



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Advantage Academy Of Math And Science At
Summerville

11575 SW 243RD ST
Homestead, FL 33032
305-253-2123

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
[Data Not Available]

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
[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.

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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 Acad Math And Science Summerville

Principal

Nathaniel Grasc: Breezy Leza

School Advisory Council chair

Estelle Strader

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

Name

Title

Victoria Ramos

Assistant Principal

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

Breezy Leza Principal
 Nelsy Gutierrez Teacher
 Alicia Villasana Teacher
 Carey Smith Teacher
 Kristine Ramirez Teacher
 Nicole Sarria Teacher
 Arelys Miranda Alternate Teacher
 Victoria Ramos Educational Support Employee
 Pamela Picasso AE
 Zoila Bartia Parent
 Wendy Pacheco Parent
 Nadine Rolle Parent
 Lauren Marrero Parent
 Damaris Pineda Parent
 Maria Mena Parent
 Zoida Hafed Alternate Parent
 Rodney Ramirez Student

Rey Marrero Alternate Student
Melissa Aguilar (EESAC Chairperson)

Involvement of the SAC in the development of the SIP

The involvement of the SAC is to meet quarterly school performance data and strategies to intervene in areas of deficiency. In the spirit of the Florida continuous improvement model, the SAC committee reviews the effectiveness of the strategies and makes necessary recommendations. Thus they approve the SIP and any changes throughout the year of the SIP.

Activities of the SAC for the upcoming school year

The involvement of the SAC is to meet quarterly school performance data. The SAC committee is also responsible for approving the SIP annually.

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 incentives 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 library.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Nathaniel Grsch: Breezy Leza

Principal

Years as Administrator: 5

Years at Current School: 2

Credentials

Elem. Ed. Bachelors
 Masters in Reading
 Specialist Ed. Leadership
 K-6 Elementary Education Teacher's Certification
 ESOL Endorsed

Performance Record

2013
 School Grades C
 AYP N
 High Stds Reading 51
 High Stds in Math 55
 Lrng Gains Read 58
 Lrng Gains Math 63
 Gains R 25 73
 Gains M 25 71
 2012
 School Grades B
 AYP Y
 High Stds Reading 58
 High Stds in Math 51
 Lrng Gains Read 73
 Lrng Gains Math 61
 Gains R 25 82
 Gains M 25 55
 2011
 School Grades A
 AYP N
 High Stds Reading 79
 High Stds in Math 77
 Lrng Gains Read 68
 Lrng Gains Math 71
 Gains R 25 68
 Gains M 25 64
 2010
 School Grades A
 AYP
 High Stds Reading 76
 High Stds in Math 72
 Lrng Gains Read 73
 Lrng Gains Math 66
 Gains R 25 67
 Gains M 25 63
 2009
 School Grades A
 AYP
 High Stds Reading 70
 High Stds in Math 66
 Lrng Gains Read 68

Lrng Gains Math 69
 Gains R 25 71
 Gains M 25 73

Victoria Ramos

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

English Lit. Bachelors
 Masters in Educational Leadership
 K-6 Elementary Education Teacher's Certification
 ESOL Endorsed

Performance Record

2013
 School Grades B
 AYP NA
 High Stds Reading 58
 High Stds in Math 53
 Lrng Gains Read 71
 Lrng Gains Math 62
 2012
 School Grades B
 AYP NA
 High Stds Reading 58
 High Stds in Math 51
 Lrng Gains Read 73
 Lrng Gains Math 61
 2011
 School Grades A
 AYP N
 High Stds Reading 79
 High Stds in Math 77
 Lrng Gains Read 68
 Lrng Gains Math 71
 2010
 School Grades A
 AYP Y
 High Stds Reading 76
 High Stds in Math 72
 Lrng Gains Read 73
 Lrng Gains Math 66
 2009
 School Grades A
 AYP N
 High Stds Reading 70
 High Stds in Math 66
 Lrng Gains Read 68
 Lrng Gains Math 69

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: 2

Years at Current School: 2

Areas

Reading/Literacy

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

2013
 School Grade C
 AYP N
 High Stds Reading 51
 High Stds in Math 55
 Lrng Gains Read 58
 Lrng Gains Math 63
 Gains R 25 73
 Gains M 25 71
 2012
 School Grade B
 AYP Y
 High Stds Reading 58
 High Stds in Math 51
 Lrng Gains Read 73
 Lrng Gains Math 61
 Gains R 25 82
 Gains M 25 55
 2011
 School Grades A
 AYP N
 High Stds Reading 79
 High Stds in Math 77
 Lrng Gains Read 68
 Lrng Gains Math 71
 Gains R 25 68
 Gains M 25 64
 2010
 School Grades A
 AYP N
 High Stds Reading 76
 High Stds in Math 72
 Lrng Gains Read 73
 Lrng Gains Math 66
 Gains R 25 67
 Gains M 25 63
 2009
 School Grades A
 AYP
 High Stds Reading 70

High Stds in Math 66
Lrng Gains Read 68
Lrng Gains Math 69
Gains R 25 71
Gains M 25 73

Pilar Valdes		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics	
Credentials	K-6 Elementary Education ESOL Endorsed Educational Leadership Degrees: Bachelor of Science in Biological Sciences Master of Science in Educational Leadership	
Performance Record	2013 School Grades C AYP N High Stds Reading 63 High Stds in Math 65 Lrng Gains Read 70 Lrng Gains Math 67 Gains R 25 70 Gains M 25 67 2012 School Grades B AYP Y High Stds Reading 62 High Stds in Math 63 Lrng Gains Read 73 Lrng Gains Math 59 Gains R 25 63 Gains M 25 56 2011 School Grades A AYP N High Stds Reading 79 High Stds in Math 77 Lrng Gains Read 68 Lrng Gains Math 71 Gains R 25 Gains M 25 2010 School Grades A AYP N High Stds Reading 76 High Stds in Math 72 Lrng Gains Read 73 Lrng Gains Math 66 Gains R 25 67 Gains M 25 63 2009 School Grades A AYP High Stds Reading 70	

High Stds in Math 66
 Lrng Gains Read 68
 Lrng Gains Math 69
 Gains R 25 71
 Gains M 25 73

Classroom Teachers

of classroom teachers

5

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

100%

certified in-field

5, 100%

ESOL endorsed

5, 100%

reading endorsed

0, 0%

with advanced degrees

0, 0%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

3, 60%

with 6-14 years of experience

2, 40%

with 15 or more years of experience

0, 0%

Education Paraprofessionals

of paraprofessionals

5

Highly Qualified

5, 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

1. Provide salaries commensurate with district pay scale.
2. Employer will pay 90% of employee health costs.
3. Ads are placed in local newspaper and applicants are screened prior to making an appointment for an interview. Applicants are interviewed by appropriate personnel including the Director, the Principal, the Assistant Principal, the ESE Specialist, the ESOL Director and the Reading Coach, where applicable.
4. Soliciting referrals from current employees
5. Working with local universities to provide opportunities for internships and service learning hours

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

First year teachers will be paired with veteran teachers in the same subject area/ grade level. Activities of mentors will include but are not limited to modeling lessons/strategies aligned with common core anchor benchmarks.

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

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

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

- 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

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

1. 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.

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

Frequent needs assessments will take place so as to support any areas with needed professional development. A focus on the FCIM will allow the MTSS to implement plans of action, evaluate their effectiveness, and make any necessary changes and adjustments.

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

Intervention:

Effectiveness of Reading Intervention instruction will be monitored using Voyager - On Going Progress Monitoring tool.

Effectiveness of Mathematics Intervention instruction will be monitored using Math Diagnostic for Tier Intervention.

On-going data analysis of Baseline assessment and Interim assessments will be used to assess periodic

student progress in reading, mathematics, science and writing.
 Each time data is gathered, accommodations for instruction and assessments will be made.

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

Training for all staff in the Rtl problem solving, data analysis process;
 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.
 Provide Parent Workshops to educate parents on data analysis.

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 be engaged in after school SAT programs to instruct student in Reading and Mathematic strategies aligned with common core standards.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Student data is collected monthly and analyzed to determine effectiveness .
 Students and teachers will set monthly goals in each subject area.

Who is responsible for monitoring implementation of this strategy?

Leadership team will meet monthly with teachers to dissect student data and determine areas of need.

Literacy Leadership Team (LLT)

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

Name	Title
Breezy Leza	Principal
Leila Ibanez	ESE Program Specialist
Pamela Picasso-Alarcon	Reading Coach
Victoria Ramos	Assistant Principal

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 on a monthly basis through assessments and progress monitoring.

Major initiatives of the LLT

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

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

Students from local preschools will be invited to attend Open House events prior to school year starting to offer information to parents and students. Incoming Kindergarten students were invited to a Summer Event on July 24, 2013 to tour the building and meet the teachers.

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)	13	33%	40%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		10%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		13%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		6
Participation in STEM-related experiences provided for students	10	10%	11%

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	13	11%	10%
Students retained, pursuant to s. 1008.25, F.S.	2	2%	1%
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Parents are unfamiliar with the availability of opportunities for parental involvement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parental Involvement	300	55%	56%

Goals Summary

- G1.** The results of the 2012-2013 SESAT Math Test indicate that 73% of the students achieved Level 5 or higher. Our goal for 2013-2014 school year is to increase the number of Level 5 or higher 2 percentage point to 77%.
- G2.** The results of the 2012-2013 SESAT Reading Test indicate that 94% of the students achieved Level 5 or higher. Our goal for 2013-2014 school year is to increase the number of Level 5 or higher 2 percentage point to 96%.

Goals Detail

G1. The results of the 2012-2013 SESAT Math Test indicate that 73% of the students achieved Level 5 or higher. Our goal for 2013-2014 school year is to increase the number of Level 5 or higher 2 percentage point to 77%.

Targets Supported

- Math (Elementary and Middle School)

Resources Available to Support the Goal

- Math Connect
- Mathletics
- Math Intervention

Targeted Barriers to Achieving the Goal

- Students lack math fluency.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from SAT

Person or Persons Responsible

MTSS/Rti Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative assessments - Results from the 2014 SAT

G2. The results of the 2012-2013 SESAT Reading Test indicate that 94% of the students achieved Level 5 or higher. Our goal for 2013-2014 school year is to increase the number of Level 5 or higher 2 percentage point to 96%.

Targets Supported

- Reading (FCAT2.0, CELLA)

Resources Available to Support the Goal

- During Pre-reading activities students will utilize concepts maps and word walls to help build their knowledge of word meaning and their relationships.

Targeted Barriers to Achieving the Goal

- An anticipated barrier is students lack of exposure to English language vocabulary.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

LLT Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments Summative Assessments

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2012-2013 SESAT Math Test indicate that 73% of the students achieved Level 5 or higher. Our goal for 2013-2014 school year is to increase the number of Level 5 or higher 2 percentage point to 77%.

G1.B1 Students lack math fluency.

G1.B1.S1 During Math instruction students will participate in a variety of vocabulary and decoding development activities that would enhance their word knowledge through the use of close reads.

Action Step 1

Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts.

Person or Persons Responsible

Rti

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests and Interim assessments

Facilitator:

Math Coach

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G1.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

Rti

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments Quizzes/Tests

Plan to Monitor Effectiveness of G1.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

Rti

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments Quizzes/Tests

G2. The results of the 2012-2013 SESAT Reading Test indicate that 94% of the students achieved Level 5 or higher. Our goal for 2013-2014 school year is to increase the number of Level 5 or higher 2 percentage point to 96%.

G2.B1 An anticipated barrier is students lack of exposure to English language vocabulary.

G2.B1.S1 During Reading instruction students will participate in a variety of vocabulary and decoding development activities that would enhance their word knowledge through the use of close reads.

Action Step 1

Students will participate in a variety of vocabulary development activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and school generated assessments including benchmarks.

Facilitator:

Reading Coach

Participants:

Reading Teachers

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

Follow 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 Summative assessments

Plan to Monitor Effectiveness of G2.B1.S1

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

Person or Persons Responsible

LLT Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments Summative Assessments

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

Title 1 funds will be allocated to fund our school's reading and math coach to provide teachers with the necessary training to meet student's needs.

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. The results of the 2012-2013 SESAT Math Test indicate that 73% of the students achieved Level 5 or higher. Our goal for 2013-2014 school year is to increase the number of Level 5 or higher 2 percentage point to 77%.

G1.B1 Students lack math fluency.

G1.B1.S1 During Math instruction students will participate in a variety of vocabulary and decoding development activities that would enhance their word knowledge through the use of close reads.

PD Opportunity 1

Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts.

Facilitator

Math Coach

Participants

Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests and Interim assessments

G2. The results of the 2012-2013 SESAT Reading Test indicate that 94% of the students achieved Level 5 or higher. Our goal for 2013-2014 school year is to increase the number of Level 5 or higher 2 percentage point to 96%.

G2.B1 An anticipated barrier is students lack of exposure to English language vocabulary.

G2.B1.S1 During Reading instruction students will participate in a variety of vocabulary and decoding development activities that would enhance their word knowledge through the use of close reads.

PD Opportunity 1

Students will participate in a variety of vocabulary development activities.

Facilitator

Reading Coach

Participants

Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and school generated assessments including benchmarks.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2012-2013 SESAT Math Test indicate that 73% of the students achieved Level 5 or higher. Our goal for 2013-2014 school year is to increase the number of Level 5 or higher 2 percentage point to 77%.	\$1,000
G2.	The results of the 2012-2013 SESAT Reading Test indicate that 94% of the students achieved Level 5 or higher. Our goal for 2013-2014 school year is to increase the number of Level 5 or higher 2 percentage point to 96%.	\$1,000
Total		\$2,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Total
EESAC	\$1,000	\$1,000	\$2,000
Total	\$1,000	\$1,000	\$2,000

Budget Details

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

G1. The results of the 2012-2013 SESAT Math Test indicate that 73% of the students achieved Level 5 or higher. Our goal for 2013-2014 school year is to increase the number of Level 5 or higher 2 percentage point to 77%.

G1.B1 Students lack math fluency.

G1.B1.S1 During Math instruction students will participate in a variety of vocabulary and decoding development activities that would enhance their word knowledge through the use of close reads.

Action Step 1

Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts.

Resource Type

Professional Development

Resource

Teachers will create math centers to develop Math Fluency through hands-on experiences.

Funding Source

EESAC

Amount Needed

\$1,000

G2. The results of the 2012-2013 SESAT Reading Test indicate that 94% of the students achieved Level 5 or higher. Our goal for 2013-2014 school year is to increase the number of Level 5 or higher 2 percentage point to 96%.

G2.B1 An anticipated barrier is students lack of exposure to English language vocabulary.

G2.B1.S1 During Reading instruction students will participate in a variety of vocabulary and decoding development activities that would enhance their word knowledge through the use of close reads.

Action Step 1

Students will participate in a variety of vocabulary development activities.

Resource Type

Evidence-Based Program

Resource

Teachers will create Reading Center activities to engage students in vocabulary development activities.

Funding Source

EESAC

Amount Needed

\$1,000