

2013-2014 SCHOOL IMPROVEMENT PLAN

Advantage Academy Santa Fe
9790 SW 107TH CT
Miami, FL 33176
786-228-5309

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 52%
Alternative/ESE Center No	Charter School Yes	Minority Rate 89%

School Grades History

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

Advantage Academy Santa Fe

Principal

Nathaniel Grasch/Yesenia Cantillo

School Advisory Council chair

Estelle Strader

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

Name	Title
Yesenia Cantillo	Principal
Pamela Picasso	Reading Coach
Pilar Valdes	Math Coach
Elizabeth Valle	Science Dept. Head
Dania Vega	Reading/LA Dept. Head

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 - Chair, Yesenia Cantillo - Principal, Shauntelle Douglas - Teacher, Anelisa Foley - Teacher, Laura Cominsky - Teacher, Elizabeth Valle - Teacher, Mercy Allauca - Parent, Claudia Dotson - Parent, Mauricio Navarrete - Parent, Jennifer Wilson - Parent, Ashley Lardizabal - Student, Gina Moran - Business Leader, Alfred Nieves - Business Leader, Lino Suarez - Business Leader

Involvement of the SAC in the development of the SIP

The SAC committee reviews recent school data and strategies implemented and documented on the SIP. The SAC committee evaluates the effectiveness of the strategies documented on the SIP, recommend changes to the SIP if necessary and approve the SIP.

Activities of the SAC for the upcoming school year

The SAC committee will meet quarterly to review and make changes to the SIP if necessary.

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

In an attempt to support the mission and vision of the school and increase student achievement , SAC funds may be used to Purchase student incentive for attendance and demonstration of positive behavior. SAC funds may be used to purchase teacher resource materials and books and supplies to further develop our school libraries.

An approximate amount of \$1425.00 will be used to assist with these 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

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Nathaniel Grasch/Yesenia Cantillo

Principal

Years as Administrator: 6

Years at Current School: 3

Credentials

Masters in Math Education - Middle School Integrated Certified
Bachelors in Varying Exceptionalities - Varying Exceptionalities
K-12 cert.

Performance Record

Year 13 12 11 10 09
School Grade B B A A A
High Stds Reading 63 62 79 73 67
High Stds Math 65 63 77 69 68
Lrng Gains Read 70 73 68 69 66
Lrng Gains Math 67 59 71 64 64
Gains R 25% 70 63 68 73 65
Gains M 25% 67 56 64 67 71

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Pamela Picasso

Part-time / School-based Years as Coach: 2 Years at Current School: 2

Areas Reading/Literacy, Data, RtI/MTSS

Credentials Bachelor in Science in Political Science
 Master in Science in Reading Education
 Certification
 Elementary Education K-6
 ESOL K-12
 Reading K-12

Performance Record Year 13 12 11 10 09
 School Grade B B A A A
 High Stds Reading 63 62 79 76 70
 High Stds Math 65 63 77 72 66
 Lrng Gains Read 70 73 68 73 68
 Lrng Gains Math 67 59 71 66 69
 Gains R 25% 70 63 68 67 71
 Gains M 25% 67 56 64 63 73

Pilar Valdes

Part-time / District-based Years as Coach: 1 Years at Current School: 3

Areas Mathematics, Data, RtI/MTSS

Credentials Credentials (degrees and certification):
 Certifications: K-6 Elementary Education, ESOL Endorsed,
 Educational Leadership
 Degrees: Bachelor of Science in Biological Sciences, Master of
 Science in Educational Leadership

Performance Record Year 13 12 11 10 09
 School Grade B B A A A
 High Stds Reading 63 62 79 73 67
 High Stds Math 65 63 77 69 68
 Lrng Gains Read 70 73 68 69 66
 Lrng Gains Math 67 59 71 64 64
 Gains R 25% 70 63 68 73 65
 Gains M 25% 67 56 64 67 71

Classroom Teachers

of classroom teachers

18

receiving effective rating or higher

0%

Highly Qualified Teachers

94%

certified in-field

17, 94%

ESOL endorsed

14, 78%

reading endorsed

3, 17%

with advanced degrees

2, 11%

National Board Certified

0, 0%

first-year teachers

1, 6%

with 1-5 years of experience

10, 56%

with 6-14 years of experience

6, 33%

with 15 or more years of experience

2, 11%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

4, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Santa Fe Advantage Academy pay 90% of employee health costs. Ads are placed in local newspaper and applicants are screened prior to making an appointment for an interview. Ads are placed through our HR department. Applicants are interviewed by appropriate personnel including the Director, the Principal, the the ESE Specialist, the ESOL Director and the Reading Coach and Math Coach, where applicable. Santa Fe Advantage Academy solicits referrals from current employees and we work with

local universities to provide opportunities for internships and service learning hours as a means to recruit new teachers.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers are assigned to a veteran teacher who guides them instruction and classroom management. All new teachers are also required to complete the New Educator Support System Binder in order to demonstrate teacher competency.

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 following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
 - What will all students learn? (curriculum based on standards)
 - How will we determine if the students have learned? (common assessments)
 - How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
 - How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through frequent data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

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

Weekly data chats within grade levels, meeting with coaches to address areas of curriculum weakness, quarterly principal and coaches meetings to discuss results and any changes to curriculum plan based on data findings.

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

1.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

2.Managed data will include:

Academic

- FAIR assessment/PMRN
- Interim and Baseline assessments
- EDUSOFT Managed data
- CELLA assessments
- In-house Reading, Writing, Math and Science assessments
- FCAT scores
- Student grades

Behavior

- Student Case Management System
- In-house behavior database using our school-wide discipline plan
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Team climate surveys
- Attendance
- Referrals to special education programs

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

The district professional development and support will include:

- 1.Training for all administrators in the Rtl problem solving, data analysis process;
- 2.Providing support for school staff to understand basic Rtl principles and procedures; and providing a network of ongoing support for Rtl organized through feeder patterns.
- 3.Parent night and parent meetings to discuss the performance of their children and to get a better understanding of the curriculum.

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: Extended Day for All Students

Minutes added to school year: 2,160

Students will attend SAT/FCAT tutoring two times a week for 18 weeks to receive additional time with specific benchmark strategies.

Strategy Purpose(s)

- Instruction in core academic subjects

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

We will use district and school wide assessments and data chats to determine program effectiveness.

Who is responsible for monitoring implementation of this strategy?

Principal and the literacy leadership team.

Literacy Leadership Team (LLT)

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

Name	Title
Yesenia Cantillo	Principal
Leila Ibanez	ESE Program Specialist
Pamela Picasso	Reading Coach
Dania Vega	Reading/LA Department Head

How the school-based LLT functions

Our LLT meets during the summer to develop the reading pacing guide, thematic calendar and novels read per grade level. Throughout the year, our LLT meets to discuss student progress as evident by weekly school-wide assessments. The LLT analyzes the data, assists in changing curriculum to meet the needs of the students, and identifies students for remediation. Intervention is given to students whose scores indicate a need for remediation. Students who are in the bottom 25%, have significantly low FAIR scores, have been retained and/or demonstrate weakness in mastering grade level material are provided with intensive remediation and monitored.

Major initiatives of the LLT

School wide the students will be using FCAT Explorer and Reading Plus to improve fluency and reading comprehension. School will provide incentives to students who reach predetermined individual goals.

Every Teacher Contributes to Reading Instruction

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

Teachers participate in monthly mandatory professional developments on reading strategies. School supports teachers with their initiative in promoting Reading Plus and FCAT Explorer. Monthly data chats help teachers know how well their students are progressing.

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

We have annual Seussville (special Kindergarten orientation) for students and parents.

School Tours/Field Trips

Open House

Prior to school we have a meet and greet for students and parents to get to know their classroom teacher and become familiar with the building.

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		63%		
American Indian		0%		
Asian		0%		
Black/African American		0%		
Hispanic		59%		
White		71%		
English language learners		40%		
Students with disabilities		0%		
Economically disadvantaged		54%		

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	19%	23%
Students scoring at or above Achievement Level 4	36	43%	45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		70%	73%
Students in lowest 25% making learning gains (FCAT 2.0)		70%	73%

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)	62	71%	74%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	31	36%	42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	30	34%	41%

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	18	51%	56%
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%		
American Indian		0%		
Asian		0%		
Black/African American		0%		
Hispanic		69%		
White		50%		
English language learners		52%		
Students with disabilities		0%		
Economically disadvantaged		65%		

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	37%	41%
Students scoring at or above Achievement Level 4	22	26%	28%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		67%	70%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	56%	59%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		9%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

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)	15		23
Participation in STEM-related experiences provided for students	293	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	23	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	8	3%	2%
Students who are not proficient in reading by third grade	12	50%	45%
Students who receive two or more behavior referrals	11	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

Parents are encouraged to participate in annual Science Fair Meetings, PTSO by Monthly Meetings, STEM Nights, Field Trips, Parent Meetings and all school events in order to complete their mandatory 10 hours.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Science Fair meetings, PTSO by monthly meetings, STEM Nights, Field Trip parent meetings and all school events	278	95%	96%

Goals Summary

- G1.** Based on the 2013 Reading FCAT 2.0 student proficiency was at 63%. Our goal for the 2014 Reading FCAT is to increase student proficiency to 68%. This reflects an increase of 5% points.
- G2.** Based on the 2013 FCAT 2.0 Writing Assessment student proficiency was at 51%. Our goal for the 2014 FCAT 2.0 Writing Assessment is 56%. This reflects an increase of 5% points.
- G3.** Based on the 2013 Math FCAT 2.0 student proficiency was at 65%. Our goal for the 2014 Math FCAT is to increase student proficiency to 69%. This reflects an increase of 4% points.
- G4.** Based on the 2013 Science FCAT 2.0 student proficiency was at 56%. Our goal for the 2014 Science FCAT is to increase student proficiency to 59%. This reflects an increase of 3% points.
- G5.** Based on 2013 STEM related activities our students participated in 2 STEM related projects/ lessons per semester. Our goal for the 2014 STEM related activities is 4 STEM related projects/ lessons per semester. Doubling the number of STEM activities.
- G6.** Based on 2013 in house data collection of early warning signs using parent conferences, Progress Monitoring Plans and data chats we showed 71%. Our goal in 2014 is to increase to 75%. Indicating a 4% point increase.
- G7.** Based on 2013 in house data collected we showed parental involvement to be 71%. Our goal for 2014 is to show 75% parental involvement. Reflecting 4% point increase.

Goals Detail

G1. Based on the 2013 Reading FCAT 2.0 student proficiency was at 63%. Our goal for the 2014 Reading FCAT is to increase student proficiency to 68%. This reflects an increase of 5% points.

Targets Supported

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

Resources Available to Support the Goal

- Reading Coach
- Reading Lead Teacher/Department Head
- Wordly Wise
- Reading Plus
- Accelerated Reader
- Benchmark Assessments
- FCAT Explorer
- Time for Kids

Targeted Barriers to Achieving the Goal

- Our Hispanic, White and Economically Disadvantaged students are having difficulty with vocabulary and determining the meaning of unknown words used in context.
- Our ELL students have a limited vocabulary and struggle to determine the meaning of unknown words used in context.
- Students scoring at a level 3 require additional instruction with Reading Application skills across the curriculum
- Students scoring at a level 4 or higher need additional instruction in informational text
- Students are having difficulty demonstrating learning gains due to vocabulary and determining the meaning of unknown words used in context.
- Students in our bottom quartile are having difficulty demonstrating learning gains because they need more instruction in vocabulary in context.
- According to the data provided by the CELLA, ELL students have difficulty with listening and speaking due to their limited vocabulary.
- According to the data provided by the CELLA, ELL students have difficulty with Reading due to their difficulty with Reading Application.
- According to the data provided by the CELLA, ELL students have difficulty with Writing due to their limited vocabulary.

Plan to Monitor Progress Toward the Goal

track students progress towards developing appropriate vocabulary

Person or Persons Responsible

Principal and Reading Coach

Target Dates or Schedule:

Monthly

Evidence of Completion:

student sample work, assessments

G2. Based on the 2013 FCAT 2.0 Writing Assessment student proficiency was at 51%. Our goal for the 2014 FCAT 2.0 Writing Assessment is 56%. This reflects an increase of 5% points.

Targets Supported

- Writing

Resources Available to Support the Goal

- Blue Print for Better Writing
- Writing Workshops
- Written Reader Responses across the curriculum

Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in writing narrative essays while also experiencing difficulty in writing narrative accounts with an engaging plot and range of appropriate and specific narrative actions.

Plan to Monitor Progress Toward the Goal

Monitor that the teachers are implementing the writing workshop skills throughout the curriculum.

Person or Persons Responsible

Principal

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson Plans, observations, work samples

G3. Based on the 2013 Math FCAT 2.0 student proficiency was at 65%. Our goal for the 2014 Math FCAT is to increase student proficiency to 69%. This reflects an increase of 4% points.

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

- Math Connects Series
- Math Triumphs
- Mathletics
- Math Common Core Coach
- Math Coach

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 FCAT 2.0, Whites, Hispanics and Economically Disadvantaged experienced difficulty in Reporting Category 3 Geometry and Measurement .
- According to the results of the 2013 FCAT 2.0, ELL students experienced difficulty in Reporting Category 3 Geometry and Measurement .
- According to the results of the 2013 FCAT 2.0, students scoring at a level 3 experienced difficulty in Reporting Category 1 Number Base Ten Fractions.
- According to the results of the 2013 FCAT 2.0, students scoring at a level 4 and higher experienced difficulty in Reporting Category 1 Number Base Ten Fractions.
- According to the results of the 2013 FCAT 2.0, students experienced difficulty demonstrating learning gains due to Reporting Category 3 Geometry and Measurement .
- According to the results of the 2013 FCAT 2.0, students in the bottom quartile experienced difficulty in Reporting Category 1 Number Base Ten Fractions.

Plan to Monitor Progress Toward the Goal

Ensure that students are receiving instruction in math through the use of exploratory activities and concrete concept-based instruction.

Person or Persons Responsible

Principal and Math Coach

Target Dates or Schedule:

Weekly

Evidence of Completion:

Lesson Plans, observations, student works

G4. Based on the 2013 Science FCAT 2.0 student proficiency was at 56%. Our goal for the 2014 Science FCAT is to increase student proficiency to 59%. This reflects an increase of 3% points.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Science Fusion
- Hands-on Science Labs
- Science Fair
- Science Lead Teacher

Targeted Barriers to Achieving the Goal

- As noted on the 2013 Science FCAT 2.0, students had the most difficulty with nature of Science. There is insufficient evidence of effective conclusion writing in investigations and/or hands-on activities.

Plan to Monitor Progress Toward the Goal

Monitor and ensure students are participating in increased labs and participating in fairs to increase participation.

Person or Persons Responsible

Science Department Head & Principal

Target Dates or Schedule:

Monthly

Evidence of Completion:

Lab Reports, Interim and Benchmark Assessment

G5. Based on 2013 STEM related activities our students participated in 2 STEM related projects/lessons per semester. Our goal for the 2014 STEM related activities is 4 STEM related projects/lessons per semester. Doubling the number of STEM activities.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Science Fusion Series
- STEM Committee
- Fairchild Tropical Garden Challenge
- Science Fair
- STEM Science Thematic Resource kit

Targeted Barriers to Achieving the Goal

- In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in ProjectBased Learning Stems

Plan to Monitor Progress Toward the Goal

Teachers will increase participation in STEM related activities.

Person or Persons Responsible

Principal & Science Lead Math & Science Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Increase in participation in STEM related projects and activities.

G6. Based on 2013 in house data collection of early warning signs using parent conferences, Progress Monitoring Plans and data chats we showed 71%. Our goal in 2014 is to increase to 75%. Indicating a 4% point increase.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Class Incentives for achievement and behavior
- Attendance Incentives
- Brag Tags
- Student ID
- ID Scanner
- Progress Monitoring Plans
- Student of the Month
- Do the Right Thing
- Character of the Month

Targeted Barriers to Achieving the Goal

- Student academic development is correlated to student attendance and some parents are not aware of the negative effects of chronic absenteeism.
- Students demonstrating low academic performance that may result in retention require additional instruction and support outside of the school day, thus requiring more parental involvement and support than the parents are providing.
- Some students have a significant delay in reading and are not proficient in reading by grade 3
- Students with 2 or more behavioral referrals and suspensions lose essential instructional time classroom time and disrupt the learning environment for other.

Plan to Monitor Progress Toward the Goal

Track student achievement

Person or Persons Responsible

Principal

Target Dates or Schedule:

Monthly

Evidence of Completion:

Meet with grade level leads and review progress of students on PMP

G7. Based on 2013 in house data collected we showed parental involvement to be 71%. Our goal for 2014 is to show 75% parental involvement. Reflecting 4% point increase.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Monthly Newsletter
- Remind 101
- School Website
- Scheduled Callouts
- Event Flyers

Targeted Barriers to Achieving the Goal

- Santa Fe Advantage Academy is a small school with small facilities.

Plan to Monitor Progress Toward the Goal

Parental Involvement

Person or Persons Responsible

Principal

Target Dates or Schedule:

On-going

Evidence of Completion:

Parent Sign in logs, event logs and tracking of volunteer hours.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Based on the 2013 Reading FCAT 2.0 student proficiency was at 63%. Our goal for the 2014 Reading FCAT is to increase student proficiency to 68%. This reflects an increase of 5% points.

G1.B1 Our Hispanic, White and Economically Disadvantaged students are having difficulty with vocabulary and determining the meaning of unknown words used in context.

G1.B1.S1 Provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic.

Action Step 1

Use concept maps, multiple meaning charts and context clue charts to develop tools to identify the overall concept written in the text.

Person or Persons Responsible

The teacher

Target Dates or Schedule

daily

Evidence of Completion

Student work samples, concept maps and charts

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

observe the use of concept maps and charts to develop vocabulary in context.

Person or Persons Responsible

Principal

Target Dates or Schedule

weekly

Evidence of Completion

Lesson plan review and class observations

Plan to Monitor Effectiveness of G1.B1.S1

Students demonstrate an increase in understanding of unknown words in context.

Person or Persons Responsible

Principal and Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Student assessments, sample student work

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2 Our ELL students have a limited vocabulary and struggle to determine the meaning of unknown words used in context.

G1.B2.S1 The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words.

Action Step 1

Model think alouds and how a known root word can be used as a clue to determine the meaning of an unknown word with the same root

Person or Persons Responsible

Teacher

Target Dates or Schedule

daily

Evidence of Completion

student sample work

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

Evidence that the teacher us modeling the use of base words and affixes to determine the meaning of unfamiliar words in context.

Person or Persons Responsible

Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plan review, walkthrough and observations

Plan to Monitor Effectiveness of G1.B2.S1

Students demonstrating an increase in comprehension by the application of using context clues and word part meanings

Person or Persons Responsible

Principal and Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Student benchmark assessments.

G1.B3 Students scoring at a level 3 require additional instruction with Reading Application skills across the curriculum

G1.B3.S1 Using real-world documents such as how-to articles, brochures fliers and websites use text featured to locate informational text

Action Step 1

Students should practice locating and verifying details, critically analyzing text and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated benchmark assessments

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

Following the FCIM, monthly assessment data report will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Principal and Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests and interim assessments

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Principal and Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments, quizzes, tests and interim assessments.

G1.B4 Students scoring at a level 4 or higher need additional instruction in informational text

G1.B4.S1 The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across texts.

Action Step 1

Use a two-column note to list conclusions and supporting evidence to teach.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student sample work

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

Weekly lessons and frequent walkthroughs and observations

Person or Persons Responsible

Principal and Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan reviews and Observation and walkthrough forms

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Reading Coach and Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments, benchmark assessments and interim assessments.

G1.B5 Students are having difficulty demonstrating learning gains due to vocabulary and determining the meaning of unknown words used in context.

G1.B5.S1 Use graphic organizers and webbing along with sentence completion and frames that will provide students with language they can build upon.

Action Step 1

Vocabulary will be taught in context where students must apply the proper use of vocabulary words

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and walkthroughs

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

Weekly walkthroughs and reviews of lesson plans will demonstrate vocabulary instruction in context

Person or Persons Responsible

Principal and Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Walkthrough and lesson plan review forms

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM, data reports will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

Principal and Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments, quizzes interim and benchmark assessments

G1.B6 Students in our bottom quartile are having difficulty demonstrating learning gains because they need more instruction in vocabulary in context.

G1.B6.S1 Use graphic organizers and webbing along with sentence completion and frames that will provide students with language they can build upon.

Action Step 1

Vocabulary will be taught in context where students must apply the proper use of vocabulary words

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and walkthrough

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

Through weekly walkthrough and lesson plan reviews, we can ensure that teachers are teaching vocabulary in context.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plan reviews and walkthrough forms

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM, monthly data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Principal and Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments, quizzes, interim and benchmark assessments

G1.B7 According to the data provided by the CELLA, ELL students have difficulty with listening and speaking due to their limited vocabulary.

G1.B7.S1 Teacher elicits responses from students through effective questioning and/or provides additional synonyms or information regarding similar concepts to expand and clarify students' vocabulary and increase word usage.

Action Step 1

Use graphic organizers and webbing along with sentence completion and frames that will provide students with language they can build upon.

Person or Persons Responsible

The teacher

Target Dates or Schedule

Daily instruction

Evidence of Completion

Student work samples, teacher observations, vocabulary assessments

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

Observe these strategies as implemented in the lesson through walkthroughs and lesson plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

lesson plans, observations

Plan to Monitor Effectiveness of G1.B7.S1

track student progress in developing vocabulary

Person or Persons Responsible

Principal and Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

monthly assessments

G1.B8 According to the data provided by the CELLA, ELL students have difficulty with Reading due to their difficulty with Reading Application.

G1.B8.S1 Prior experience with text is helpful in developing a schema for identifying, thinking about, and talking about story structure to encourage comprehension. The experience of arranging parts of a story into a logical sequence assists students in making predictions and confirming language knowledge.

Action Step 1

The teacher selects short, well-structured stories or informational pieces, divides them into sections, and places the parts in an envelope. Groups of students work together to determine the sense or schema of the piece.

Person or Persons Responsible

Teacher

Target Dates or Schedule

daily

Evidence of Completion

teacher observation and student sample work

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

observe the strategy being implemented as activities prior to reading

Person or Persons Responsible

Principal

Target Dates or Schedule

Weekly

Evidence of Completion

lesson plan review and walkthrough observations

Plan to Monitor Effectiveness of G1.B8.S1

monthly reading assessments

Person or Persons Responsible

Principal and Coach

Target Dates or Schedule

Monthly

Evidence of Completion

increase in student reading comprehension and fluency

G1.B9 According to the data provided by the CELLA, ELL students have difficulty with Writing due to their limited vocabulary.

G1.B9.S1 Students will use a graphic organizer so that the student may have another way to see the information and organize it prior to writing it.

Action Step 1

provide students with support in completing graphic organizers to organize their writing

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Student sample work

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

Observe the use of graphic organizers as part of a writing lesson

Person or Persons Responsible

Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Walkthroughs forms, observations and review of lesson plans

Plan to Monitor Effectiveness of G1.B9.S1

evidence that the use of the graphic organizer is improving the quality of student written work product

Person or Persons Responsible

Principal, Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Graded student sample written work

G2. Based on the 2013 FCAT 2.0 Writing Assessment student proficiency was at 51%. Our goal for the 2014 FCAT 2.0 Writing Assessment is 56%. This reflects an increase of 5% points.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in writing narrative essays while also experiencing difficulty in writing narrative accounts with an engaging plot and range of appropriate and specific narrative actions.

G2.B1.S1 Using linear graphic organizers including timelines and storyboards to include main idea, characters, setting, problem, events, solutions and ending.

Action Step 1

During writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words and phrases that are appropriate to produce fluency in writing and evidenced in monthly narrative writing prompts.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly writing prompts and District Interim Assessment

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

Student and teacher conferencing

Person or Persons Responsible

LLT team

Target Dates or Schedule

Monthly

Evidence of Completion

Writing conferencing notes and data chats

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM writing prompts will be scores by teachers and reviewed by the LLT team in order to monitor student progress and identify areas that need additional or varied instruction

Person or Persons Responsible

LLT team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly writing prompts and district Interim Assessments

G3. Based on the 2013 Math FCAT 2.0 student proficiency was at 65%. Our goal for the 2014 Math FCAT is to increase student proficiency to 69%. This reflects an increase of 4% points.

G3.B1 According to the results of the 2013 FCAT 2.0, Whites, Hispanics and Economically Disadvantaged experienced difficulty in Reporting Category 3 Geometry and Measurement .

G3.B1.S1 Students need many and varied opportunities opportunities to make real-world measurements such as length, time, temperature and to explore geometric shapes.

Action Step 1

A variety of real world lessons will be developed to help students add and subtract fractions with both like and unlike denominators, use models, add and subtract decimals and order fractions

Person or Persons Responsible

Teachers

Target Dates or Schedule

Biweekly

Evidence of Completion

District and in-house Benchmark Assessments

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

Ensure that students are receive instruction in math through the use of exploratory activities and concrete concept-based instruction.

Person or Persons Responsible

Math Coach and Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plan reviews and walkthrough forms.

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM, the Principal and Math Coach will analyze data from all grade levels to ensure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

Principal and Math Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

District and benchmark interim assessments.

G3.B2 According to the results of the 2013 FCAT 2.0, ELL students experienced difficulty in Reporting Category 3 Geometry and Measurement .

G3.B2.S1 A variety of real world lessons will be developed to help students add and subtract fractions with both like and unlike denominators, use models, add and subtract decimals and fractions

Action Step 1

Students will participate a variety of real world lessons.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plan reviews and walkthrough forms

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

Following the FCIM, we will analyze data from assessments to ensure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

Principal and Math Coach

Target Dates or Schedule

Monthly

Evidence of Completion

District and benchmark interim assessments

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM reviewing student data will provide evidence as to if the strategies in place are positively affecting student achievement.

Person or Persons Responsible

Teacher, Math Coach and Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Interim and Benchmark data

G3.B3 According to the results of the 2013 FCAT 2.0, students scoring at a level 3 experienced difficulty in Reporting Category 1 Number Base Ten Fractions.

G3.B3.S1 Students need increased opportunities to identify, compare and order fractions in real world contexts.

Action Step 1

A variety of real world lessons will be developed to help students add and subtract fractions with both like and unlike denominators, use models, and and subtract decimals and order fractions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District and Benchmark assessments

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

Students will be provided with practice that allows them to apply fractions in conceptual forms.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student fraction exit slips

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM we will analyze data from assessments to ensure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

Principal and Math Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Interim and Benchmark assessments

G3.B4 According to the results of the 2013 FCAT 2.0, students scoring at a level 4 and higher experienced difficulty in Reporting Category 1 Number Base Ten Fractions.

G3.B4.S1 A variety of real-world lessons will be developed to help students add, subtract fractions with both like and unlike denominators , use models, add and subtract decimals and other fractions.

Action Step 1

A variety of real world problems will be developed to helps students master the concept of fractions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

District and Benchmark Assessments

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

Students will be provided with opportunity to apply concepts using base ten and fractions

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

FRactions exit slips

Plan to Monitor Effectiveness of G3.B4.S1

Following the FCIM, the principal and Math Coach will analyze data from assessments to ensure that students are making progress and instruction is being modified appropriately.

Person or Persons Responsible

Principal and math coach

Target Dates or Schedule

Monthly

Evidence of Completion

Interim and Benchmark Assessments

G3.B5 According to the results of the 2013 FCAT 2.0, students experienced difficulty demonstrating learning gains due to Reporting Category 3 Geometry and Measurement .

G3.B5.S1 Students need various opportunities to make real world measurements such as length, time and temperature and to explore geometric shapes.

Action Step 1

A variety of real world lessons with varied opportunities to make real-world measurements such as length, time and temperature and to explore geometric shapes.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Benchmark assessments

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

Following the FCIM, we will analyze data to ensure that students are making progress

Person or Persons Responsible

Principal and Math Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark and interim assessments

Plan to Monitor Effectiveness of G3.B5.S1

Following the FCIM, we will analyze data to ensure that students are making progress and that instruction is being adjusted accordingly

Person or Persons Responsible

Principal and Math coach

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark and Interim assessments

G3.B6 According to the results of the 2013 FCAT 2.0, students in the bottom quartile experienced difficulty in Reporting Category1 Number Base Ten Fractions.

G3.B6.S1 A variety of real word lessons will be developed to help students ass and subtract fractions with both like and unlike denominators, use models, add and subtract decimals and order fractions.

Action Step 1

A variety of real word lessons will be developed to help students ass and subtract fractions with both like and unlike denominators, use models, add and subtract decimals and order fractions.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Benchmark and Interim assessments

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

Students will be provided with daily practice in applying the concept of fractions to daily real world problems

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Bell ringer or Exit slips

Plan to Monitor Effectiveness of G3.B6.S1

Following the FCIM, we will analyze data to ensure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

Principal and Math Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Interim and benchmark assessments

G4. Based on the 2013 Science FCAT 2.0 student proficiency was at 56%. Our goal for the 2014 Science FCAT is to increase student proficiency to 59%. This reflects an increase of 3% points.

G4.B1 As noted on the 2013 Science FCAT 2.0, students had the most difficulty with nature of Science. There is insufficient evidence of effective conclusion writing in investigations and/or hands-on activities.

G4.B1.S1 By increasing the rigor in Science writing by the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by Common Core Standards, students will increase student achievement in Science.

Action Step 1

Journals will be used daily to explore current issues in Science

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lab Reports, benchmark assessments

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

Following the FCIM, the principal and the Science Lead Teacher will review lab reports and conclusions at Monthly department meetings.

Person or Persons Responsible

Principal and Science Lead Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Lab Reports and benchmark assessments

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM, the principal and the Science Lead Teacher will review lab reports and conclusions at Monthly department meetings.

Person or Persons Responsible

Principal and Science Lead Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Lab Reports, Interim and Benchmark assessments

G5. Based on 2013 STEM related activities our students participated in 2 STEM related projects/lessons per semester. Our goal for the 2014 STEM related activities is 4 STEM related projects/lessons per semester. Doubling the number of STEM activities.

G5.B1 In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in ProjectBased Learning Stems

G5.B1.S1 We will establish a plan and timeline for the development of student projects and increase participation in STEM competitions.

Action Step 1

Teachers will establish and implement a plan for the development of cross-curricular STEM projects and competitions

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase participation in STEM related activities

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

Principal and Science Lead Teacher will monitor Science, Math and STEM teachers

Person or Persons Responsible

Principal and Science Lead Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase participation in STEM related activities and Projects

Plan to Monitor Effectiveness of G5.B1.S1

Principal and Science Lead teacher will monitor Science, Math and STEM teachers

Person or Persons Responsible

Principal and Science Lead Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase participation in STEM related activities and projects

G6. Based on 2013 in house data collection of early warning signs using parent conferences, Progress Monitoring Plans and data chats we showed 71%. Our goal in 2014 is to increase to 75%. Indicating a 4% point increase.

G6.B1 Student academic development is correlated to student attendance and some parents are not aware of the negative effects of chronic absenteeism.

G6.B1.S1 Santa Fe Academy will recognize students with perfect attendance quarterly and will send home attendance letters once there are 3 unexcused absences.

Action Step 1

Attendance Initiatives will include rewards for perfect attendance and letters sent home to parents informing them of developing patterns of absenteeism

Person or Persons Responsible

Attendance Clerck and Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Letters and Perfect Attendance Certificates

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

Review attendance reports to send notifications home to parents

Person or Persons Responsible

Attendance Clerk

Target Dates or Schedule

Monthly

Evidence of Completion

Log of attendance letters send home

Plan to Monitor Effectiveness of G6.B1.S1

Monitor attendance percentage and announce on the morning announcements

Person or Persons Responsible

Principal

Target Dates or Schedule

Daily

Evidence of Completion

attendance chart tracking improvements in attendance

G6.B2 Students demonstrating low academic performance that may result in retention require additional instruction and support outside of the school day, thus requiring more parental involvement and support than the parents are providing.

G6.B2.S1 Monitor students every 4 weeks to see if any students need a parent conference, Progress Monitoring Plan (PMP) or an revision to an already existing PMP

Action Step 1

Grade levels will meet as a team and discuss students who's academic progress requires communication with parents and/or intervention

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Grade Level Meeting Minutes

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

Review grade level meeting minutes

Person or Persons Responsible

Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Principal review of meeting minutes with grade level lead

Plan to Monitor Effectiveness of G6.B2.S1

Track progress of students on PMP

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Ongoing Progress Monitoring documentation

G6.B3 Some students have a significant delay in reading and are not proficient in reading by grade 3

G6.B3.S1 Provide students in grades K-2 with the opportunity to receive intensive Reading interventions after school and during the school day for 30 minutes a day for up to 5 days a week.

Action Step 1

Use FAIR and Reading Inventories scores to address instructional needs in the classroom and during interventions.

Person or Persons Responsible

Teacher, Intervention Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

FAIR Results and Reading Inventory documentation

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

Review FAIR data and IRI data

Person or Persons Responsible

Reading Coach and Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Coach log

Plan to Monitor Effectiveness of G6.B3.S1

Students demonstrate an improvement in Phonics and reading fluency

Person or Persons Responsible

Teacher and Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Student data chats, FAIR results and IRI data

G7. Based on 2013 in house data collected we showed parental involvement to be 71%. Our goal for 2014 is to show 75% parental involvement. Reflecting 4% point increase.

G7.B1 Santa Fe Advantage Academy is a small school with small facilities.

G7.B1.S1 In order to increase parental involvement, we will stager events to accommodate the need for additional parking. Also, Santa Fe Advantage Academy will work with business partners and use their facilities for events drawing bigger crowds

Action Step 1

Schedule events in advance to have ample time to make arrangements to either stager events throughout multiple days or find an alternate and convenient location

Person or Persons Responsible

Principal and PTSO Board

Target Dates or Schedule

Monthly

Evidence of Completion

parent Sign in Sheets

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

The principal will monitor monthly communication efforts made between the school and parents.

Person or Persons Responsible

Principal and PTSO Board

Target Dates or Schedule

Monthly

Evidence of Completion

Parent Sign in Sheets

Plan to Monitor Effectiveness of G7.B1.S1

The Principal will compare monthly participation and track if there has been an increase in parental involvement.

Person or Persons Responsible

Principal and PTSO Board

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Parent Sign in sheets at events

Coordination and Integration

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

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Based on the 2013 Reading FCAT 2.0 student proficiency was at 63%. Our goal for the 2014 Reading FCAT is to increase student proficiency to 68%. This reflects an increase of 5% points.	\$425
G5.	Based on 2013 STEM related activities our students participated in 2 STEM related projects/lessons per semester. Our goal for the 2014 STEM related activities is 4 STEM related projects/lessons per semester. Doubling the number of STEM activities.	\$600
G6.	Based on 2013 in house data collection of early warning signs using parent conferences, Progress Monitoring Plans and data chats we showed 71%. Our goal in 2014 is to increase to 75%. Indicating a 4% point increase.	\$400
Total		\$1,425

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
EESAC		\$700
ESSAC		\$725
Total		\$1,425

Budget Details

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

G1. Based on the 2013 Reading FCAT 2.0 student proficiency was at 63%. Our goal for the 2014 Reading FCAT is to increase student proficiency to 68%. This reflects an increase of 5% points.

G1.B3 Students scoring at a level 3 require additional instruction with Reading Application skills across the curriculum

G1.B3.S1 Using real-world documents such as how-to articles, brochures fliers and websites use text featured to locate informational text

Action Step 1

Students should practice locating and verifying details, critically analyzing text and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers.

Resource Type

Evidence-Based Program

Resource

Teachers will participate in District PD's.

Funding Source

EESAC

Amount Needed

\$100

G1.B5 Students are having difficulty demonstrating learning gains due to vocabulary and determining the meaning of unknown words used in context.

G1.B5.S1 Use graphic organizers and webbing along with sentence completion and frames that will provide students with language they can build upon.

Action Step 1

Vocabulary will be taught in context where students must apply the proper use of vocabulary words

Resource Type

Evidence-Based Program

Resource

Wordly Wise Program

Funding Source

ESSAC

Amount Needed

\$325

G5. Based on 2013 STEM related activities our students participated in 2 STEM related projects/lessons per semester. Our goal for the 2014 STEM related activities is 4 STEM related projects/lessons per semester. Doubling the number of STEM activities.

G5.B1 In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in ProjectBased Learning Stems

G5.B1.S1 We will establish a plan and timeline for the development of student projects and increase participation in STEM competitions.

Action Step 1

Teachers will establish and implement a plan for the development of cross-curricular STEM projects and competitions

Resource Type

Evidence-Based Program

Resource

STEM Related project materials

Funding Source

EESAC

Amount Needed

\$600

G6. Based on 2013 in house data collection of early warning signs using parent conferences, Progress Monitoring Plans and data chats we showed 71%. Our goal in 2014 is to increase to 75%. Indicating a 4% point increase.

G6.B1 Student academic development is correlated to student attendance and some parents are not aware of the negative effects of chronic absenteeism.

G6.B1.S1 Santa Fe Academy will recognize students with perfect attendance quarterly and will send home attendance letters once there are 3 unexcused absences.

Action Step 1

Attendance Initiatives will include rewards for perfect attendance and letters sent home to parents informing them of developing patterns of absenteeism

Resource Type

Evidence-Based Program

Resource

Rewards for students attendance (brag tags) and snacks for parental meetings and events

Funding Source

ESSAC

Amount Needed

\$400