academic school year students participated in 5 STEM activities, for the 2013-2014 academic school year students will participate in 6 STEM activities.	\$1,545
Total		\$3,090

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
SAC	\$3,090	\$3,090
Total	\$3,090	\$3,090

Budget Details

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

G1. On the 2013 Reading FCAT 2.0, 69% of the students scored at a level 3 or above. For the 2014 Reading FCAT 2.0 74% of the students will score a level 3 or above.

G1.B1 The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 is reading application.

G1.B1.S1 There will be additional opportunities to reinforce reading application skills through the use of Reading Plus, Science and Social Studies Weekly, and the use of Reading Task cards.

Action Step 1

provide additional opportunities to reinforce reading application

Resource Type

Evidence-Based Program

Resource

Reading Plus 2.0, and IPADS.

Funding Source

SAC

Amount Needed

\$1,545

G5. During the 2012-2013 academic school year students participated in 5 STEM activities, for the 2013-2014 academic school year students will participate in 6 STEM activities.

G5.B1 On the 2013 Science FCAT students demonstrated a need for additional learning opportunities in the area of physical science.

G5.B1.S1 Students will participate will complete experiments for Science Fair, use MobileLab, and complete scientist/engineer career exploration activities.

Action Step 1

Increase participation in STEM activities

Resource Type

Evidence-Based Program

Resource

Students that fully participate in STEM activities will be rewarded at the end of the year with an FCAT celebration. IPADS will be purchased to further STEM performance goals.

Funding Source

SAC

Amount Needed

\$1,545