2013-2014 SCHOOL IMPROVEMENT PLAN

Advantage Academy Of Math And Science At Waterstone

855 WATERSTONE WAY
Homestead, FL 33033
305-248-6206

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	No	*[Data Not Available]*
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	Yes	*[Data Not Available]*

School Grades History

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Advantage Acad Math And Science At Waterstone

Principal
Nancy Roque

School Advisory Council chair
Melissa Aguilar

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

Name	Title
Mrs. Nancy Roque	Principal
Mrs. Mary March	Dean of Academics
Miss Virginia Di Michele	Dean of Students

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

Melissa Aguilar Chairperson
Nancy Roque PA
Rebecca Valdes APA
Lorraine Ross T
Lindley Castellanos T
Jennifer Lanuza T
Natacha Delgado T
Patricia Marchand T
Eliett Cortes AT
Leila Ibanez E
Melissa Aguilar AE
Raul Ruiz P
Elizabeth Miller P
Johana Munoz P
Shirley Zambrano P

Suarez Gabriel P
Dalila Ruiz P
Catalina Chapa AP
Sophia Milian S
Davin Munnings AS
Aileen Fundora BCR

Involvement of the SAC in the development of the SIP

The SAC is provided with data and the strategies implemented to increase student achievement as documented by the SIP. SAC Committee votes to approve or make any changes to the SIP.

Activities of the SAC for the upcoming school year

1. Attend quarterly meetings to review data and student achievement.
2. Monitor implementation of SIP plan and make changes to the SIP when necessary.

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

1. In an attempt to support the mission and vision of the school and increase student achievement, SAC funds may be used to purchase student incentives for attendance and demonstration of positive behavior ($200.00)
2. SAC funds may be used to purchase teacher resource materials and books and supplies to further develop our school library ($500.00)

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

In Compliance

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

Highly Qualified Staff

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

Administrators

# of administrators

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Nancy Roque		
Principal	Years as Administrator: 1	Years at Current School: 8

Credentials	BA in Elementary Education, MA in Elementary Education, Emphasis on Curriculum & Technology Ed. S. in Educational Leadership Certification: Educational Leadership (All Levels) Elementary Education (K-6) English for Speakers of Other Languages (ESOL) (K-12)
Performance Record	2013 – School Grade B Rdg. Proficiency, 64% Math Proficiency, 61% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 55 points Rdg. Imp. of Lowest 25% - 63 points Math Imp. of Lowest 25% - 46 points Rdg. AMO - 83% Math AMO– 81% 2012 – School Grade A Rdg. Proficiency, 69% Math Proficiency, 64% Rdg. Lrg. Gains, 79 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 85 points Math Imp. of Lowest 25% - 64 points Rdg. AMO –81% Math AMO–79% 2011 – School Grade A Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 64 points 2010 – School Grade A Rdg. Lrg. Gains, 73 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 63 points 2009 – School Grade A Rdg. Lrg. Gains, 68 points Math Lrg. Gains, 69 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 73 points

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Pamela Picasso		
Full-time / School-based	Years as Coach: 1	Years at Current School: 5

Areas	Reading/Literacy
Credentials	Bachelor of Science in Political Science Master in Science in Reading Education Certification: Elementary Education K-6 ESOL K-12 Reading K-12
Performance Record	2013 – School Grade B Rdg. Proficiency, 64% Math Proficiency, 61% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 55 points Rdg. Imp. of Lowest 25% - 63 points Math Imp. of Lowest 25% - 46 points Rdg. AMO - 83% Math AMO– 81% 2012 – School Grade A Rdg. Proficiency, 69% Math Proficiency, 64% Rdg. Lrg. Gains, 79 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 85 points Math Imp. of Lowest 25% - 64 points Rdg. AMO –81% Math AMO–79% 2011 – School Grade A Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 64 points 2010 – School Grade A Rdg. Lrg. Gains, 73 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 63 points 2009 – School Grade A Rdg. Lrg. Gains, 68 points Math Lrg. Gains, 69 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 73 points

Pilar Valdes		
Full-time / School-based	Years as Coach: 0	Years at Current School: 7

Areas	Mathematics
Credentials	Bachelor of Science in Biological Sciences Master of Science in Educational Leadership Certification: Elementary Education K-6 Educational Leadership ESOL Endorsed
Performance Record	2013 – School Grade B Rdg. Proficiency, __% Math Proficiency, __% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 55 points Rdg. Imp. of Lowest 25% - 63 points Math Imp. of Lowest 25% - 46 points Rdg. AMO –__ Math AMO–__ 2012 – School Grade A Rdg. Proficiency, __% Math Proficiency, __% Rdg. Lrg. Gains, 79 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 85 points Math Imp. of Lowest 25% - 64 points Rdg. AMO –__ Math AMO–__ 2011 – School Grade A Rdg. Lrg. Gains, 68 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 64 points 2010 – School Grade A Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 64 points Rdg. Imp. of Lowest 25% - 73 points Math Imp. of Lowest 25% - 67 points 2009 – School Grade A Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 64 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 71 points

Classroom Teachers

# of classroom teachers
6

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

 # Highly Qualified Teachers
100%

 # certified in-field
6, 100%

 # ESOL endorsed
6, 100%

 # reading endorsed
1, 17%

 # with advanced degrees
0, 0%

 # National Board Certified
0, 0%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
5, 83%

 # with 6-14 years of experience
1, 17%

 # with 15 or more years of experience
0, 0%

Education Paraprofessionals

# of paraprofessionals
0

 # 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

In order to recruit highly qualified, certified-in-field, effective teachers we:
1. Ads are placed in local newspapers and applicants are screened prior to making an appointment

for an interview.
2. Applicants are interviewed by appropriate personnel; the director, the principal, dean, ESE Specialist, and Reading Coach, where applicable.
3. Soliciting referrals from current employees.
4. Working with local universities to provide opportunities for internships and service learning hours.
In order to retain highly qualified, certified-in-field, effective teachers:
1. Management Company will pay 90% of employee health costs.
2. Management Company pays a portion of employee's 401K.
3. Management Company pays for a $25,000 Life Insurance policy for all employees.

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

No mentoring needed at this time.

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 Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? We will use cut scores to track students' progress and student data chats.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response. We will review data through data chats with teachers and coaches and adjust instruction based on needs.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed

implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Tier 1(Leadership Team)
•Mrs. Nancy Roque, Principal and Mrs. Mary March, Dean of Academics will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;
In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving
Pamela Picasso, Reading Coach
Pilar Valdes, Math Coach
Dominique Diaz, Science Department Chair
Virginia Di Michele, Dean of Students
Leila Ibanez, Program Specialist
•In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (specify frequency) to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
The Principal, Academic Dean, and Program Specialist will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
The Principal, Academic Dean, Program Specialist and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The Tier 1 and Tier 2 worksheets document aimlines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST 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

Data will be used to guide instructional decisions and system procedures for all students to:
•adjust the delivery of curriculum and instruction to meet the specific needs of students
•adjust the delivery of behavior management system
•adjust the allocation of school-based resources
•drive decisions regarding targeted professional development
•create student growth trajectories in order to identify and develop interventions
Data Sources
Academic
•FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad
Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
*STAR reading assessment
•Oral Reading Fluency Measures
•Voyager Phonemic Awareness and Phonics measures
•Interim assessments
•State/Local Math and Science assessments
•Student grades
•School site specific assessments
Behavior
•Student Case Management System
•Detentions
•Suspensions/expulsions
•Referrals by student behavior, staff behavior, and administrative context
•Office referrals per day per month
•Team climate surveys
•Attendance
•Functional Assessment
•Frequency Monitoring

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

The school will participate in the MTSS district professional development which consists of;
1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI.
The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures
A description of MTSS and MTSS parent resources will be available on the school's web site.

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: 2,700

Teachers provide assistance with Homework in the areas of Reading, Math, and Science after school .

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected from FAIR assessments given 3 times per year.

Who is responsible for monitoring implementation of this strategy?

Principal, Reading Coach, Math Coach, Classroom Teachers

Literacy Leadership Team (LLT)

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

Name	Title
Nancy Roque	Principal
Mary March	Dean of Academics
Pamela Picasso	Reading Coach
Pilar Valdes	Math Coach
Virginia Di Michele	Dean of Students
Leila Ibanez	ESE Program Specialist
Jeanine Finlay	Reading Lead Teacher
Marissa Muriel	Language Arts Department Chair
Dominique Diaz	Science Lead Teacher

How the school-based LLT functions

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.
The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Major initiatives of the LLT

Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

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

1. We give tours to the local Pre-schools, which include the parents and future students. We give a detailed orientation of what is expected of incoming students and how the Kindergarten classrooms are run.
2. During the summer we invite those students that have registered with us to come in for a pre-assessment to determine if the students are reading and/or writing to better determine their placement.
3. We hold a Meet and Greet session for students and parents to enter the classrooms and meet the teachers prior to the first day of school.

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

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)	14	20%	28%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		14%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		15%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		5
Participation in STEM-related experiences provided for students	240	100%	100%

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	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	3	1%	1%
Students who are not proficient in reading by third grade	0	0%	0%
Students who receive two or more behavior referrals	9	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	8	3%	2%

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 Advantage Academy of Math and Science at Waterstone had parent engagement activities throughout the 2013-2013 school year. About 70% of parents were in attendance at parent engagement opportunities during the 2012-2013 school year. About 35% of parents participated in parent engagement opportunities during the 2012-2013 school year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent attendance at school activities	168	70%	75%
Increase parent participation at school activities	84	35%	40%

Area 10: Additional Targets

Additional targets for the school

Reading SAT Scores for 2013 demonstrated that 78% of our students scored between a 6-9, 15% scored between 4-5, and 7% scored between 1-3. Math SAT Scores for 2013 demonstrated that 54% of our students scored between 6-9, 31% scored between 4-5, and 15% scored between 1-3.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Students scoring a 3 or less on the Reading SAT.	16	7%	4%
Students scoring 6-9 on the Reading SAT.	187	78%	81%
Students scoring a 3 or less on the Math SAT	38	15%	12%
Students scoring a 6-9 on the Math SAT	128	54%	57%

Goals Summary

G1. Reduce the percentage of students scoring less than a 3 on the Reading & Math SAT. Increase the percentage of students scoring between 6-9 in the Reading & Math SAT.

G2. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM

G3. Increase parent attendance at school activities from 70% to 75%

G4. Students require additional opportunities to read in English.

G5. Students require additional opportunities to practice academic writing

G6. The Advantage Academy of Math and Science at Waterstone will increase the number of STEM-related experiences provided for students from 4 to 5 throughout the 2013-2014 school year.

G7. Students who miss 10 percent or more of available instructional time will decrease from 8% to 7%. 1% of students retained will maintain at 1%. Students who receive two or more behavior referrals will decrease from 4% to 3%. Students who receive one or

G8. Students require additional opportunities in and outside of the classroom to speak in English.

Goals Detail

G1. Reduce the percentage of students scoring less than a 3 on the Reading & Math SAT. Increase the percentage of students scoring between 6-9 in the Reading & Math SAT.

Targets Supported
- Additional Targets

Resources Available to Support the Goal
- Reading Interventions 3-5 times weekly. Homework Help Class 3 times a week after school for 30 minutes.
- Math RTI 3-5 times weekly. Homework Help Class 3 times a week after school for 30 minutes.

Targeted Barriers to Achieving the Goal
- Student readiness in Reading upon entering Kindergarten.
- Student readiness in Math upon entering Kindergarten.

Plan to Monitor Progress Toward the Goal

FAIR scores, SAT Scores

Person or Persons Responsible
Reading Coach, Math Coach, ESE Specialist, Principal

Target Dates or Schedule:
2nd and 3rd FAIR Assessments, SAT

Evidence of Completion:
Results of 2nd and 3rd FAIR Assessments, SAT Scores

G2. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- Science Fusion series, STEM Committee, Fairchild Challenge, Science Fair, STEM-related field trips, Mad Scientist Week, Science Department Chair

Targeted Barriers to Achieving the Goal
- Participation in STEM-related experiences provided for students.

Plan to Monitor Progress Toward the Goal

Principal and Science Department Chair will monitor Science, Mathematics, Curriculum Coach, Science Leader, and STEM teachers.

Person or Persons Responsible
Principal and Science Department Chair

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions and Formative District Interim Assessment data.

G3. Increase parent attendance at school activities from 70% to 75%

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Monthly newsletter, School Marquee, School Website, Scheduled Call Outs, Event Flyers, PTSO

Targeted Barriers to Achieving the Goal
- Only 70% parent attendance at school activities due to parents' work hours.
- Only 35% parent participation at school activities due to parents' work hours.

Plan to Monitor Progress Toward the Goal

Monitor parent attendance at school activities

Person or Persons Responsible
Principal

Target Dates or Schedule:
Monthly

Evidence of Completion:
Sign-in sheets.

G4. Students require additional opportunities to read in English.

Targets Supported

Resources Available to Support the Goal
- Differentiated instruction will be employed to address individual need along with Reciprocal Teaching strategies

Targeted Barriers to Achieving the Goal
- 4% of Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim Assessment.

Person or Persons Responsible
MTSS/RTI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments – District Interim Assessments. Summative Assessments – Results of CELLA 2014

G5. Students require additional opportunities to practice academic writing

Targets Supported

Resources Available to Support the Goal
- During instruction, students will be provided with and be guided in developing and using graphic organizers and Reading Response logs.

Targeted Barriers to Achieving the Goal
- 6% of Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim Assessment.

Person or Persons Responsible
MTSS/RTI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments – District Interim Assessments. Summative Assessments – Results of CELLA 2014

G6. The Advantage Academy of Math and Science at Waterstone will increase the number of STEM-related experiences provided for students from 4 to 5 throughout the 2013-2014 school year.

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- Science Fusion Series, STEM Committee, Fairchild Challenge, Science Fair, STEM-related field trips, Mad Scientist Week, Science Department Chair.

Targeted Barriers to Achieving the Goal
- 4 STEM-related experiences provided for students (e.g. robotics competition, field trips, science fairs.)

Plan to Monitor Progress Toward the Goal

Principal and Science Department Chair will monitor over Science, Mathematics, Advanced Academics, Curriculum Coach, Science Leader, and STEM teachers

Person or Persons Responsible
Principal and Science Department Chair

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Increased participation in school site STEM competitions and serve as a selection process for the district and state STEM competitions and Formative District Interim Assessment data.

G7. Students who miss 10 percent or more of available instructional time will decrease from 8% to 7%. 1% of students retained will maintain at 1%. Students who receive two or more behavior referrals will decrease from 4% to 3%. Students who receive one or

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI team. The MTSS/RTI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process A reward system will be established to recognize students for perfect attendance and outstanding citizenship through "Do the Right Thing." Peer Mediation teams will be developed as a means of assisting with conflict resolution.

Targeted Barriers to Achieving the Goal
- 8% of students who miss 10% or more of available instructional time; 1% of students retained; 4% of students who receive two or more behavior referrals; and 3% of students who receive one or more behavior referrals that lead to suspension.

Plan to Monitor Progress Toward the Goal

Monitor students who receive two or more behavior referrals and recognize students for perfect attendance and outstanding citizenship. Peer mediation teams will be developed to assist with conflict resolution.

Person or Persons Responsible
Principal

Target Dates or Schedule:
Quarterly

Evidence of Completion:

G8. Students require additional opportunities in and outside of the classroom to speak in English.

Targets Supported

Resources Available to Support the Goal
- During instruction, students will be provided with opportunities to listen and to read-a-louds, and think-a- louds and to participate in Reader's Theater.

Targeted Barriers to Achieving the Goal
- 20% of 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)

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim Assessment.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments – District Interim Assessments. Summative Assessments – Results of CELLA 2014

Action Plan for Improvement

Problem Solving Key

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

G1. Reduce the percentage of students scoring less than a 3 on the Reading & Math SAT. Increase the percentage of students scoring between 6-9 in the Reading & Math SAT.

G1.B1 Student readiness in Reading upon entering Kindergarten.

G1.B1.S1 Students receive phonics instruction during Reading Centers; Reading Interventions 3-5 times weekly, and Homework Help Class 3 times weekly for 30 minutes after school.

Action Step 1

FCRR Center Activities during 90 minute Reading block to focus on each child's specific deficiency. Interventions 3-5 times weekly using Voyager Passport. Additional assistance given during 30 minute Homework Help class 3 times weekly.

Person or Persons Responsible

Classroom Teacher, Intervention Para-Professional

Target Dates or Schedule

During 90 minute Reading Block, 30 minutes during elective, 30 minutes after school.

Evidence of Completion

Classroom assessments, 2nd FAIR assessment

Facilitator:

Reading Coach, ESE Program Specialist

Participants:

Teachers, Para-Professionals

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

Classroom walk-thru and Observations to ensure teachers are implementing Reading Centers with fidelity. Attendance to be taken by Intervention Para-Professionals to ascertain if students are participating in Interventions.

Person or Persons Responsible

Dean of Academics, Reading Coach, Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom walk-thru form, attendance form submitted by Intervention Para-Professionals.

Plan to Monitor Effectiveness of G1.B1.S1

Classroom assessments, 2nd FAIR Assessment scores

Person or Persons Responsible

Teacher, Reading Coach, Principal

Target Dates or Schedule

Weekly, quarterly

Evidence of Completion

Progress Reports, Report Cards, FAIR Assessment

G1.B2 Student readiness in Math upon entering Kindergarten.

G1.B2.S1 During the Math block students will receive differentiated instruction in Centers and Math RTI 3 times weekly, and Homework Help Class 3 times weekly for 30 minutes after school.

Action Step 1

Students receive differentiated instruction during Math block by way of Math Centers, Tier 3 students will receive RTI during this time and will also receive additional assistance during Homework Help class for 30 minutes 3 times a week.

Person or Persons Responsible

Classroom teacher, Math Coach

Target Dates or Schedule

During Math instruction time.

Evidence of Completion

Classroom assessments, interim assessments Math SAT.

Facilitator:

Math Coach

Participants:

Classroom teachers

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

Person or Persons Responsible

Math Coach, Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom assessments, interim assessments, SAT Scores

Plan to Monitor Effectiveness of G1.B2.S1

Students receive differentiated instruction during Math block by way of Math Centers, Tier 3 students will receive RTI during this time and will also receive additional assistance during Homework Help class for 30 minutes 3 times a week.

Person or Persons Responsible

Principal

Target Dates or Schedule

Monthly, quarterly

Evidence of Completion

Progress Reports and Report Cards

G2. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM

G2.B1 Participation in STEM-related experiences provided for students.

G2.B1.S1 We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions.

Action Step 1

Teachers will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions and Formative District Interim Assessment data.

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

Principal and Science Department Chair will monitor over Science, Mathematics, Curriculum Coach, Science Leader, and STEM teachers.

Person or Persons Responsible

Principal and Science Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions and Formative District Interim Assessment data.

Plan to Monitor Effectiveness of G2.B1.S1

Principal and Science Department Chair will monitor over Science, Mathematics, Curriculum Coach, Science Leader, and STEM teachers.

Person or Persons Responsible

Principal and Science Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions and Formative District Interim Assessment data.

G3. Increase parent attendance at school activities from 70% to 75%

G3.B1 Only 70% parent attendance at school activities due to parents' work hours.

G3.B1.S1 Enhanced communication efforts will take place in order to increase parent attendance at school activities and schedule events later in the evening to allow parents time after work to attend events.

Action Step 1

Enhanced communication efforts will take place in order to increase parent attendance at school activities and schedule events later in the evening to allow parents time after work to attend events.

Person or Persons Responsible

Principal and PTSO

Target Dates or Schedule

Monthly

Evidence of Completion

Parent sign-in sheets at School activities

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

The principal will monitor that monthly communication efforts are made between the school and parents such as newsletters, call outs, web site posts, and PTSO meetings, and ensure that events are scheduled later in the evening to allow parents time after work to attend.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent sign-in sheets at School activities

Plan to Monitor Effectiveness of G3.B1.S1

The Principal will monitor that monthly communication efforts are made between the school and parents such as newsletters, call outs, web site posts, and PTSO meetings, and ensure that events are scheduled later in the evening to give parents time after work to attend.

Person or Persons Responsible

Principal and PTSO

Target Dates or Schedule

Monthly

Evidence of Completion

Parent sign-in sheets at School Activities for increased attendance.

G3.B2 Only 35% parent participation at school activities due to parents' work hours.

G3.B2.S1 Enhanced communication efforts will take place in order to increase parent attendance at school activities and schedule events later in the evening to allow parents time after work to attend events.

Action Step 1

Enhanced communication efforts will take place in order to increase parent attendance at school activities and schedule events later in the evening to allow parents time after work to attend events

Person or Persons Responsible

PTSO and Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in sheets

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

The principal will monitor that monthly communication efforts are made between the school and parents such as newsletters, call outs, web site posts, and PTSO meetings, and ensure that events are scheduled later in the evening to allow parents time after work to attend.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in Sheet

Plan to Monitor Effectiveness of G3.B2.S1

The Principal will monitor that monthly communication efforts are made between the school and parents such as newsletters, call outs, web site posts, and PTSO meetings, and ensure that events are scheduled later in the evening to give parents time after work to attend.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in Sheet and increased attendance at school activities

G4. Students require additional opportunities to read in English.

G4.B1 4% of Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)

G4.B1.S1 Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests.

Action Step 1

Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments including benchmarks.

Facilitator:

Reading Coach

Participants:

Teachers

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments, quizzes/tests and Interim Assessments.

Plan to Monitor Effectiveness of G4.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments, quizzes/tests and Interim Assessments.

G5. Students require additional opportunities to practice academic writing

G5.B1 6% of Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)

G5.B1.S1 A graphic organizer is usually a one-page form with blank areas for the student to fill in with related ideas and information. Some organizers are very specific; others can be used with many topics. For the most part, the information on a graphic organizer could just as easily be filled in on a form or written as a list. The organizer gives the student another way to see the information. Some of the organizers allow for the information to be written or drawn. This allows students with different levels of language proficiency to use them effectively.

Action Step 1

During instruction, students will be provided will be guided in developing and using graphic organizers and Reading Response logs.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Facilitator:

Reading Coach

Participants:

Teacher

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests and interim assessments.

Plan to Monitor Effectiveness of G5.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments, quizzes/tests and Interim Assessments.

G6. The Advantage Academy of Math and Science at Waterstone will increase the number of STEM-related experiences provided for students from 4 to 5 throughout the 2013-2014 school year.

G6.B1 4 STEM-related experiences provided for students (e.g. robotics competition, field trips, science fairs.)

G6.B1.S1 In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM.

Action Step 1

Principal and Science Department Chair will monitor over Science, Mathematics, Career Technical Education, Advanced Academics, Curriculum Coach, Science Leader, and STEM teachers.

Person or Persons Responsible

Principal and Science Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions and Formative District Interim Assessment data.

Facilitator:

Science Department Chair

Participants:

Principal and Science Department Chair

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

Teachers will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions and Formative District Interim Assessment Data

Plan to Monitor Effectiveness of G6.B1.S1

Principal and Science Department Chair will monitor over Science, Mathematics, Curriculum Coach, Science Leader, and STEM teachers.

Person or Persons Responsible

Principal and Science Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions and Formative District Interim Assessment data.

G7. Students who miss 10 percent or more of available instructional time will decrease from 8% to 7%. 1% of students retained will maintain at 1%. Students who receive two or more behavior referrals will decrease from 4% to 3%. Students who receive one or

G7.B1 8% of students who miss 10% or more of available instructional time; 1% of students retained; 4% of students who receive two or more behavior referrals; and 3% of students who receive one or more behavior referrals that lead to suspension.

G7.B1.S1 Monitor students who receive two or more behavioral referrals and recognize students for perfect attendance and outstanding citizenship. Peer mediation teams will be developed to assist with conflict resolution.

Action Step 1

Monitor students who receive two or more behavior referrals and recognize students for perfect attendance and outstanding citizenship. Peer mediation teams will be developed to assist with conflict resolution.

Person or Persons Responsible

Principal and MTSS/RTI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

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

Monitor students who receive two or more behavior referrals and recognize students for perfect attendance and outstanding citizenship. Peer mediation teams will be developed to assist with conflict resolution.

Person or Persons Responsible

Principal and MTSS/RTI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Plan to Monitor Effectiveness of G7.B1.S1

Monitor students who receive two or more behavior referrals and recognize students for perfect attendance and outstanding citizenship. Peer mediation teams will be developed to assist with conflict resolution.

Person or Persons Responsible

Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

G8. Students require additional opportunities in and outside of the classroom to speak in English.

G8.B1 20% of 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)

G8.B1.S1 A think aloud is a great strategy to use to slow down the reading process and let students get a good look at how skilled readers construct meaning from a text.

Action Step 1

The LLT along with the MTSS/ RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction as needed

Person or Persons Responsible

LLT along with the MTSS/ RtI team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Teacher informal observation log and rubrics utilized during instruction Summative Assessment – Results of the 2014 CELLA

Facilitator:

Reading Coach

Participants:

LLT along with the MTSS/ RtI team

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests, and Interim assessments.

Plan to Monitor Effectiveness of G8.B1.S1

Monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments, quizzes/tests and Interim Assessments.

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. Reduce the percentage of students scoring less than a 3 on the Reading & Math SAT. Increase the percentage of students scoring between 6-9 in the Reading & Math SAT.

G1.B1 Student readiness in Reading upon entering Kindergarten.

G1.B1.S1 Students receive phonics instruction during Reading Centers; Reading Interventions 3-5 times weekly, and Homework Help Class 3 times weekly for 30 minutes after school.

PD Opportunity 1

FCRR Center Activities during 90 minute Reading block to focus on each child's specific deficiency. Interventions 3-5 times weekly using Voyager Passport. Additional assistance given during 30 minute Homework Help class 3 times weekly.

Facilitator

Reading Coach, ESE Program Specialist

Participants

Teachers, Para-Professionals

Target Dates or Schedule

During 90 minute Reading Block, 30 minutes during elective, 30 minutes after school.

Evidence of Completion

Classroom assessments, 2nd FAIR assessment

G1.B2 Student readiness in Math upon entering Kindergarten.

G1.B2.S1 During the Math block students will receive differentiated instruction in Centers and Math RTI 3 times weekly, and Homework Help Class 3 times weekly for 30 minutes after school.

PD Opportunity 1

Students receive differentiated instruction during Math block by way of Math Centers, Tier 3 students will receive RTI during this time and will also receive additional assistance during Homework Help class for 30 minutes 3 times a week.

Facilitator

Math Coach

Participants

Classroom teachers

Target Dates or Schedule

During Math instruction time.

Evidence of Completion

Classroom assessments, interim assessments Math SAT.

G4. Students require additional opportunities to read in English.

G4.B1 4% of Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)

G4.B1.S1 Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests.

PD Opportunity 1

Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments including benchmarks.

G5. Students require additional opportunities to practice academic writing

G5.B1 6% of Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)

G5.B1.S1 A graphic organizer is usually a one-page form with blank areas for the student to fill in with related ideas and information. Some organizers are very specific; others can be used with many topics. For the most part, the information on a graphic organizer could just as easily be filled in on a form or written as a list. The organizer gives the student another way to see the information. Some of the organizers allow for the information to be written or drawn. This allows students with different levels of language proficiency to use them effectively.

PD Opportunity 1

During instruction, students will be provided will be guided in developing and using graphic organizers and Reading Response logs.

Facilitator

Reading Coach

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

G6. The Advantage Academy of Math and Science at Waterstone will increase the number of STEM-related experiences provided for students from 4 to 5 throughout the 2013-2014 school year.

G6.B1 4 STEM-related experiences provided for students (e.g. robotics competition, field trips, science fairs.)

G6.B1.S1 In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM.

PD Opportunity 1

Principal and Science Department Chair will monitor over Science, Mathematics, Career Technical Education, Advanced Academics, Curriculum Coach, Science Leader, and STEM teachers.

Facilitator

Science Department Chair

Participants

Principal and Science Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions and Formative District Interim Assessment data.

G8. Students require additional opportunities in and outside of the classroom to speak in English.

G8.B1 20% of 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)

G8.B1.S1 A think aloud is a great strategy to use to slow down the reading process and let students get a good look at how skilled readers construct meaning from a text.

PD Opportunity 1

The LLT along with the MTSS/ RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction as needed

Facilitator

Reading Coach

Participants

LLT along with the MTSS/ RtI team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Teacher informal observation log and rubrics utilized during instruction
Summative Assessment – Results of the 2014 CELLA

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM	$1,500
G3.	Increase parent attendance at school activities from 70% to 75%	$200
G7.	Students who miss 10 percent or more of available instructional time will decrease from 8% to 7%. 1% of students retained will maintain at 1%. Students who receive two or more behavior referrals will decrease from 4% to 3%. Students who receive one or	$525
	Total	$2,225

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Other		Evidence-Based Program	Total
School-based budget	$1,500	$0	$0	$0	$1,500
PTSO Funds, SAC funds	$0	$200	$0	$0	$200
	$0	$0	$0	$0	$0
PTSO funds, School-based budget	$0	$0	$0	$525	$525
Total	$1,500	$200	$0	$525	$2,225

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

G2. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM

G2.B1 Participation in STEM-related experiences provided for students.

G2.B1.S1 We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions.

Action Step 1

Teachers will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions.

Resource Type

Technology

Resource

Integrating Mimios in the classroom; Manuals and presentations

Funding Source

School-based budget

Amount Needed

$1,500

G3. Increase parent attendance at school activities from 70% to 75%

G3.B1 Only 70% parent attendance at school activities due to parents' work hours.

G3.B1.S1 Enhanced communication efforts will take place in order to increase parent attendance at school activities and schedule events later in the evening to allow parents time after work to attend events.

Action Step 1

Enhanced communication efforts will take place in order to increase parent attendance at school activities and schedule events later in the evening to allow parents time after work to attend events.

Resource Type

Other

Resource

Homeroom Parent assists in communicating classroom needs, events and volunteer opportunities: Training of PTSO so that parents can hear from other parents.

Funding Source

PTSO Funds, SAC funds

Amount Needed

$200

G3.B2 Only 35% parent participation at school activities due to parents' work hours.

G3.B2.S1 Enhanced communication efforts will take place in order to increase parent attendance at school activities and schedule events later in the evening to allow parents time after work to attend events.

Action Step 1

Enhanced communication efforts will take place in order to increase parent attendance at school activities and schedule events later in the evening to allow parents time after work to attend events

Resource Type

Resource

Funding Source

Amount Needed

G7. Students who miss 10 percent or more of available instructional time will decrease from 8% to 7%. 1% of students retained will maintain at 1%. Students who receive two or more behavior referrals will decrease from 4% to 3%. Students who receive one or

G7.B1 8% of students who miss 10% or more of available instructional time; 1% of students retained; 4% of students who receive two or more behavior referrals; and 3% of students who receive one or more behavior referrals that lead to suspension.

G7.B1.S1 Monitor students who receive two or more behavioral referrals and recognize students for perfect attendance and outstanding citizenship. Peer mediation teams will be developed to assist with conflict resolution.

Action Step 1

Monitor students who receive two or more behavior referrals and recognize students for perfect attendance and outstanding citizenship. Peer mediation teams will be developed to assist with conflict resolution.

Resource Type

Evidence-Based Program

Resource

Student rewards, recognition and incentives; school-wide discipline plan and procedures; paper for quarterly attendance goals coloring pages & arrival/dismissal procedures flyers; parent nights to discuss positive outcomes of parental involvement and strategies to be involved parents; school-wide implementation of: Do the Right Thing, Character Education and Students of the Month.

Funding Source

PTSO funds, School-based budget

Amount Needed

$525