

# Canoe Creek Charter Academy



2014-15 School Improvement Plan

## Canoe Creek Charter Academy

3600 CANOE CREEK RD, Saint Cloud, FL 34772

[www.osceola.k12.fl.us](http://www.osceola.k12.fl.us)

### School Demographics

**School Type**

Combination

**Title I**

No

**Free/Reduced Price Lunch**

62%

**Alternative/ESE Center**

No

**Charter School**

Yes

**Minority**

62%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

A

C

B

A

### School Board Approval

This plan is pending approval by the Osceola 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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>16</b>
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	20
<b>Appendix 1: Implementation Timeline</b>	<b>29</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>31</b>
Professional Development Opportunities	32
Technical Assistance Items	33
<b>Appendix 3: Budget to Support Goals</b>	<b>34</b>

## 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	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Canoe Creek Charter Academy provides students with the necessary tools and skills needed to develop superior levels of achievement. We strive for academic, social and physical excellence by providing a quality and challenging curriculum. We promote positive moral and social values, foster an atmosphere of self-discipline in a safe learning environment, and maximize individual productivity to meet the needs of a changing global society. Canoe Creek Charter Academy students will be able to maximize their potential for successfully ascertaining their goals with confidence and intrinsic motivation, thereby enabling each student to become a lifelong learner and strong functional contributor to their local community as well as their global community.

##### **Provide the school's vision statement**

Canoe Creek Charter Academy will serve as a foundation for our students' future. We are dedicated to educating students in a safe and positive environment. Our students will be prepared both academically and socially to enter our challenging global society.

#### School Environment

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

Canoe Creek has a culturally responsive philosophy in which all students are valued and treated as contributing members of the classroom. Multi-cultural night is one way our school embraces all of the different cultures of our students. Countries from around the world are represented through foods, music, decorations, and research. We use this as an opportunity to explain to students the differences between culture and race. Career day is a unique experience where parents and other members of the community are invited to present different occupations, which helps motivate the students and open their eyes to the endless possibilities their futures hold. We believe that creating a link between home and school can enrich all kinds of lessons.

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

Our school is a safe haven because of the nurturing environment presented by the staff. We practice a school-wide anti-bullying policy, we encourage community and parental involvement, and we have a culture of cooperation where social and emotional skills are modeled and taught. We also have an early identification and intervention for students at risk and we have a safety/emergency preparedness plan in place with excellent school communication. Finally, our campus is equipped with a complete camera surveillance security system, which helps prevent potential hazards.

##### **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**

At Canoe Creek we have implemented a researched and evidenced-based approach to education, known as Responsive Classroom and Developmental Design. This approach is associated with greater teacher effectiveness, higher student achievement, and improved school climate. Our entire



faculty has been trained in the strategies of this approach. Several teachers have taken advanced training and we also have teacher facilitators who act as school support for the newer staff. This is our first year of implementation, and we intend to continue to develop and incorporate these practices as we move forward.

**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**

Each class at our school begins their day with a Morning Meeting (grades K-5) or a Circle of Power and Respect (grades 6-8), gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead. These practices create consistency and foster a peaceful learning focused environment throughout the school. As the children move from grade to grade and teacher to teacher, they are accustomed to a common language and a common way of doing things. This consistency helps build a stronger, shared community and keeps the focus more centered on learning.

**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**

We monitor student attendance carefully, when a student has many days in a row absent, we reach out to the parents. Once they reach a threshold, we will have an attendance meeting to come up with a plan to ensure the student attends school on a regular basis.

Suspensions are closely monitored, we ensure to give the students the opportunity to make up work that is missed so that they do not fall behind.

We have in place many interventions to help students working below grade level. We offer tutoring, intensive classes, and computer programs to provide support.

**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							Total
	2	3	4	5	6	7	8	
Attendance below 90 percent	0	0	0	0	0	1	0	1
One or more suspensions	1	2	4	1	1	6	6	21
Course failure in ELA or Math	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	12	8	4	8	11	6	49

***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**

We offer before and after school tutoring for students who have not mastered the standards. We also ensure our lower level students receive interventions throughout the day to help them be successful.

## 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 parent involvement target for our school includes a plethora of areas. The goal for each family is to have twenty volunteer hours before the end of the school year. The reasons for this goal are to ensure the parent or guardian's involvement in their child's educational growth and character building process. Opportunities for parent and guardians involvement within the school range from being a member of the SAC committee, PTO, and PTC. Each of these committees partners together with the educators and parents to ensure the students success.

**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**

We work very closely with the community by forming partnerships. Our school has a business partner coordinator which keeps in close contact with our partners to ensure they are involved in our school activities. There are different ways that they get involved, they may donate items to help our event or come and participate in the event. As a school we also participate in different community events such as holiday parades, and business expos.

## 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
Rameriez, Julie	Principal
Robertson, Diondraie	Dean
Rivera, Lizzett	Other
Caggiano, January	Teacher, ESE

#### **Duties**

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

The team is comprised of Administration, ESE Specialist, Classroom Teacher, Osceola County School Psychologist and Curriculum Resource Teacher. The Curriculum Resource Teacher, Talia Zito is the chairperson of the MTSS Leadership Team. It is her responsibility to schedule meetings,

set an agenda and facilitate the meetings. Several members of the MTSS Leadership team aided in the development of the SIP by reviewing specific targets as well as academic and social needs. The team also worked together to establish and set clear expectations for instruction, processes, and procedures.

***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 team meets weekly to discuss and monitor students, who are in need of academic and/or behavioral interventions. The team collaborates with each student's teacher as well as the pullout teachers, to review interventions and collect data such as standardized test scores, classroom assessments, and benchmark assessments. The team makes recommendations for additional interventions to be put in place, based on the outcome of interventions. Each student is assigned a case manager on the team, who provides additional support to the teacher along with feedback to the team as to the progress of the tiers. The cases are monitored throughout each tier until it is deemed necessary to continue on for further evaluation at the District level, or remain a case in which it should continue to be monitored at the school level.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Andrew Sullivan	Parent
Rosa Rios	Parent
Gerald VanBuren	Teacher
Julie Ramirez	Principal
Diondraire Robertson	Education Support Employee
	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*

Last years plan was evaluated and we found that many activities included helped us increase our school grade. We will further analyze each component to help the school grow in other ways.

##### *Development of this school improvement plan*

The SAC is responsible for assisting in preparing and approving the school improvement plan. The SAC is involved in sharing the SIP with the school community. The SAC also works directly with the school to ensure the SIP is implemented and monitored appropriately throughout the school year.

##### *Preparation of the school's annual budget and plan*

The SAC will meet to support the school in making decisions on things that would need to be purchased to help student achievement, and meeting the other school wide goals.

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

The SAC supports the PTO in disbursement of funds they raise. SAC also has a decision making power for budgetary needs and allocation of funds.

**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
Ramirez, Julie	Principal
Rivera, Lizzett	Instructional Coach
Caggiano, January	Teacher, ESE

**Duties**

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

The major initiatives of the Literacy Leadership Team will be to promote reading success. The LLT will meet regularly to discuss and analyze assessment data to establish needs that promote student achievement. In addition to regular meetings, the team will revisit and re-evaluate curriculum to be sure it is consistent across grade levels and that it is following the CSUSA guidelines as set forth in the Curriculum Maps. Designated members will meet with grade level teams to share plans for the school year. Grade level leaders will keep their teams' administrative team member informed of team decisions as well as professional needs to strengthen student learning,

**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**

Our goal is to ensure a positive working environment for all our teachers. We have weekly team meetings where teachers can collaborate on lesson plans by analyzing student data, and planning to ensure needs are met. Bi Monthly Professional Development sessions are held and team building and teamwork activities are incorporated into the meetings.

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

We offer teachers a career path and opportunities for growth throughout Charter Schools USA. Our company's drive for superior culture is supported by company-wide recognition programs, staff climate surveys, communication teams that build collaboration and trust, and performance management systems that support a pay-for-performance superior culture. Charter Schools USA is an Equal Opportunity Employer.

We work closely with the school district to ensure all of our teachers are highly qualified and certified

teachers. Our Business Manager Lurdez Castello along with the administration team works on recruiting, interviewing, and hiring teachers.

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

We have a new teacher mentoring program set into place where we have highly qualified experienced teacher working with a new teacher. Mentors will meet with the teacher and help with different aspects of lesson planning, classroom management, and effective instructional strategies.

## 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***

All teachers are provided with curriculum maps that include all the current state standards that need to be taught throughout the year. The materials that are provided to the teachers are aligned to the standards. This is monitored by reviewing teacher lesson plans as well as walking through classrooms, to ensure fidelity in the implementation of the standards.

#### 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***

We use many different data points to help ensure all our students needs are met. All teachers have within their math and reading blocks a targeted instruction(differentiated instruction) time. During this time students receive instruction based on their needs. We use data from our benchmark tests and monthly assessments to determine exactly what areas the student needs extra support.

***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:** 10,800

Academic Assistance is a program offered to every student at Canoe Creek Charter Academy. Twice a week classroom teachers schedule a time either before or after school where students can come in for additional academic support in a small group setting.

**Strategy Rationale**

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

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

Data is collected through Benchmark Assessments, FAIR test data, classroom assessments, teacher observations, and IFC post assessments. During weekly data chats, the data is reviewed and analyzed. Students struggling with particular skills are identified and invited and provided with the extended learning opportunity.

**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**

In May of each school year, the Canoe Creek Charter Academy's VPK classes and students who are registered to begin Kindergarten in the fall, tour the Kindergarten classrooms of Canoe Creek. The objective of the tour is to provide students with the opportunity to interact with the Kindergarten teachers and the Kindergarten setting as they prepare to soon transition to the regular elementary school setting. When registering a child for VPK and Kindergarten at Canoe Creek, parents are provided and welcomed with the opportunity to schedule a visit to the VPK and Kindergarten classrooms to observe teacher instruction, participate in classroom activities, and engage in a question and answer session with the highly qualified teachers. Parents are also encouraged to bring their child to "Meet Your Teacher" during teacher preplanning week to help ease transition into Kindergarten.

Within the first few weeks of school students are given a benchmark assessment to help create their personal learning plans and ensure they will be successful.

**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**

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

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

**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**

## 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.** Increase Reading Proficiency; increase learning gains; increase learning gains for students in lowest 25%.
- G2.** Increase Math Proficiency; increase leaning gains; increase learning gains for students in lowest 25%
- G3.** Increase Science Proficiency in 5th and 8th Grade

## 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. Increase Reading Proficiency; increase learning gains; increase learning gains for students in lowest 25%. 1a**

 G043218

**Targets Supported 1b**

Indicator	Annual Target
FAA Reading Proficiency	60.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	70.0

**Resources Available to Support the Goal 2**

- Edmentum Resources (Reading Eggs, Plato)
- Imagine It Reading Materials
- Wonders Reading Materials
- Voyager Intervention Materials
- Reading Plus

**Targeted Barriers to Achieving the Goal 3**

- Teaching all Florida Standards to mastery
- Scheduling time to provide extended reading support focusing on targeted learning needs
- The time ESE and ESOL students need to acquire new information.
- Students having access to computers

**Plan to Monitor Progress Toward G1. 8**

Data chats with teachers to review Benchmark Data, Fluency results, and classroom assessment data.

**Person Responsible**

Lizzett Rivera

**Schedule**


Biweekly, from 9/25/2014 to 5/28/2015

**Evidence of Completion**

Completed Data worksheets.

**G2. Increase Math Proficiency; increase leaning gains; increase learning gains for students in lowest 25%**

1a

 G043219

**Targets Supported** 1b

Indicator	Annual Target
FAA Mathematics Proficiency	60.0
Math Gains	70.0
Math Lowest 25% Gains	70.0

**Resources Available to Support the Goal** 2

- Engage New York Website
- Envision Math Materials
- Mathletics
- Edmentum (Plato)

**Targeted Barriers to Achieving the Goal** 3

- Students not having access to computers.

**Plan to Monitor Progress Toward G2.** 8

Data chats with teachers to review Benchmark Data and classroom assessment data.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Completed Data Worksheets

**G3. Increase Science Proficiency in 5th and 8th Grade** 1a

 G043221

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

**Resources Available to Support the Goal** 2

- Lab Materials
- Weekly Readers
- McGraw Hill materials
- Study Island
- Fusion
- Science Boot Camp Materials

**Targeted Barriers to Achieving the Goal** 3

- Lack of real world experiences in science.
- Adequate time to plan and implement hands on science experiments.
- Lack of background knowledge and vocabulary in science.

**Plan to Monitor Progress Toward G3.** 8

Analyze student data

**Person Responsible**

**Schedule**

***Evidence of Completion***

Completed data analysis worksheet

## 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.** Increase Reading Proficiency; increase learning gains; increase learning gains for students in lowest 25%.

**1**

 **G043218**

**G1.B1** Teaching all Florida Standards to mastery **2**

 **B105736**

**G1.B1.S1** Reading PLC will meet monthly to analyze and interpret data. The PLC will address concerns and needs and provide suggestions for intervention strategies for students who are below grade level.

**4**

 **S117027**

### Strategy Rationale

#### Action Step 1 **5**

Frequent monitoring of all student learning progress. Provide weekly ongoing progress monitoring for all Tier 2 and Tier 3 students.

#### Person Responsible

Lizzett Rivera

#### Schedule

Weekly, from 9/25/2014 to 6/4/2015

#### Evidence of Completion

NWEA Testing, Monthly Common Assessments, FSA

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

Frequent monitoring of all student learning progress. Provide weekly ongoing progress monitoring for all Tier 2 and Tier 3 students.

**Person Responsible**

Lizzett Rivera

**Schedule**

Weekly, from 8/21/2014 to 6/5/2015

***Evidence of Completion***

NWEA Testing, Monthly Common Assessments, FSA

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

Frequent monitoring of all student learning progress. Provide weekly ongoing progress monitoring for all Tier 2 and Tier 3 students.

**Person Responsible**

Lizzett Rivera


**Schedule**

Biweekly, from 8/21/2014 to 6/4/2015


***Evidence of Completion***

NWEA Testing, Monthly Common Assessments, FSA

**G1.B2** Scheduling time to provide extended reading support focusing on targeted learning needs **2**

 B105737

**G1.B2.S1** Students in the lowest 25th percentile will receive daily intensive reading support for 30 minutes with a trained paraprofessional using instructional strategies based on student data while focusing on the needs of students. **4**

 S117029

**Strategy Rationale**

**Action Step 1** **5**

Students will receive an additional 30 minutes a day 3-5 times per week of reading Instruction using the reading program Voyager.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Attendance tracking sheet, weekly pre and post assessments, quarterly Discovery Education Benchmark Assessment tests, FAIR, FCAT

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** **6**

Use of the program Voyager with students in the lowest 25th percentile as identified based on Benchmark Assessment test data to improve reading skills.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Attendance tracking sheet, weekly pre and post assessments, quarterly Discovery Education Benchmark Assessment tests, FAIR, FCAT

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Use of the program Voyager with students in the lowest 25th percentile as identified based on Benchmark Assessment test data to improve reading skills.


**Person Responsible**

**Schedule**

***Evidence of Completion***

Attendance tracking sheet, weekly pre and post assessments, quarterly Discovery Education Benchmark Assessment tests, FAIR, FCAT

**G1.B4** The time ESE and ESOL students need to acquire new information. 2

 B105739

**G1.B4.S1** Provide students with opportunities for additional intensive instruction outside of the reading block. 4

 S117030

**Strategy Rationale**

**Action Step 1** 5

Students attend early morning academic assistance from 8:00 to 8:30am to work on a computer-based reading intervention program.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Discover Education Benchmark Assessment test, FAIR test, Study Island/Plato Assessments

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Students attend early morning academic assistance from 8:00 to 8:30am to work on a computer-based reading intervention program.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Discover Education Benchmark Assessment test, FAIR test, Study Island/Plato Assessments

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Students attend early morning academic assistance from 8:00 to 8:30am to work on a computer-based reading intervention program.

**Person Responsible**


**Schedule**

***Evidence of Completion***


Discover Education Benchmark Assessment test, FAIR test, Study Island/Plato Assessments




**G2. Increase Math Proficiency; increase learning gains; increase learning gains for students in lowest 25%** 1

 G043219

**G2.B1 Students not having access to computers.** 2

 B105741

**G2.B1.S1 Teaching all Math Florida Standards to Mastery** 4

 S117032

### **Strategy Rationale**

#### **Action Step 1** 5

Math PLC will meet monthly to analyze and interpret data. The PLC will address concerns and needs and provide suggestions for intervention strategies for students who are below grade level.

#### **Person Responsible**

Lizzett Rivera

#### **Schedule**

#### ***Evidence of Completion***

NWEA Testing, Monthly Common Assessments, FSA

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

Math PLC will meet monthly to analyze and interpret data. The PLC will address concerns and needs and provide suggestions for intervention strategies for students who are below grade level.

#### **Person Responsible**

#### **Schedule**

#### ***Evidence of Completion***

Discovery Education Benchmark Assessment Tests, FCAT, Discovery Ed Probes, Study Island Assessments, Classroom Assessments

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

Math PLC will meet monthly to analyze and interpret data. The PLC will address concerns and needs and provide suggestions for intervention strategies for students who are below grade level.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Discovery Education Benchmark Assessment Tests, FCAT, Discovery Ed Probes, Study Island Assessments, Classroom Assessments

**G2.B1.S2** Moving students who scored a Level 1 or 2 on prior FCAT Math test up to a Level 3 or higher on the FSA 4

 S117033

**Strategy Rationale**

**Action Step 1 5**

Students in the lowest 25th percentile will receive daily intensive reading support for 30 minutes with a trained paraprofessional using instructional strategies based on student data while focusing on the needs of students.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Attendance tracking sheet, weekly pre and post assessments, quarterly Discovery Education Benchmark Assessment tests, FCAT

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

Students in the lowest 25th percentile will receive daily intensive reading support for 30 minutes with a trained paraprofessional using instructional strategies based on student data while focusing on the needs of students.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Attendance tracking sheet, weekly pre and post assessments, quarterly Discovery Education Benchmark Assessment tests, FCAT

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

Students in the lowest 25th percentile will receive daily intensive reading support for 30 minutes with a trained paraprofessional using instructional strategies based on student data while focusing on the needs of students.


**Person Responsible**

**Schedule**


***Evidence of Completion***

Attendance tracking sheet, weekly pre and post assessments, quarterly Discovery Education Benchmark Assessment tests, FCAT

**G3. Increase Science Proficiency in 5th and 8th Grade** 1

 G043221

**G3.B2 Adequate time to plan and implement hands on science experiments.** 2

 B105745

**G3.B2.S1 PLC will meet to discuss ways to improve inquiry based science program.** 4

 S117040

**Strategy Rationale**

**Action Step 1** 5

Science PLC Meetings

**Person Responsible**

**Schedule**

***Evidence of Completion***

Meeting Minutes, Lesson Plans with engaging, hands on, inquiry based lessons.

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

Ensuring teachers are implementing engaging lessons. Giving teachers an opportunity to team plan weekly to prepare for hands on science activities.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Walk through and review of lesson plans.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

Frequent Monitoring of all student learning progress

**Person Responsible**

**Schedule**

**Evidence of Completion**

Quarterly Benchmark Testing, classroom observations, classroom data.

**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	Frequent monitoring of all student learning progress. Provide weekly ongoing progress monitoring for all Tier 2 and Tier 3 students.	Rivera, Lizzett	9/25/2014	NWEA Testing, Monthly Common Assessments, FSA	6/4/2015 weekly
G1.B2.S1.A1	Students will receive an additional 30 minutes a day 3-5 times per week of reading Instruction using the reading program Voyager.		Attendance tracking sheet, weekly pre and post assessments, quarterly Discovery Education Benchmark Assessment tests, FAIR, FCAT	once	
G1.B4.S1.A1	Students attend early morning academic assistance from 8:00 to 8:30am to work on a computer-based reading intervention program.		Discover Education Benchmark Assessment test, FAIR test, Study Island/Plato Assessments	once	
G2.B1.S1.A1	Math PLC will meet monthly to analyze and interpret data. The PLC will address concerns and needs and provide suggestions for intervention strategies for students who are below grade level.	Rivera, Lizzett	NWEA Testing, Monthly Common Assessments, FSA	one-time	
G2.B1.S2.A1	Students in the lowest 25th percentile will receive daily intensive reading support for 30 minutes with a trained paraprofessional using instructional strategies based on student data while focusing on the needs of students.		Attendance tracking sheet, weekly pre and post assessments, quarterly Discovery Education Benchmark	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			Assessment tests, FCAT		
G3.B2.S1.A1	Science PLC Meetings		Meeting Minutes, Lesson Plans with engaging, hands on, inquiry based lessons.	once	
G1.MA1	Data chats with teachers to review Benchmark Data, Fluency results, and classroom assessment data.	Rivera, Lizzett	9/25/2014	Completed Data worksheets.	5/28/2015 biweekly
G1.B1.S1.MA1	Frequent monitoring of all student learning progress. Provide weekly ongoing progress monitoring for all Tier 2 and Tier 3 students.	Rivera, Lizzett	8/21/2014	NWEA Testing, Monthly Common Assessments, FSA	6/4/2015 biweekly
G1.B1.S1.MA1	Frequent monitoring of all student learning progress. Provide weekly ongoing progress monitoring for all Tier 2 and Tier 3 students.	Rivera, Lizzett	8/21/2014	NWEA Testing, Monthly Common Assessments, FSA	6/5/2015 weekly
G1.B2.S1.MA1	Use of the program Voyager with students in the lowest 25th percentile as identified based on Benchmark Assessment test data to improve reading skills.		Attendance tracking sheet, weekly pre and post assessments, quarterly Discovery Education Benchmark Assessment tests, FAIR, FCAT	once	
G1.B2.S1.MA1	Use of the program Voyager with students in the lowest 25th percentile as identified based on Benchmark Assessment test data to improve reading skills.		Attendance tracking sheet, weekly pre and post assessments, quarterly Discovery Education Benchmark Assessment tests, FAIR, FCAT	once	
G1.B4.S1.MA1	Students attend early morning academic assistance from 8:00 to 8:30am to work on a computer-based reading intervention program.		Discover Education Benchmark Assessment test, FAIR test, Study Island/Plato Assessments	once	
G1.B4.S1.MA1	Students attend early morning academic assistance from 8:00 to 8:30am to work on a computer-based reading intervention program.		Discover Education Benchmark Assessment test, FAIR test, Study Island/Plato Assessments	once	
G2.MA1	Data chats with teachers to review Benchmark Data and classroom assessment data.		Completed Data Worksheets	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Math PLC will meet monthly to analyze and interpret data. The PLC will address concerns and needs and provide suggestions for intervention strategies for students who are below grade level.		Discovery Education Benchmark Assessment Tests, FCAT, Discovery Ed Probes, Study Island Assessments, Classroom Assessments	once	
G2.B1.S1.MA1	Math PLC will meet monthly to analyze and interpret data. The PLC will address concerns and needs and provide suggestions for intervention strategies for students who are below grade level.		Discovery Education Benchmark Assessment Tests, FCAT, Discovery Ed Probes, Study Island Assessments, Classroom Assessments	once	
G2.B1.S2.MA1	Students in the lowest 25th percentile will receive daily intensive reading support for 30 minutes with a trained paraprofessional using instructional strategies based on student data while focusing on the needs of students.		Attendance tracking sheet, weekly pre and post assessments, quarterly Discovery Education Benchmark Assessment tests, FCAT	once	
G2.B1.S2.MA1	Students in the lowest 25th percentile will receive daily intensive reading support for 30 minutes with a trained paraprofessional using instructional strategies based on student data while focusing on the needs of students.		Attendance tracking sheet, weekly pre and post assessments, quarterly Discovery Education Benchmark Assessment tests, FCAT	once	
G3.MA1	Analyze student data		Completed data analysis worksheet	once	
G3.B2.S1.MA1	Frequent Monitoring of all student learning progress		Quarterly Benchmark Testing, classroom observations, classroom data.	once	
G3.B2.S1.MA1	Ensuring teachers are implementing engaging lessons. Giving teachers an opportunity to team plan weekly to prepare for hands on science activities.		Walk through and review of lesson plans.	once	

## 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.*

**G1.** Increase Reading Proficiency; increase learning gains; increase learning gains for students in lowest 25%.

**G1.B1** Teaching all Florida Standards to mastery

**G1.B1.S1** Reading PLC will meet monthly to analyze and interpret data. The PLC will address concerns and needs and provide suggestions for intervention strategies for students who are below grade level.

### PD Opportunity 1

Frequent monitoring of all student learning progress. Provide weekly ongoing progress monitoring for all Tier 2 and Tier 3 students.

#### Facilitator

Lizzett Rivera Jumbo

#### Participants

K-8 Teachers

#### Schedule

Weekly, from 9/25/2014 to 6/4/2015

**G3.** Increase Science Proficiency in 5th and 8th Grade

**G3.B2** Adequate time to plan and implement hands on science experiments.

**G3.B2.S1** PLC will meet to discuss ways to improve inquiry based science program.

### PD Opportunity 1

Science PLC Meetings

#### Facilitator

Curriculum Resource Teacher

#### Participants

All Teachers

#### Schedule



## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0