

A word cloud graphic featuring various educational and instructional terms. The words are arranged in a circular pattern, with 'students' and 'teaching' being the largest. Other prominent words include 'school', 'improvement', 'instruction', 'environment', 'family', 'community', 'collaborative', 'strategic', 'goals', 'mission', 'vision', 'public', 'and', 'career', 'college', 'and', 'planning', 'involvement', 'achievement', 'increased', 'relationships', 'building', 'needs', 'assessment', 'resources', 'strategies', 'ambitious', 'effective', 'leadership', 'supportive', 'problem', 'solving', 'step', 'zero', '8-Step', 'public', 'and', 'mission', 'vision'. The colors used are primarily blue, yellow, orange, and green.

Academir Charter School West

14880 SW 26TH ST, Miami, FL 33185

[no web address on file]

School Demographics**School Type**

Elementary

Title I

No

Free/Reduced Price Lunch

62%

Alternative/ESE Center

No

Charter School

Yes

Minority

98%

School Grades History**Year****2013-14****2012-13****2011-12****2010-11****Grade**

B

A

A

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of AcadeMir Charter School West is to provide students with a well-rounded elementary school education, through a challenging program, focused on mathematics and science using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement.

Provide the school's vision statement

The vision for Academir Charter School West is to provide students with a challenging and rigorous curriculum enabling students to be well prepared for life through adherence to the mission, shared purpose, and clearly articulated goals.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The purpose of AcadeMir Charter School West (ACSW) is to prepare students to reach their maximum potential in all subjects with special emphasis on mathematics, science, and reading. Their culture and diverse backgrounds are taken into account to build upon their knowledge, and the unique individualized needs of each student. Teachers and students build a positive and nurturing relationship based on trust.

Describe how the school creates an environment where students feel safe and respected before, during and after school

ACSW's approach to classroom management will be a consistent behavior management system that will maximize instruction and learning. ACSW uses a proactive and positive approach to classroom management.

ACSW implements the 3R's Club – Respect, Responsibility and Readiness to Learn as a guideline to all students for the behavior expected at school. All students are treated with dignity and respect. Students are taught the skills and behaviors necessary for success. Staff members encourage motivation through positive interactions and building relationships with students.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school's discipline plan allows teachers to establish major goals (instructional and behavioral) that students accomplish by the end of the academic year. The plan describes basic attitudes, traits and behaviors that will help students succeed in the classroom and throughout their lives. High positive expectations will be expected of all students. ACSW will build positive relationships with the students' families by making initial contact with them at the beginning of the school year and maintain regular contact throughout the school year to ensure behavioral and academic success.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

ACSW ensures that the social-emotional needs of all students are being met through the process of self-reflection, utilization of data, structuring for success, and collaboration. If student behavior is irresponsible, the school staff will reflect on what they can do to help the student. Objective information about behavior is important in planning and making decisions about behavior. The settings is organized to promote successful behavior from all students. Faculty and staff share the responsibility of ensuring that all students follow the school's discipline plan. A policy is in place for disseminating critical information regarding a student's well-being and safety.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

AcadeMir Charter School West considers regular school attendance an integral part of a student's education.

Absences are excused only for personal illness, medical appointment, immediate death in the family, and religious holiday. A note explaining the reason for the absence is due upon return. Excused notes returned to school three days or more after the absence will not be accepted and the absence will remain as unexcused. Students who have two unexcused absences within a month will not be included in the monthly 3 R's Club. Parent meetings are held on monthly with students who have 5 or more unexcused absences. Before and after school tutoring programs are implemented for reading and math level 1 students that have been identified. A set intervention time is provided for all identified Level 1 students in both in reading and math.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level 3	Total
Attendance below 90 percent	0	
One or more suspensions	0	
Course failure in ELA or Math	1	1
Level 1 on statewide assessment	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

A letter is sent out to the parents of those students who have excessive absences on a monthly basis. The school conducts monthly parent meetings with students who have five or more unexcused absences. Students who have good attendance are recognized on a monthly basis. A discipline plan is followed to ensure students inappropriate behavior is discouraged and rectified prior to resulting in suspension.

The bottom 30% of the student population is addressed academically through the implementation of remedial instruction to minimize the achievement gap. The students requiring intervention are

provided with a minimum of thirty minutes of remedial instruction with school based support staff in the areas of reading and/or math. The implementation of Wonder Works is used for those students requiring intensive remediation in reading. Before and after school tutoring programs are established to minimize the achievement gap. Student data is collected and used to guide instruction and make sound instructional decisions that foster academic growth and success.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The school will maintain an open channel of communication with parents at all times to provide them with information regarding their child's academic progress.

The school will:

- Identify students who are at a level below, at grade level or above grade level and let parents know by notifying the parents and requesting a parent conference
- Those students that are not making adequate progress toward the Florida Standards will be identified and methods of improvement will be implemented and interventions will take place in order to help the student improve. All interventions and the progress of the interventions will be communicated to parents through MTSS meetings that review the interventions implemented.
- Other data that is obtained and the progress of the students will be communicated to parents via progress reports, report cards, parent involvement workshops and parent conferences as well as other adequate forms of written and oral communication deemed necessary in order to maintain the parent informed.

The school website the "ACSW Press" informs parents of all upcoming events and activities. All teachers have a classroom website that is updated weekly to inform parents of all home learning assignments, upcoming tests, and projects. Parents are provided with conference times before school hours beginning at 7:45 AM. The school will continue to have parental involvement activities that promote literacy.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

ACSW regularly schedules EESAC meetings, parent workshops, open house, special events, and coffee talk with the principal. These meetings are held to support parents with the development of their child's progress. Local community partnerships are used to influence the academic growth and achievement of all students.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Claro, Carolina	Principal
Ledo, Mary Kristina	Assistant Principal
Rossie, Carlos	Other
Coile, Chereen	SAC Member

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

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

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

Carlos Rossie, Curriculum Coach provides classroom support and guidance to teachers on the implementation process of SIP. He assists teachers with Tier grouping decisions based on data results. He engages in data chats with all reading teachers to ensure data is driving instructional decisions and monitors program effectiveness by reviewing data results from FAIR, baseline, interim, and winter assessments. He assists teachers in implementing the "Go Math" program with fidelity. Grade Level Chairpersons: Priscilla Torres, Kindergarten , First Grade Vanessa Cuadras, Second Grade: Anais Millares, Third Grade: Nataie Mejia Fourth Grade: Arlene Betancourt, Fifth Grade: Marina Nunez

The function and responsibility of the Grade level chairperson is to disseminate information to grade level teachers discussed during Leadership Team Meetings, assist teachers in the implementation of SIP, meet on a weekly basis with grade level teachers to discuss data results, differentiated instruction, group interventions, and self-monitoring by students. Grade level chairperson will ensure that grade level teachers are implementing the goals outlined in the SIP with fidelity.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team will review and reflect upon the School Improvement Plan on an on-going basis to ensure SIP implementation and fidelity. The team will meet to discuss, review, and reflect upon the data obtained from baseline, interim, and winter assessments. The team will discuss student's strengths and weaknesses, as well as, class performance. The data will reflect which students require additional supports and intervention. Students will be grouped for intervention in accordance to competency levels on FCAT and instructional needs as reflected on the data obtained through district assessments. Class performance on district assessments will be used as indicators for the need for particular professional developments. Curriculum coach will serve as instructional

support to model lessons and assist teachers on program implementation, grouping, and interventions. Grade level meetings will be held on a weekly basis to discuss student data results and performance. Leadership meetings will be held twice a month to discuss data results, trends, and reflection. Goals and strategies aligned to the SIP will be discussed regularly for continued improvement.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Carolina Claro	Principal
Chereen Coile	Teacher
Anais Millares	Teacher
Alicia Bower	Education Support Employee
Esther Mir	Education Support Employee
Maedely De Armas	Parent
Lisette Martinez	Parent
Barbara Lorenzo	Parent
Alexander Casas	Business/Community
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC committee was involved in reviewing the goals associated with last year's School Improvement Plan. The SAC committee gave suggestions that would help guide goals for this coming school year.

Development of this school improvement plan

The SAC is the primary responsible body within the school for the creation and implementation of the School Improvement Plan. SAC members discussed issues related to academic curriculum (Reading, Writing, Math, and Science), parent involvement, attendance, school budgets, professional development, instructional materials and curricular needs.

Preparation of the school's annual budget and plan

The administrative team presented the budget during the SAC meeting. Recommendations and suggestions were made by SAC members.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

IPADS were purchased to enhance our curriculum. 1,545.00 was allocated to technology. Student incentive programs were created for those students making learning gains and demonstrating academic progress. 1,545.00 was allocated for student incentives.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Ledo, Mary Kristina	Assistant Principal
Rossie, Carlos	Instructional Coach
Claro, Carolina	Principal
Coile, Chereen	Teacher, K-12

Duties**Describe how the LLT promotes literacy within the school**

The major initiative of the LLT is to ensure that all students are making adequate progress in the area of reading literacy and reading skills. They will monitor performance of benchmark assessments to ensure that all students are mastering the required benchmarks. The Literacy Team will assist all teachers in the development of the implementation of the new Florida Standards and instructional best practices.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All teachers have common planning time to discuss across grade levels student academic data and growth. Next steps to achieving academic growth is discussed within the Learning Team meetings that are held on a monthly basis. The Learning Team Meetings focus on strategically planning the discussion of implementing the Florida Standards through the incorporation of best practices and academic rigor.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Orientation meeting is held for all new employees. New employees are paired with more experienced teachers. Teachers are provided with opportunities to plan together and model lessons for new teachers. The curriculum coach assist new teachers and serve as a coach and mentor in the area of reading, math, and science. The school utilizes the IPEGS evaluation system. The faculty is surveyed at the

beginning of the year to determine what professional developments are needed. Professional development are provided throughout the school year.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

ACSW uses state adopted and researched based curriculum infusing best practices so that students are engaged and challenged on a daily basis. The school's curriculum is aligned to the Florida Standards. The core instructional programs implement research based strategies, innovations and activities that facilitate high levels of learning and achievement for all students. The curriculum reflects high quality instruction and the school will use Florida Department of Education adopted researched based textbooks and are accompanied by supplementary materials. All intervention and challenging materials will be incorporated to address the needs of special populations of learners, such as Gifted, ESE and ELL students.

The teachers follow the district approved pacing guides and develop their lesson plans accordingly. The curriculum coach and administrators review lesson plans weekly to ensure that all the benchmarks are being covered. Teachers follow the state mandated MTSS process so that they can implement interventions as demonstrated by students' data on assessments and teacher recommendation. LEP plans will also be followed with fidelity to ensure all ELL students are being taught with the appropriate strategies and that the students are receiving the support needed to meet the set objectives.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

ACSW collects and analyzes data to make determinations about student learning and performance levels at the beginning of the school year. Data is used to determine student strengths and weaknesses and to drive and differentiate instruction. The collection of data is an ongoing process. For example, standardized test results from 2015 will be compared to results from 2014 to determine educational strengths and needs of students and to compare the students academic progress. Furthermore benchmark assessments are regularly provided to students to monitor growth in the areas of reading, math, and science. Interim quarterly assessments are used to monitor student progress and make instructional decisions that impact student growth and progress. Student data is used to drive and target students requiring below level, on level, and beyond level instruction. Scheduled intervention times are allotted throughout the school day to deliver remedial instruction. Students are also provided with enrichment opportunities to further develop and increase their academic potential.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 13,380

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

Strategy Rationale

The rationale behind this strategy is to close the achievement gap and allow for academic success.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Claro, Carolina, pr0410@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

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

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase when writing is implemented across the core curriculum.
- G2.** Through the Use of the Early Warning System Indicators students at risk will be identified and support will be provided in form of intervention in order to increase academic achievement.
- G3.** Through the use of technology programs students participation in Science Technology Engineering and Mathematics (STEM) will increase.
- G4.** Student achievement will increase as a result of implementing school related parental involvement activities that promote literacy.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Student achievement will increase when writing is implemented across the core curriculum. 1a

G042790

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	77.0
AMO Reading - ED	79.0
AMO Reading - ELL	63.0
AMO Reading - Hispanic	78.0
AMO Math - All Students	72.0
AMO Math - ED	70.0
AMO Math - ELL	60.0
AMO Math - Hispanic	71.0
FCAT 2.0 Science Proficiency	61.0

Resources Available to Support the Goal 2

- The use of Discovery Education Assessments, IXL Math Program, Reading Plus, Go Math Textbooks, Wonders Reading Textbooks, Wonder Works, Weekly Common Planning within all grade levels, Curriculum Support via Curriculum coaches and support staff, before school and after school tutoring, intervention blocks in math and reading, the implementation of writing rubrics throughout grade levels.

Targeted Barriers to Achieving the Goal 3

- Staff needs additional support with the development of the Florida Standards and curriculum alignment

Plan to Monitor Progress Toward G1. 8

Incremental increases in student data scores in writing assignments

Person Responsible

Mary Kristina Ledo

Schedule

Monthly, from 9/29/2014 to 5/25/2015

Evidence of Completion

Formative: Baseline, Fall and Winter Interim Assessments, Monthly Benchmark Assessments, Pre, Mid-Year, and Post Writing Test Summative: 2015 FSA Assessments

G2. Through the Use of the Early Warning System Indicators students at risk will be identified and support will be provided in form of intervention in order to increase academic achievement. 1a

G042791

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	5.0

Resources Available to Support the Goal 2

- monthly benchmark assessments, Wonders Basal, Go Math, IXL, Reading Plus, Discovery Education, Interventionist, Tutoring program

Targeted Barriers to Achieving the Goal 3

- Students not demonstrating reading proficiency by third grade

Plan to Monitor Progress Toward G2. 8

Students will demonstrate progress on a monthly basis in the area of attendance, reading, and discipline

Person Responsible

Carolina Claro

Schedule

Monthly, from 10/22/2014 to 6/4/2015

Evidence of Completion

District Assessments, Monthly Florida Standards Assessments, Pre & Post test, attendance reports, conduct grades, 3R's club monthly student memberships

G3. Through the use of technology programs students participation in Science Technology Engineering and Mathematics (STEM) will increase. 1a

 G050259

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	61.0

Resources Available to Support the Goal 2

- GIZMOS, Discovery Education, IXL, Fusion Textbook, Science Fair, Integration of weekly scheduled computer lab, virtual labs, common planning

Targeted Barriers to Achieving the Goal 3

- Additional resources are needed for student participation in stem activities.

Plan to Monitor Progress Toward G3. 8

Monitor and follow-up the implementation of software programs to increase STEM activities.

Person Responsible

Carolina Claro

Schedule

Monthly, from 10/28/2014 to 6/4/2015

Evidence of Completion

Data generated from Discovery Education Assessments, IXL reports, completion of GIZMOS will be collected and reviewed.

G4. Student achievement will increase as a result of implementing school related parental involvement activities that promote literacy. 1a

 G050523

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	5.0

Resources Available to Support the Goal 2

- Parent workshops, School Website, Parent Connect messages, Book FAIR Night, Barnes and Noble Night, Kindergarten Literacy Night, Open House

Targeted Barriers to Achieving the Goal 3

- Parents working extended hours passed the academic day requirements.

Plan to Monitor Progress Toward G4. 8

Student achievement data will be reviewed to monitor progress.

Person Responsible

Carolina Claro

Schedule

Monthly, from 9/30/2014 to 6/4/2015

Evidence of Completion

Report card grades, monthly assessments, progress reports, results from Interim assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  **S123456** = Quick Key

G1. Student achievement will increase when writing is implemented across the core curriculum. **1**

 **G042790**

G1.B1 Staff needs additional support with the development of the Florida Standards and curriculum alignment **2**

 **B104522**

G1.B1.S1 In all content areas, writing will be taught using rubrics and explicit instruction that is based on standards or specific course benchmarks. Students will master course content as a result of implementing rigorous, meaningful, and appropriate writing activities that align with goals and benchmarks. Stakeholders will use student data derived from written assignments that are graded using rubrics. By incorporating the use of rubrics and explicit instruction when teaching writing across the curriculum students' strengths and weaknesses are identified and used to plan for ways of achieving academic success. **4**

 **S115695**

Strategy Rationale

This strategy was chosen to ensure that all students are exposed to the rigor necessary in order to master the Florida Standards in the area of writing. The strategy was chosen to maximize instruction by using rubrics and explicit instruction across the curriculum.

Action Step 1 **5**

Provide staff with a Needs Assessment survey

Person Responsible

Mary Kristina Ledo

Schedule

On 8/22/2014

Evidence of Completion

Results of Needs Assessment Survey

Action Step 2 5

Develop a monthly professional development calender

Person Responsible

Carlos Rossie

Schedule

On 9/5/2014

Evidence of Completion

Final draft of a professional development calander

Action Step 3 5

Additional staff will support and collaborate in the development and effective use of common planning time in order to understand the elements of the State's Rubric as it refers to Writing in order to develop their own student friendly rubric across grade level and content areas. An instructional framework will be developed to ensure that lessons are delivered using explicit instruction.

Person Responsible

Mary Kristina Ledo

Schedule

Weekly, from 9/8/2014 to 6/4/2015

Evidence of Completion

Common Planning time agenda minutes, curriculum coaches' log, and lesson plans

Action Step 4 5

Support and follow-up will be provided for all instructional staff as needed through the implementations of coaching cycles, model lessons, classroom observations, and collaborative planning across subject areas.

Person Responsible

Carolina Claro

Schedule

Weekly, from 9/16/2014 to 6/4/2015

Evidence of Completion

Lesson plans, minutes from Collaborative planning minutes, minutes from leadership meetings, walk-thru observations

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The effective use of common planning time

Person Responsible

Carolina Claro

Schedule

Weekly, from 9/8/2014 to 6/4/2015

Evidence of Completion

agenda, planning time minutes, lesson plans, informal observations of the use of explicit instruction during classroom lessons

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Student academic performance data in written assignments

Person Responsible

Mary Kristina Ledo

Schedule

Monthly, from 9/22/2014 to 4/30/2015


Evidence of Completion

Formative: District Baseline, Fall, and Winter Interim assessments, teacher generated classroom assessments, reports from Discovery Education Assessments, and IXL
Summative: FSA Assessments and FCAT 2.0 Science Assessments


G2. Through the Use of the Early Warning System Indicators students at risk will be identified and support will be provided in form of intervention in order to increase academic achievement. 1

 G042791

G2.B1 Students not demonstrating reading proficiency by third grade 2

 B104531

G2.B1.S1 Implementation of Learning Team Meetings with a focus on data analysis in order to use data to drive instruction during small group instruction, DI lessons, and intervention schedule times. 4

 S115704

Strategy Rationale

By meeting and discussing data teachers will strategically implement lessons delivered through small group instruction and intervention blocks.

Action Step 1 5

Learning Team Meetings will be implemented on a weekly basis to review data and develop strategies and action plans to address the needs of students not meeting reading proficiency.

Person Responsible

Mary Kristina Ledo

Schedule

On 10/8/2014

Evidence of Completion

Completion of Schedule, Learning Team Meeting Minutes

Action Step 2 5

A weekly Intervention schedule will be implemented, as well as, small group lessons within the instructional block.

Person Responsible

Mary Kristina Ledo

Schedule

Weekly, from 10/8/2014 to 6/3/2015

Evidence of Completion

Meeting Agendas, Data Points, schedules, lesson plans

Action Step 3 5

Weekly meetings with teachers will be conducted for further curricular strategic planning.

Person Responsible

Mary Kristina Ledo

Schedule

Monthly, from 10/29/2014 to 6/4/2015

Evidence of Completion

Meeting Agendas, Minutes, Data Point Progress, Sign-in sheets

Action Step 4 5

Classroom visitation will be conducted to verify teachers are using data to drive their instruction, ensuring that intervention times are used to instruct those students not mastering the Florida Standards in reading.

Person Responsible

Mary Kristina Ledo

Schedule

Biweekly, from 10/15/2014 to 6/4/2015

Evidence of Completion

Adminstrator's notes and observations of the walk through

Action Step 5 5

There will be follow-up and support provided to core curriculum classroom teachers through the incorporation interventionist, and hourly paraprofessionals.

Person Responsible

Mary Kristina Ledo

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Data Chats, on-going progress monitoring, Leadership meeting agendas, Interventionist Logs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Implementation of Learning team meeting with focus on student data progress and the effective use of intervention and small group instruction will be monitored on a weekly basis.

Person Responsible

Carlos Rossie

Schedule

Weekly, from 10/22/2014 to 6/3/2015

Evidence of Completion

Data Progression, Leadership meetings minutes, classroom visitation, coaching cycles, assessment reports from Discovery Education

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Intervention schedules, Small group instruction during DI, attendance, and progress monitoring data will be reviewed and instruction will be tweaked when needed.

Person Responsible

Mary Kristina Ledo


Schedule

Monthly, from 10/29/2014 to 6/4/2015

Evidence of Completion

District Interim Assessments, Monthly assessments based on Florida Standards, Pre and Post test

G2.B1.S2 Implement a school wide attendance plan where students are rewarded for attending school on a frequent basis. 4

 S142029

Strategy Rationale

Through the school's monthly student membership in the 3R's Club (School's Incentive Program focusing on Respect, Responsibility, and Ready to Learn) students will improve attendance.

Action Step 1 5

Explain to faculty, staff, parents, and students how the school will implement the 3R's Club (Respect, Responsibility, and Ready to Learn) and how it relates to school attendance.

Person Responsible

Carolina Claro

Schedule

On 8/18/2014

Evidence of Completion

3R's Club Guidelines, student handbook, parent letter informing 3R's club membership guidelines as it relates to student attendance

Action Step 2 5

Student incentives and recognition into the 3R's Club for all students who have less than 2 absences within a month.

Person Responsible

Mary Kristina Ledo

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

daily attendance bulletin, attendance recognition awards for 3R's Club members, grade book attendance

Action Step 3 5

Students will be rewarded for having perfect attendance within a nine week period

Person Responsible

Mary Kristina Ledo

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Honor roll assemblies, award's certificates, report cards, attendance reports

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Attendance reports will be monitored.

Person Responsible

Carolina Claro

Schedule

Monthly, from 9/8/2014 to 6/4/2015

Evidence of Completion

Attendance reports, grade book reports, attendance bulletins

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Student attendance will increase through the implementation of the 3R's Club

Person Responsible

Carolina Claro


Schedule

Monthly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Attendance reports, conference notes of parent conferences held for students demonstrating poor attendance

G2.B1.S3 Implement a school wide discipline plan where students are rewarded for following school rules and procedures. **4**

 S142208

Strategy Rationale

Through the school's monthly student membership in the 3R's Club (School's Incentive Program focusing on Respect, Responsibility, and Ready to Learn) students will improve behavior.

Action Step 1 **5**

Explain to faculty, staff, parents, and students how the school will implement the 3R's Club (Respect, Responsibility, and Ready to Learn) and how it relates to student behavior.

Person Responsible

Carolina Claro

Schedule

On 8/14/2014

Evidence of Completion

3R's Club Guidelines, student handbook, parent letter informing 3R's club membership guidelines as it relates to student behavior

Action Step 2 **5**

Implement a school wide discipline plan where students are rewarded for following the school's rules and procedures on a frequent basis.

Person Responsible

Carolina Claro

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

conduct grades, teacher discipline reports, Do the Right Thing student nomination, student Monthly Membership into 3R's Club

Action Step 3 5

Student incentives and recognition into the 3R's Club for all students who have excellent behavior each month

Person Responsible

Mary Kristina Ledo

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

3R's Club membership student recognition list, teacher report and observations

Action Step 4 5

Refer student's with severe behavioral issues using multiple systems of supports and the guidelines and procedures for Responding to Intervention and developing an Response to Intervention Plan.

Person Responsible

Mary Kristina Ledo

Schedule

Monthly, from 9/22/2014 to 6/4/2015

Evidence of Completion

Review monthly SCMS reports generated

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Student behavior referrals will be monitored and school wide Discipline Plan (3Rs Plan) will be reviewed.

Person Responsible

Mary Kristina Ledo

Schedule

Every 6 Weeks, from 9/22/2014 to 6/4/2015

Evidence of Completion

Review number of SCMS reports generated every 6 weeks, review student 3R's membership.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Student behavior will increase through the implementation of the 3R's Club and RTI process.

Person Responsible

Carolina Claro

Schedule

Quarterly, from 10/6/2014 to 6/4/2015


Evidence of Completion

SCMS, student referrals, conduct grades, classroom visitations, 3R Club Student Membership

G3. Through the use of technology programs students participation in Science Technology Engineering and Mathematics (STEM) will increase. 1

 G050259

G3.B1 Additional resources are needed for student participation in stem activities. 2

 B125880

G3.B1.S1 Increasing opportunities to use technology in the classroom to implement and enhance STEM activities. 4

 S138448

Strategy Rationale

By having more opportunities to use technology within the classroom student's will have a higher involvement in STEM related activities.

Action Step 1 5

Provide supplemental software programs within the classroom setting to enhance STEM activities.

Person Responsible

Carlos Rossie

Schedule

Biweekly, from 9/23/2014 to 6/4/2015

Evidence of Completion

Reports provided through IXL, Discovery Education, GIZMOs, and Think Central

Action Step 2 5

Lessons will be developed that include technology to enhance STEM opportunities for students.

Person Responsible

Carlos Rossie

Schedule

Biweekly, from 10/6/2014 to 6/4/2015

Evidence of Completion

lesson plans, classroom visitations, Leadership meeting minutes

Action Step 3 5

Administrative staff will follow-up and support the use of technology within lessons.

Person Responsible

Mary Kristina Ledo

Schedule

Monthly, from 10/20/2014 to 6/4/2015

Evidence of Completion

lesson plans, classroom visitations, and student work samples

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

The frequency and amount of usage of software programs that enhance STEM activities will be monitored.

Person Responsible

Mary Kristina Ledo

Schedule

Monthly, from 10/28/2014 to 6/4/2015

Evidence of Completion

Classroom walkthroughs, lesson plans, reports generated from software programs

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Monitor implementation of software programs within lessons.

Person Responsible

Carolina Claro

Schedule

Monthly, from 10/28/2014 to 6/4/2015


Evidence of Completion

Classroom walkthroughs, lesson plans, and generated reports from software programs such as IXL, Think Central, Discovery Education


G4. Student achievement will increase as a result of implementing school related parental involvement activities that promote literacy. 1

 G050523

G4.B1 Parents working extended hours passed the academic day requirements. 2

 B126545

G4.B1.S1 The school will have activities beyond the school day that promote literacy and academic achievement. 4

 S138487

Strategy Rationale

Parents work extended hours and require guidance on how to assist their children with activities that promote academic success.

Action Step 1 5

The school will propose parental involvement activities that promote literacy and academic achievement.

Person Responsible

Carolina Claro

Schedule

Quarterly, from 9/30/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets, ACSW website

Action Step 2 5

A monthly calendar of activities will be created.

Person Responsible

Mary Kristina Ledo

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Monthly calendar displayed on ACSW website

Action Step 3 5

The school will host a minimum of 6 parental involvement activities that promote literacy and academic achievement.

Person Responsible

Carolina Claro

Schedule

Quarterly, from 9/30/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets, ACSW website

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Activities that promote literacy will be announced via Blackboard connect and school website to encourage parent participation.

Person Responsible

Carolina Claro

Schedule

Monthly, from 10/28/2014 to 6/4/2015

Evidence of Completion

ASW website, parent sign-in sheets for parental involvement activities, school climate survey

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 **7**

Surveys will be conducted to ensure effectiveness of implementation.

Person Responsible

Carolina Claro

Schedule

Semiannually, from 11/3/2014 to 6/4/2015

Evidence of Completion

School Climate Survey, discussion with parents during monthly coffee talk with principal

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide staff with a Needs Assessment survey	Ledo, Mary Kristina	8/14/2014	Results of Needs Assessment Survey	8/22/2014 one-time
G2.B1.S1.A1	Learning Team Meetings will be implemented on a weekly basis to review data and develop strategies and action plans to address the needs of students not meeting reading proficiency.	Ledo, Mary Kristina	10/1/2014	Completion of Schedule, Learning Team Meeting Minutes	10/8/2014 one-time
G3.B1.S1.A1	Provide supplemental software programs within the classroom setting to enhance STEM activities.	Rossie, Carlos	9/23/2014	Reports provided through IXL, Discovery Education, GIZMOs, and Think Central	6/4/2015 biweekly
G4.B1.S1.A1	The school will propose parental involvement activities that promote literacy and academic achievement.	Claro, Carolina	9/30/2014	Sign-in sheets, ACSW website	6/4/2015 quarterly
G2.B1.S2.A1	Explain to faculty, staff, parents, and students how the school will implement the 3R's Club (Respect, Responsibility, and Ready to Learn) and how it relates to school attendance.	Claro, Carolina	8/18/2014	3R's Club Guidelines, student handbook, parent letter informing 3R's club membership guidelines as it relates to student attendance	8/18/2014 one-time
G2.B1.S3.A1	Explain to faculty, staff, parents, and students how the school will implement the 3R's Club (Respect, Responsibility, and Ready to Learn) and how it relates to student behavior.	Claro, Carolina	8/14/2014	3R's Club Guidelines, student handbook, parent letter informing 3R's club membership guidelines as it relates to student behavior	8/14/2014 one-time
G1.B1.S1.A2	Develop a monthly professional development calender	Rossie, Carlos	9/2/2014	Final draft of a professional development calender	9/5/2014 one-time
G2.B1.S1.A2	A weekly Intervention schedule will be implemented, as well as, small group lessons within the instructional block.	Ledo, Mary Kristina	10/8/2014	Meeting Agendas, Data Points, schedules, lesson plans	6/3/2015 weekly
G4.B1.S1.A2	A monthly calandar of activities will be created.	Ledo, Mary Kristina	8/18/2014	Monthly calandar displayed on ACSW website	5/29/2015 monthly
G2.B1.S2.A2	Student incentives and recognition into the 3R's Club for all students who have less than 2 absences within a month.	Ledo, Mary Kristina	8/18/2014	daily attendance bulletin, attendance recognition awards for 3R's Club members, grade book attendance	6/4/2015 monthly
G2.B1.S3.A2	Implement a school wide discipline plan where students are rewarded for	Claro, Carolina	8/18/2014	conduct grades, teacher discipline reports, Do the Right Thing student	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	following the school's rules and procedures on a frequent basis.			nomination, student Monthly Membership into 3R's Club	
G3.B1.S1.A2	Lessons will be developed that include technology to enhance STEM opportunities for students.	Rossie, Carlos	10/6/2014	lesson plans, classroom visitations, Leadership meeting minutes	6/4/2015 biweekly
G1.B1.S1.A3	Additional staff will support and collaborate in the development and effective use of common planning time in order to understand the elements of the State's Rubric as it refers to Writing in order to develop their own student friendly rubric across grade level and content areas. An instructional framework will be developed to ensure that lessons are delivered using explicit instruction.	Ledo, Mary Kristina	9/8/2014	Common Planning time agenda minutes, curriculum coaches' log, and lesson plans	6/4/2015 weekly
G2.B1.S1.A3	Weekly meetings with teachers will be conducted for further curricular strategic planning.	Ledo, Mary Kristina	10/29/2014	Meeting Agendas, Minutes, Data Point Progress, Sign-in sheets	6/4/2015 monthly
G4.B1.S1.A3	The school will host a minimum of 6 parental involvement activities that promote literacy and academic achievement.	Claro, Carolina	9/30/2014	Sign-in sheets, ACSW website	6/4/2015 quarterly
G2.B1.S2.A3	Students will be rewarded for having perfect attendance within a nine week period	Ledo, Mary Kristina	8/18/2014	Honor roll assemblies, award's certificates, report cards, attendance reports	6/4/2015 quarterly
G2.B1.S3.A3	Student incentives and recognition into the 3R's Club for all students who have excellent behavior each month	Ledo, Mary Kristina	8/18/2014	3R's Club membership student recognition list, teacher report and observations	6/4/2015 monthly
G3.B1.S1.A3	Administrative staff will follow-up and support the use of technology within lessons.	Ledo, Mary Kristina	10/20/2014	lesson plans, classroom visitations, and student work samples	6/4/2015 monthly
G2.B1.S1.A4	Classroom visitation will be conducted to verify teachers are using data to drive their instruction, ensuring that intervention times are used to instruct those students not mastering the Florida Standards in reading.	Ledo, Mary Kristina	10/15/2014	Adminstrator's notes and observations of the walk through	6/4/2015 biweekly
G1.B1.S1.A4	Support and follow-up will be provided for all instructional staff as needed through the implementations of coaching cycles, model lessons, classroom observations, and collaborative planning across subject areas.	Claro, Carolina	9/16/2014	Lesson plans, minutes from Collaborative planning minutes, minutes from leadership meetings, walk-thru observations	6/4/2015 weekly
G2.B1.S3.A4	Refer student's with severe behavioral issues using multiple systems of supports and the guidelines and procedures for Responding to Intervention and developing an Response to Intervention Plan.	Ledo, Mary Kristina	9/22/2014	Review monthly SCMS reports generated	6/4/2015 monthly
G2.B1.S1.A5	There will be follow-up and support provided to core curriculum classroom teachers through the incorporation interventionist, and hourly paraprofessionals.	Ledo, Mary Kristina	8/25/2014	Data Chats, on-going progress monitoring, Leadership meeting agendas, Interventionist Logs	6/4/2015 weekly
G1.MA1	Incremental increases in student data scores in writing assignments	Ledo, Mary Kristina	9/29/2014	Formative: Baseline, Fall and Winter Interim Assessments, Monthly Benchmark Assessments, Pre, Mid-Year, and Post Writing Test Summative: 2015 FSA Assessments	5/25/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Student academic performance data in written assignments	Ledo, Mary Kristina	9/22/2014	Formative: District Baseline, Fall, and Winter Interim assessments, teacher generated classroom assessments, reports from Discovery Education Assessments, and IXL Summative: FSA Assessments and FCAT 2.0 Science Assessments	4/30/2015 monthly
G1.B1.S1.MA1	The effective use of common planning time	Claro, Carolina	9/8/2014	agenda, planning time minutes, lesson plans, informal observations of the use of explicit instruction during classroom lessons	6/4/2015 weekly
G2.MA1	Students will demonstrate progress on a monthly basis in the area of attendance, reading, and discipline	Claro, Carolina	10/22/2014	District Assessments, Monthly Florida Standards Assessments, Pre & Post test, attendance reports, conduct grades, 3R's club monthly student memberships	6/4/2015 monthly
G2.B1.S1.MA1	Intervention schedules, Small group instruction during DI, attendance, and progress monitoring data will be reviewed and instruction will be tweaked when needed.	Ledo, Mary Kristina	10/29/2014	District Interim Assessments, Monthly assessments based on Florida Standards, Pre and Post test	6/4/2015 monthly
G2.B1.S1.MA1	Implementation of Learning team meeting with focus on student data progress and the effective use of intervention and small group instruction will be monitored on a weekly basis.	Rossie, Carlos	10/22/2014	Data Progression, Leadership meetings minutes, classroom visitation, coaching cycles, assessment reports from Discovery Education	6/3/2015 weekly
G2.B1.S2.MA1	Student attendance will increase through the implementation of the 3R's Club	Claro, Carolina	10/6/2014	Attendance reports, conference notes of parent conferences held for students demonstrating poor attendance	6/4/2015 monthly
G2.B1.S2.MA1	Attendance reports will be monitored.	Claro, Carolina	9/8/2014	Attendance reports, grade book reports, attendance bulletins	6/4/2015 monthly
G2.B1.S3.MA1	Student behavior will increase through the implementation of the 3R's Club and RTI process.	Claro, Carolina	10/6/2014	SCMS, student referrals, conduct grades, classroom visitations, 3R Club Student Membership	6/4/2015 quarterly
G2.B1.S3.MA1	Student behavior referrals will be monitored and school wide Discipline Plan (3Rs Plan) will be reviewed.	Ledo, Mary Kristina	9/22/2014	Review number of SCMS reports generated every 6 weeks, review student 3R's membership.	6/4/2015 every-6-weeks
G3.MA1	Monitor and follow-up the implementation of software programs to increase STEM activities.	Claro, Carolina	10/28/2014	Data generated from Discovery Education Assessments, IXL reports, completion of GIZMOS will be collected and reviewed.	6/4/2015 monthly
G3.B1.S1.MA1	Monitor implementation of software programs within lessons.	Claro, Carolina	10/28/2014	Classroom walkthroughs, lesson plans, and generated reports from software programs such as IXL, Think Central, Discovery Education	6/4/2015 monthly
G3.B1.S1.MA1	The frequency and amount of usage of software programs that enhance STEM activities will be monitored.	Ledo, Mary Kristina	10/28/2014	Classroom walkthroughs, lesson plans, reports generated from software programs	6/4/2015 monthly
G4.MA1	Student achievement data will be reviewed to monitor progress.	Claro, Carolina	9/30/2014	Report card grades, monthly assessments, progress reports, results from Interim assessments	6/4/2015 monthly
G4.B1.S1.MA1	Surveys will be conducted to ensure effectiveness of implementation.	Claro, Carolina	11/3/2014	School Climate Survey, discussion with parents during monthly coffee talk with principal	6/4/2015 semiannually
G4.B1.S1.MA1	Activities that promote literacy will be announced via Blackboard connect and school website to encourage parent participation.	Claro, Carolina	10/28/2014	ASW website, parent sign-in sheets for parental involvement activities, school climate survey	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 2: Through the Use of the Early Warning System Indicators students at risk will be identified and support will be provided in form of intervention in order to increase academic achievement.	3,091
Grand Total	3,091

Goal 2: Through the Use of the Early Warning System Indicators students at risk will be identified and support will be provided in form of intervention in order to increase academic achievement.

Description	Source	Total
B1.S1.A5 - Hourly paraprofessionals will be hired to support this goal.	School Improvement Funds	1,545
B1.S2.A2 - Student Incentives for monthly membership into the 3R's Program. 772.50 will be used for student incentives.	School Improvement Funds	773
B1.S2.A3 - School Improvement funds in the amount of 772.00 will be used for student incentives to support attendance component.	School Improvement Funds	773
Total Goal 2		3,091