

Doral Academy



2014-15 School Improvement Plan

Doral Academy

2450 NW 97TH AVE, Doral, FL 33172

<http://doralacademy.dadeschools.net>

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

39%

Alternative/ESE Center

No

Charter School

Yes

Minority

94%

School Grades History

| Year | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | A | A | 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 Doral Academy Inc. is to create a high quality K-12 educational learning community where stakeholders are:

Dedicated to promoting an exceptional educational experience with an

Obligation to ensure that our students engage in

Rigorous learning opportunities that will help them strive for

Academic achievement and a desire to be

Lifelong learners and successful leaders in their professional careers.

Provide the school's vision statement

The vision of Doral Academy Inc. is to provide a high quality K-12 seamless education that maximizes upon student potential and kindles a pursuit of lifelong learning.

School Environment

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

Doral Academy has a diverse population of students. Each student's background and culture is recognized throughout the year during school events and activities such as Hispanic Heritage Month, and Grandparent's Night. Teachers create and build relationships with their students and families throughout the school year. Beginning of school "Getting to Know You" surveys provide teachers with information about each student, About Me posters, which feature information about the student, their culture and their family are displayed in classrooms and around the school. Open House, Required Parent-Teacher conferences two times per year, and the use of technology such as the Class Dojo App are additional ways that the school builds on-going relationships with the children and their families.

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

At Doral Academy, school administrators, teachers, school staff, students and community members are all partners in creating a welcoming learning environment. Teachers work to create a positive classroom climate that has rules and norms that are followed, and where positive peer relationships are nurtured. The school learning environment as a whole provides a sense of belonging, acceptance, and safety (emotional, psychological and physical).

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

Doral Academy follows the Code of Student Conduct as its main behavioral plan. Students and parents are introduced to this plan and the behavioral expectations at the beginning of the school year. In addition to the Code of Student Conduct, the school implements a school-wide behavioral incentive program called, "Catch You Being Good." This plan rewards students for doing the right thing in the classroom, special area classes, the hallways, and in the cafeteria. As part of the

behavioral incentive program, the school also implements the Character Trait of the month where one student is selected from each class that exemplifies a specific character trait. These students are recognized on the morning announcements once a month and their photo is displayed on a main hallway bulletin board.

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

Doral Academy employs a full time counselor that meets with and assists students as needed. Students experiencing personal or academic social-emotional needs meet with the counselor one to two times per week. The counselor also provides small group counseling sessions with students that have been retained or are experiencing academic difficulties.

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

The school's Early Warning System includes the RtI Team and the Attendance Review Committee (ARC). These teams monitor the Early Warning System indicators on a quarterly or as needed basis. Parents of students who exhibit excessive absences are notified and asked to attend a meeting with the ARC. Students who begin to exhibit low academic performance, are placed in the appropriate intervention program and/or are referred to the RtI team.

The current indicators are: Students who have an attendance below 90 percent, students with one or more suspensions, students with a course failure in English Language Arts or Mathematics, Students who received a Level 1 on a statewide assessment in English Language Arts or Mathematics, students who failed two or more courses in any subject, and students who were retained.

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 |
|--|-------------|---|---|---|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 5 | 7 | 1 | 3 | 3 | 3 | 22 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA or Math | 5 | 4 | 7 | 2 | 9 | 13 | 40 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 3 | 11 | 16 | 30 |
| Failed two or more course in any subject | 3 | 1 | 2 | 0 | 3 | 4 | 13 |
| Retention | 2 | 2 | 0 | 2 | 2 | 2 | 10 |

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

The school implements several strategies for students identified as exhibiting two or more Early Warning System. Students exhibiting academics indicators, are placed in the Wonder Works Reading Intervention Program, Math Morning Tutoring Program and/or the Saturday Academy. In addition, students complete Reading Eggs in grade K-2nd and Reading Plus in grades 3rd - 5th, Ticket to Read in grade 2. For Math fluency, students complete lessons in Reflex Math and in Soar to Success. The Writer's Workshop assists students with their writing fluency. Teachers also work with these students in small differentiated instructional groups in the classroom setting. Parents of students with excessive absences and tardies meet with the Attendance Review Team (ART) once every 9 week period where an action plan is developed to ensure that the student's absences and/or tardies decrease.

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

Doral Academy establishes a positive relationship with families through participation at the many school-wide events that take place throughout the school year. Through parent workshops and events such as FSA State Testing Parent Night, SAT Parent Night, Open House, Hispanic Heritage, Grandparent's Night, Book Fair, Career Day, Honor Roll Assemblies and Field Day are all opportunities for parents to become involved in the school and become more informed on how to help their child with academics.

Doral Academy communicates with parents through various methods. Connect ED messages are sent out on a regular basis, teachers email important information to parents via their parent distribution lists, the school website provides up to date information on all of the school activities and events.

Parents are kept informed of their child's progress through emails, phone calls or parent conferences with their child's teacher, the parent portal, through the Quarterly District progress report, and through the Quarterly report card.

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

Doral Academy believes that effective partnerships are an essential part of creating a highly successful school. The principal of the school establishes partnerships with local community businesses through phone calls, letters or direct communication at school site events. Members of the SACS and the Parents in Action (PIA) Committee also reach out to local business to create partnerships with the school. Several businesses such as Chevy's Restaurant, Staples, Moe's and Chick-Fil-A provide a percent return on sales generated from the school which is used towards the purchase of additional materials and resources. Other partnerships such as Columbina foods donate items for the Grandparent's Night Book Fair Event. Another business partner, Macaroni Grill gives free kids meal coupons that are given to students who achieve honor roll status.

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 |
|-------------------|---------------------|
| Cuesta, Eleonora | Principal |
| Simon, Elizabeth | Assistant Principal |
| Perez, Anna | Teacher, K-12 |
| Melian, Jeanette | Instructional Coach |
| Machado, Ariannie | Other |

Duties

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

*Eleonora Cuesta, Principal: The Principal provides a common vision for the use of data-based decision-making. The Principal ensures that the school based team is implementing intervention support and documentation and adequate professional development to support student achievement at the school. The Principal oversees the administration of Rtl skills of school staff, and communicates with parents regarding school-based plans and activities.

*Elizabeth Simon, Assistant Principal: Assists the Principal in carrying out the vision/mission and the implementation of academic and behavior intervention programs. Attends meetings and relays pertinent information to the Rtl team. Collects and analyzes data from Interim Assessments in order to plan intervention strategies for low performing students.

*Ariannie Machado, ESE Program Specialist: Works in partnership with the general education teachers and provides teachers with intervention strategies and materials. Provides, designs, and participates in professional development opportunities in accordance with specific needs.

*Anna Perez, Lead Teacher and Jeanette Melian, Reading Coach: Provide data to the Rtl Team based on state, district and school-wide based assessments.

The school leadership team works together, using all available data and resources to make sound instructional decision which will impact all students.

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 school leadership team's role at Doral Academy is to impact student achievement, school safety, school culture, literacy, attendance, student social and emotional well-being, and prevention of student failure through early intervention. The school leadership team will meet quarterly in order to systematically analyze available student academic and behavior data and allocate resources to improve student learning. Throughout the data analysis process, the leadership team examines the validity and effectiveness of the program delivery. During the leadership meetings a problem solving method is implemented in order to identify discrepancies between current and expected performance in each grade level. Once a deficient area is identified, a goal is established to determine the expected growth during the next 4-8 weeks. During this time period, on-going progress monitoring will

take place to monitor the effectiveness of the strategies put into place. At the end of the 4-8 weeks, the leadership team will reconvene in order to evaluate the results of the intervention and make adjustments in the instructional model as needed. The team will discuss interventions being implemented by teachers as well as strategies being used to strengthen weak content clusters. Interim Assessment data, progress monitoring data, and trend information will be used to monitor successful implementation of the School Improvement Plan. Additionally, the team will discuss students that are at-risk and below grade level and provide remediation strategies with fidelity. The team will evaluate school-wide professional development plans and training opportunities to enhance teaching and learning.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|-------------------|----------------------------|
| Eleonora Cuesta | Principal |
| Jeanette Melian | Education Support Employee |
| Ariannie Machado | Education Support Employee |
| Maria Jimenez | Education Support Employee |
| Nilda Bermudez | Teacher |
| Fernanda Fontanes | Teacher |
| Vivian Hernandez | Teacher |
| Rebecca Melero | Teacher |
| Adriana Ruiz | Teacher |
| Johanna Alvarez | Teacher |
| Patricia Zulueta | Business/Community |
| Erica Ruiz | Business/Community |
| Mark Pinillas | Parent |
| Mayte Curbelo | Teacher |
| Nathalia Garcia | Parent |
| Alberto Puras | Parent |
| Gema Marti-Camara | Parent |
| Tanya Navarro | Parent |
| Emily Curbelo | Student |
| Milena Campos | 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 evaluates the previous year's school improvement plan at the first SAC meeting of the school year. The areas of strength and student growth for the year are discussed as well as the areas in need of improvement.

Development of this school improvement plan

The SAC is an integral part of the development of the School Improvement Plan. The SAC shall: Implement the state system of school improvement and accountability, assist in the preparation and evaluation of the School Improvement Plan, and assist in the preparation of the school's annual budget. At each quarterly meeting, data is reviewed and presented. Teams discuss strategies to implement and adjustments are made if necessary. Input is received from stakeholders of the SAC as it pertains to changes in the School Improvement Plan for the following year.

Preparation of the school's annual budget and plan

The school's annual budget is created based on the needs at the school level. At the SAC meeting, the current needs and proposed budget are presented and discussed. The SAC approves the budget for the school year.

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

The School Advisory Committee has a budget of \$5,700 dollars for the 2014-2015 school year. The monies will be spent on School-wide Incentives and academic materials for STEM related instruction (\$3,000), Accelerated Reader Incentives (\$200), Reading Plus/AR Field Trip (\$2,000), Behavioral Incentives and Rewards (\$500.00)

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 |
|----------------------|---------------------|
| Cuesta, Eleonora | Principal |
| Simon, Elizabeth | Assistant Principal |
| Perez, Anna | Teacher, K-12 |
| Melian, Jeanette | Instructional Coach |
| Biggs, Megan | Teacher, K-12 |
| Machado, Ariannie | Other |
| Hernandez, Kassandra | Teacher, K-12 |
| Perez, Erin | Other |

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

The major initiatives supported and implemented by this team include implementation of the Common Core Curriculum, and the Rtl problem solving process. The LLT will focus on assisting teachers with making clear connections between assessment data and targeted differentiated instruction as well as increasing the rigor of instruction.

The LLT will promote the continued implementation of Reading initiatives such as Reading Plus, Reading Eggs, Ticket to Read, and Accelerated Reader that are created to motivate students to read

as well as to promote literacy throughout the school. In addition, school-wide activities such as the Book Fair, FSA State Assessment Parent Night, SAT Parent Night, Grandparent's Night, and the Dr. Seuss Celebration promote literacy which extends to the families.

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

The school promotes positive working relationship through several strategies. At the monthly faculty meetings, individual teachers and grade levels are recognized and celebrated for their achievements. Several times a year the Reading Coach organizes team building activities which promote a sense of collaboration and understanding of each other's differences. Professional development workshop offer teachers the opportunity to further collaborate together on curriculum and instructional strategies to increase student achievement. Weekly grade level planning meetings allow the teachers in the grade level to plan their content instruction for the week. In addition, teachers will work together throughout the year in a Professional Learning Community Book Study on a specific educational topic.

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

The strategies used at Doral Academy Elementary to recruit teachers are as follows:
The Assistant Principal oversees the recruitment process at the school.

1. Advertise positions
2. Hiring process requires candidates to interview with two interview panels.
3. Assign mentor teachers
4. Assign grade level chairs

The strategies used by Doral Academy Elementary for teacher retention are as follows:

1. Involve teachers in decision making process through Leadership teams.
2. Provide multiple opportunities for in-house and outside professional development.
3. Provide opportunities for growth and advancement.
4. Give employees quantitative and qualitative feedback on performance.
5. Provide compensation for teachers who take on additional opportunities at the school level.

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

The mentoring plan at Doral Academy Elementary is one that provides several layers of support to new teachers. Each new teacher is assigned a highly qualified mentor teacher who will work closely with them throughout the year.

Additionally, the Lead Teacher and Reading Coach will provide assistance and feedback to new teachers through informal classroom walk-through observations and through monthly mentoring meetings each which focuses on a different topic.

Mentor: Dayadelys Miguel Mentee: Susanne Morales

Dayadelys Miguel is a first grade teacher that holds a Master's degree in Elementary Education and has been teaching for three years. She has taught both Kindergarten and First grade. Susanne Morales is a first year teacher and holds a Bachelor's degree. The Mentor teacher will conduct periodic classroom walk-through visits and an observation. The Mentor and Mentee will meet to discuss the feedback from the observations. The Mentee will observe the Mentor teacher during instruction and both will conduct instructional planning together.

Mentor: Nilda Bermudez Mentee: David Del Cristo

Nilda Bemudez is a second grade teacher that holds a Bachelor's degree in Elementary Education. Ms. Bermudez has been teaching 2nd grade for 6 years. Mr. David Del Cristo holds a Bachelor's degree and

is a first year teacher. The Mentor teacher will conduct periodic classroom walk-through visits and an observation. The Mentor and Mentee will meet to discuss the feedback from the observations. The Mentee will observe the Mentor teacher during instruction and both will conduct instructional planning together.

Mentor: Stella Barnes Mentee: Ariana Bencomo

Stella Barnes is a third grade gifted teacher that holds a Bachelor's degree and has been teaching for 8 years. Ms. Barnes has taught both second and third grade during this time. Ms. Arianna Bencomo is a first year teacher and holds a Bachelor's degree in Exceptional Education. The Mentor teacher will conduct periodic classroom walk-through visits and an observation. The Mentor and Mentee will meet to discuss the feedback from the observations. The Mentee will observe the Mentor teacher during instruction and both will conduct instructional planning together.

Mentor: Rossanna Gazzo Mentee: Cristina Sarmiento

Rossanna Gazzo is a fifth grade teacher who holds a Bachelor's degree and has been teaching for 7 years. Ms. Cristina Sarmiento is a first year teacher and holds a Bachelor's degree in Elementary Education. The Mentor teacher will conduct periodic classroom walk-through visits and an observation. The Mentor and Mentee will meet to discuss the feedback from the observations. The Mentee will observe the Mentor teacher during instruction and both will conduct instructional planning together.

Mentor: Patircia Losada Mentee: Anastasia Rodriguez

Ms. Losada is the school Music teacher who holds a Bachelor's degree in Music Education. Ms. Losada has been teaching Music for 4 years and is currently the Chairperson of the Special Areas as the school. Anastasia Rodriguez is a first year Art teacher and holds a Bachelor's degree in Art Education. The Mentor teacher will conduct periodic classroom walk-through visits and an observation. The Mentor and Mentee will meet to discuss the feedback from the observations. The Mentee will observe the Mentor teacher during instruction and both will conduct instructional planning together.

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

The school ensures that its core instructional program and materials are aligned to the Florida standards by selecting the materials adopted by the Miami-Dade County School District. In addition, supplemental materials that are purchased for classroom use in the core program, are reviewed by the administrative team to ensure that they are aligned to the Florida standards and provide the rigor needed. Classroom grade level chairpersons also have an input in the selection of materials for classroom use.

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

The school uses different sources of data on an on-going basis. Data is collected from weekly classroom assessments, District Interim Assessments, FAIR-FS, STAR, Accelerated Reader and from the various intervention programs. Through data chat meetings, data is carefully gathered and analyzed by child as well as by standard. The problem solving method is used to determine what the possible causes are of the student's difficulty. Teachers then adjust/differentiate instruction to meet the needs of each student. Instruction is additionally modified or supplemented through the different intervention programs. These programs offer targeted instruction on the specific standard or skill where the student is deficient and presents it in a variety of ways at the student's individual level.

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: Before School Program

Minutes added to school year: 540

The Doral Academy Math Morning Tutoring Program meets once a week for 45 minutes. The program targets the lowest 25th percentile students in 3rd – 5th grade and runs for 12 weeks during the school year.

Strategy Rationale

Student data indicates that students in the lowest 25th percentile are in need of additional assistance with mathematical concepts and problem solving.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Simon, Elizabeth, esimon@dadeschools.net

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

The data collected is analyzed by the teacher instructing the program. Based on the results of student classwork and assessments given during the course of the program, adjustments to instruction are made as needed in consultation with the Reading Coach and administrators.

Strategy: Weekend Program

Minutes added to school year: 1,260

Saturday Academy is a Saturday program that focuses on assisting students in the lowest 25th percentile additional assistance in the area of reading and mathematics.

Strategy Rationale

Data collected indicates that students in the lowest 25th percentile are in need of additional assistance with strategies in the areas of reading and mathematics.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Simon, Elizabeth, esimon@dadeschools.net

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

Data will be collected from weekly Saturday Academy classwork and end of program assessment in order to determine the effectiveness of the strategies on student academic growth.

Strategy: Extended School Day

Minutes added to school year: 360

Writer's Workshop is an after school writing program to assist students increase their writing proficiency. The Writer's Workshop meets for 60 minutes once a week for a total of six weeks.

Strategy Rationale

Writing data indicates that students are in need of additional writing strategies to compose an essay that is focused, organized, has adequate support, and uses proper grammar.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Melian, Jeanette, jeanettemndz@dadeschools.net

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

Student writing data collected will be analyzed by the teacher instructing the program in order to guide future program focus and instructional strategies. Adjustments to instruction are made as needed in consultation with the Reading 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

Preschoolers are screened during the summer months for Kindergarten readiness to determine the specific skills and knowledge of students. Low-performing students are targeted and enrolled in the Wonder Works Reading Intervention Program. Parents attend an Open House in August where they are presented with an overview of the Kindergarten program. Moreover, they are informed about the support provided by the school and teachers. They also receive a packet that describes ways they can assist their child make the transition into Kindergarten.

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

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

Strategic Goals Summary

- G1.** Doral Academy Elementary will increase the application of vocabulary strategies across all core instructional areas.
- G2.** Doral Academy Elementary will use the Early Warning System to provide strategic interventions and strategies that address the academic performance of at-risk students: students scoring a Level 1 on a statewide assessment in ELA or Mathematics, students who are retained, students not proficient in Reading by third grade, students with excessive absences, and students with behavior referrals.
- G3.** Doral Academy Elementary will increase the number of opportunities for students to engage and participate in STEM related activities in order to increase student achievement in STEM curriculum areas.
- G4.** Doral Academy Elementary will increase the level of family involvement in school events and activities in support of measurable improvement in student achievement.

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. Doral Academy Elementary will increase the application of vocabulary strategies across all core instructional areas. 1a

G044455

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| AMO Reading - All Students | 87.0 |
| FSA - English Language Arts - Proficiency Rate | 96.0 |
| ELA/Reading Gains | 88.0 |
| ELA/Reading Lowest 25% Gains | 92.0 |
| AMO Reading - White | 91.0 |
| AMO Reading - SWD | 46.0 |
| AMO Math - All Students | 89.0 |
| Math Gains | 81.0 |
| Math Lowest 25% Gains | 74.0 |
| FCAT 2.0 Science Proficiency | 69.0 |
| FSA - Mathematics - Proficiency Rate | 97.0 |

Resources Available to Support the Goal 2

- Mc Graw Hill Reading Wonders
- Mc Graw Hill Reading Wonder Works Intervention Program
- Reading Plus
- Administrative Team Data and curriculum chats with teachers.
- Saturday Academy
- Houghton Mifflin Go Math
- Reflex Math
- Wonder Works Interventionists
- Houghton Mifflin Harcourt Science Fusion
- Houghton Mifflin Go Math Soar to Success
- Reading Eggs
- Ticket to Read
- Accelerated Reader

Targeted Barriers to Achieving the Goal 3

- Lack of instructional continuity of vocabulary strategies in the core instruction.
- Student's reading deficiencies due to a lack of ample vocabulary acquisition. On the 2014 FCAT, White students scored 86% in Reading and SWD scored 36% in Reading.
- Students 2014 Science FCAT scores decreased by 14%.

Plan to Monitor Progress Toward G1. 8

Data from a variety of sources will be used to determine progress towards the goal. Data is gathered from classroom assessments, Interim Assessments, Reading Plus reports, Wonder Works progress monitoring data, and Accelerated Reader reports. Based on the results of the data, instructional targets will be modified if needed.

Person Responsible

Eleonora Cuesta

Schedule

Quarterly, from 10/6/2014 to 6/3/2015

Evidence of Completion

Students' performance in weekly class assessments in Reading, Mathematics and Science, science lab reports, Interim Assessments data, Accelerated Reader reports, Reflex Math Reports, Soar to Success Math reports, the 2015 ELA FSA, 2015 Science FCAT 2.0.

Plan to Monitor Progress Toward G1. 8

Data from a variety of sources will be used to determine progress towards the goal. Data is gathered from classroom assessments, Interim Assessments, Reading Plus reports, Wonder Works progress monitoring data, and Accelerated Reader reports. Based on the results of the data, instructional targets will be modified if needed.

Person Responsible

Eleonora Cuesta

Schedule

Monthly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Students' performance in weekly class assessments in Reading, Mathematics and Science, science lab reports, Interim Assessments data, Accelerated Reader reports, Reflex Math Reports, Soar to Success Math reports, the 2015 ELA FSA, 2015 Science FCAT 2.0.

G2. Doral Academy Elementary will use the Early Warning System to provide strategic interventions and strategies that address the academic performance of at-risk students: students scoring a Level 1 on a statewide assessment in ELA or Mathematics, students who are retained, students not proficient in Reading by third grade, students with excessive absences, and students with behavior referrals. **1a**

 G045829

Targets Supported **1b**

| Indicator | Annual Target |
|------------------------------------|---------------|
| Level 1 - Grade 05 | 9.0 |
| Level 1 - Grade 04 | 6.0 |
| Non-proficient Reading by Grade 03 | 1.0 |
| Attendance Below 90% | 2.0 |
| Retained Students | 1.0 |
| One or More Suspensions | 0.0 |

Resources Available to Support the Goal **2**

- Wonder Works Reading Intervention Program
- Common Core Coach Materials
- Math Morning Tutoring
- Saturday Academy
- Mc Graw Hill Wonders Series
- Reading Plus
- Reading Eggs
- Reflex Math
- Soar To Success Math
- School Counselor
- Reading Coach
- Program Specialist
- Administrative Team data and curriculum chats with teachers.

Targeted Barriers to Achieving the Goal **3**

- Lack of foundation skills in English Language Arts and Mathematics.
- Student absences are due to frequent illnesses.
- Students do not adequately understand the conduct expected of the as noted in the Code of Student Conduct.

Plan to Monitor Progress Toward G2. 8

Data from students' weekly assessments, Unit assessments and Oral Reading Fluency measures.

Person Responsible

Jeanette Melian

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Data from students' weekly assessments, Unit assessments and Oral Reading Fluency measures, Results from the 2015 SAT 10 administration, results from the 2015 ELA and Mathematics FSA.

Plan to Monitor Progress Toward G2. 8

Data from the Reading Plus site reports.

Person Responsible

Jeanette Melian

Schedule

Quarterly, from 9/22/2014 to 5/8/2015

Evidence of Completion

Data from Reading Plus reports, Interim Assessments, 2015 ELA FSA.

Plan to Monitor Progress Toward G2. 8

Data from Math Morning tutoring lessons and student classwork.

Person Responsible

Elizabeth Simon

Schedule

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

Evidence of Completion

Data from Math Morning tutoring lessons and student classwork, Interim Assessments, 2015 Mathematics FSA.

Plan to Monitor Progress Toward G2. 8

Data from the Reflex Math Program.

Person Responsible

Elizabeth Simon

Schedule

Quarterly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Data from the Reflex Math Program, Interim Assessments, 2015 Mathematics FSA.

Plan to Monitor Progress Toward G2. 8

Soar to Success Math Reports, Math weekly classroom assessments, Math Interim Assessments.

Person Responsible

Schedule

Quarterly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Soar to Success Math reports, Math weekly classroom assessments, Math Interim Assessments, 2015 Mathematics FSA.

Plan to Monitor Progress Toward G2. 8

Administrators will look at Student Attendance Record Reports for all grade levels to determine progress toward goal.

Person Responsible

Elizabeth Simon

Schedule

Quarterly, from 10/27/2014 to 6/3/2015

Evidence of Completion

Student Attendance Record Reports.

Plan to Monitor Progress Toward G2. 8

Administrators will review the Student Discipline Referral reports to determine the effectiveness of the strategy.

Person Responsible

Eleonora Cuesta

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Student Discipline Referral reports.

G3. Doral Academy Elementary will increase the number of opportunities for students to engage and participate in STEM related activities in order to increase student achievement in STEM curriculum areas.

1a

G046072

Targets Supported 1b

| Indicator | Annual Target |
|-----------|---------------|
|-----------|---------------|

Resources Available to Support the Goal 2

- Houghton Mifflin Harcourt Science Fusion
- Computer Laptops Carts
- Computer Lab
- Science Fair Resource Packet
- MDCPS STEM Website
- Science Liason
- coding Lessons at Code.org
- Gizmos

Targeted Barriers to Achieving the Goal 3

- The faculty and staff is lacking sufficient training for implementing a comprehensive STEM curriculum.

Plan to Monitor Progress Toward G3. 8

The data collected will come from different sources: Weekly classroom assessments, Unit assessments, Interim Assessments, Project-based evidence, student lab reports.

Person Responsible

Eleonora Cuesta

Schedule

Biweekly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Data collected to demonstrate progress towards the goal include: Weekly classroom assessments, Unit assessments, Interim Assessments, Project-based evidence, student lab reports and the 2015 FCAT Science 2.0

G4. Doral Academy Elementary will increase the level of family involvement in school events and activities in support of measurable improvement in student achievement. 1a

G046073

Targets Supported 1b

| Indicator | Annual Target |
|-----------|---------------|
|-----------|---------------|

Resources Available to Support the Goal 2

- Parents In Action Committee (PIA)
- Administrative Team
- Reading Coach
- Program Specialist
- SAC Committee

Targeted Barriers to Achieving the Goal 3

- Parents varied work schedules prevent them from attending events and activities.

Plan to Monitor Progress Toward G4. 8

The sign-in rosters for the school events and activities will be reviewed and a comparison will be made of the number of parents attending daytime events and evening events.

Person Responsible

Elizabeth Simon

Schedule

Quarterly, from 9/22/2014 to 6/3/2015

Evidence of Completion

School events and activities sign-in rosters.

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. Doral Academy Elementary will increase the application of vocabulary strategies across all core instructional areas. **1**

 G044455

G1.B1 Lack of instructional continuity of vocabulary strategies in the core instruction. **2**

 B109226

G1.B1.S1 Use the Frayer Model to assist students in expanding their understanding of core instructional vocabulary in all content areas. **4**

 S121637

Strategy Rationale

The Frayer Model provides students with the opportunity to understand what a concept is and what its not. It gives students an opportunity to communicate their understanding and to make connections by providing examples and non-examples from their own experiences with the concept.

Action Step 1 **5**

Students will analyze the meanings of new vocabulary words and create personal visual images, descriptions and definitions to assist them in remembering the meanings.

Person Responsible

Jeanette Melian

Schedule

Daily, from 9/8/2014 to 6/3/2015

Evidence of Completion

Student worksheets using the Frayer Model, weekly vocabulary assessments.

Action Step 2 5

Students will use interactive Students Vocabulary Notebooks to further reflect and organize their thoughts in writing around new vocabulary words, concepts and ideas.

Person Responsible

Jeanette Melian

Schedule

Weekly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Student Vocabulary notebooks, weekly vocabulary assessments.

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

The Administrators will review the results of classroom assessments focusing on students' performance in vocabulary to ensure that the strategy is being implemented with fidelity.

Person Responsible

Eleonora Cuesta

Schedule

Biweekly, from 10/6/2014 to 6/3/2015

Evidence of Completion

Students' performance in weekly class assessments in Reading, Reading Plus reports, Interim Assessments and the 2015 ELA FSA, 2015 Science FCAT 2.0.

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

The administrators will review the implementation of the Student Interactive Vocabulary notebooks during classroom walk-through visits.

Person Responsible

Eleonora Cuesta

Schedule

Weekly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Classroom observations. student work samples, Student's Interactive Vocabulary Notebooks.

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

The Administrators will review the results of classroom assessments focusing on students' performance in vocabulary to ensure that progress is being made as well as make adjustments in instructional practices as needed. The Reading Coach will support teachers in the instructional planning process.

Person Responsible

Jeanette Melian

Schedule

Biweekly, from 10/6/2014 to 6/3/2015

Evidence of Completion

Students' performance in weekly class assessments in Reading, Reading Plus reports, Interim Assessments and the 2015 ELA FSA, 2015 Science FCAT 2.0.

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

Administrators will review the results of classroom assessments and student performance in vocabulary in Reading and Writing to determine the effectiveness of the strategy.

Person Responsible

Eleonora Cuesta

Schedule

Monthly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Students' performance in weekly class assessments in Reading, Reading Plus reports, Interim Assessments and the 2015 ELA FSA, 2015 Science FCAT 2.0.

G1.B2 Student's reading deficiencies due to a lack of ample vocabulary acquisition. On the 2014 FCAT, White students scored 86% in Reading and SWD scored 36% in Reading. 2

B124417

G1.B2.S1 Use a Concept of Definition Map to assist students in visualizing the components of a definition in Reading. 4

S139110

Strategy Rationale

A Concept Definition Map trains students to place information in logical categories, to identify defining properties and characteristics, and to offer examples (and non-examples) of ideas. It is especially useful for analyzing brief, but content-rich, reading selections.

Action Step 1 5

Students will analyze the meanings of new vocabulary words and create personal visual images, descriptions and definitions to assist them in remembering the meanings.

Person Responsible

Jeanette Melian

Schedule

Daily, from 9/8/2014 to 6/3/2015

Evidence of Completion

Student's Concept of Definition Maps, weekly vocabulary assessments, classroom anchor vocabulary charts

Action Step 2 5

Students will use interactive Student Vocabulary Notebooks the further reflect on and organize in writing their thoughts around new vocabulary words, concepts and ideas.

Person Responsible

Jeanette Melian

Schedule

Daily, from 9/8/2014 to 6/3/2015

Evidence of Completion

Student Vocabulary Notebooks, weekly vocabulary assessments classroom, anchor vocabulary charts

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

The Administrators will review the results of classroom assessments focusing on students' performance in vocabulary to ensure that the strategy is being implemented with fidelity.

Person Responsible

Eleonora Cuesta

Schedule

Weekly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Students' Concept of Definition Maps, students' performance in weekly class assessments in Reading, Reading Plus reports, Classroom Walk-through visits using the Observe 4 Success form.

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

The administrators will review the implementation of the Student Interactive Vocabulary notebooks during classroom walk-through visits.

Person Responsible

Eleonora Cuesta

Schedule

Weekly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Students' Interactive vocabulary Notebooks, Students' performance in weekly class assessments in Reading, Reading Plus reports, Classroom Walk-through visits using the Observe 4 Success form.

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

The Administrators will review the results of classroom assessments focusing on students' performance in vocabulary to ensure that progress is being made as well as make adjustments in instructional practices as needed. The Reading Coach will support teachers in the instructional planning process.

Person Responsible

Eleonora Cuesta

Schedule

Monthly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Students' performance in weekly class assessments in Reading, Reading Plus reports, Reading Interim Assessments and the 2015 ELA FSA.

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

Administrators will review the results of classroom assessments and student performance in vocabulary in Reading and Writing to determine the effectiveness of the strategy.

Person Responsible

Eleonora Cuesta

Schedule

Monthly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Students' performance in weekly class assessments in Reading, Reading Plus reports, Reading Interim Assessments and the 2015 ELA FSA.

G1.B3 Students 2014 Science FCAT scores decreased by 14%. 2

B127090

G1.B3.S1 Use a Semantic Feature Analysis Map to assist students in linking key vocabulary to major ideas in Mathematics and Science. 4

S139135

Strategy Rationale

This research-based strategy uses a grid to help kids explore how sets of things are related to one another. It assists students in making connections, making predictions and mastering important concepts. This strategy enhances comprehension and vocabulary skills.

Action Step 1 5

Students will analyze the meanings of new vocabulary words and create personal visual images, descriptions and definitions to assist them in remembering the meanings.

Person Responsible

Jeanette Melian

Schedule

Daily, from 9/8/2014 to 6/3/2015

Evidence of Completion

Student worksheets using the Frayer Model, weekly vocabulary assessments.

Action Step 2 5

Students will use interactive Student Vocabulary Notebooks the further reflect on and organize in writing their thoughts around new vocabulary words, concepts and ideas.

Person Responsible

Jeanette Melian

Schedule

Daily, from 9/8/2014 to 6/3/2015

Evidence of Completion

Student Vocabulary Notebooks, weekly vocabulary assessments.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The Administrators will review the results of classroom assessments focusing on students' performance in vocabulary to ensure that the strategy is being implemented with fidelity.

Person Responsible

Eleonora Cuesta

Schedule

Weekly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Students' performance in weekly class assessments in Mathematics and Science, Science Lab reports, Classroom Walk-through visits using the Observe 4 Success form.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administrators will review the implementation of the Student Interactive Vocabulary notebooks during classroom walk-through visits using the Observe 4 Success form.

Person Responsible

Eleonora Cuesta

Schedule

Weekly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Classroom observations. Student work samples, Student's Interactive Vocabulary Notebooks.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administrators will review the results of classroom assessments focusing on students' performance in vocabulary to ensure that progress is being made as well as make adjustments in instructional practices as needed. The Reading Coach will support teachers in the instructional planning process.

Person Responsible

Eleonora Cuesta

Schedule

Weekly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Students' performance in weekly class assessments in Science and Mathematics, Reflex Math Reports, Soar to Success reports, Mathematics and Science Interim Assessments.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administrators will review the results of classroom assessments and student performance in vocabulary in Reading and Writing to determine the effectiveness of the strategy.

Person Responsible

Eleonora Cuesta

Schedule

Weekly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Students' performance in weekly class assessments in Science and Mathematics, Reflex Math Reports, Soar to Success reports, Mathematics and Science Interim Assessments.

G2. Doral Academy Elementary will use the Early Warning System to provide strategic interventions and strategies that address the academic performance of at-risk students: students scoring a Level 1 on a statewide assessment in ELA or Mathematics, students who are retained, students not proficient in Reading by third grade, students with excessive absences, and students with behavior referrals. 1

G045829

G2.B1 Lack of foundation skills in English Language Arts and Mathematics. 2

B113262

G2.B1.S1 Provide students with specific targeted strategies to increase their vocabulary acquisition in order to facilitate understanding of content concepts. 4

S126254

Strategy Rationale

The repeated instruction of high-utility words and the application of these words in multiple contexts significantly increases students comprehension and understanding of concepts.

Action Step 1 5

Provide students in the lowest 25th percentile in reading with 30 daily minutes of reading intervention through the Wonder Works Reading Intervention Program.

Person Responsible

Jeanette Melian

Schedule

Daily, from 9/8/2014 to 6/3/2015

Evidence of Completion

Wonder Works group schedules, students rosters lists.

Action Step 2 5

Assign students lessons in Reading Plus.

Person Responsible

Jeanette Melian

Schedule

Weekly, from 9/1/2014 to 5/8/2015

Evidence of Completion

Weekly Reading Plus school site reports.

Action Step 3 5

Provide students in the lowest 25th percentile in math with 45 minutes of targeted instruction through the Math Morning Tutoring Program.

Person Responsible

Elizabeth Simon

Schedule

Weekly, from 10/6/2014 to 4/8/2015

Evidence of Completion

Math Morning Tutoring Program rosters and attendance records.

Action Step 4 5

Assign students mathematics lessons in Reflex Math.

Person Responsible

Anna Perez

Schedule

Weekly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Reflex Math student, class and school site reports.

Action Step 5 5

Assign students targeted mathematics lessons in Soar to Success Math.

Person Responsible

Anna Perez

Schedule

Weekly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Soar to Success Math student, class and site reports.

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

Reading Coach will monitor the implementation of the Wonder Works program by reviewing program attendance records.

Person Responsible

Jeanette Melian

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Attendance records for the Wonder Works Program, student work folders.

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

Monitor the use and completion of Reading Plus lessons by reviewing school site reports.

Person Responsible

Jeanette Melian

Schedule

Biweekly, from 9/22/2014 to 5/8/2015

Evidence of Completion

Reading Plus class and site reports.

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

Administrators will monitor fidelity with classroom walk-through visits during Math Morning Tutoring Program.

Person Responsible

Elizabeth Simon

Schedule

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

Evidence of Completion

Students attendance sheets, student Math Morning Tutoring work

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

Monitor the fidelity of use and completion of Reflex Math lessons by reviewing Reflex Math reports.

Person Responsible

Elizabeth Simon

Schedule

Biweekly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Reflex Math class Reports

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

Administrators will monitor the fidelity of use and completion of Soar to Success Math lessons by reviewing Soar to Success Reports.

Person Responsible

Anna Perez

Schedule

Biweekly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Soar to Success Math class reports.

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

Reading Coach will meet with the Program interventionists once a month to review Wonder Works data available and make instructional adjustments as needed.

Person Responsible

Jeanette Melian

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Weekly assessments, Unit Assessments, Oral Reading Fluency Reports.

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

Review the Reading Plus reports and analyze the data provided for effectiveness.

Person Responsible

Jeanette Melian

Schedule

Biweekly, from 9/22/2014 to 5/8/2015

Evidence of Completion

Reading Plus class and site reports.

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

Administrators will meet with Math Morning Tutoring teachers to discuss program implementation and progress and make instructional changes as needed.

Person Responsible

Elizabeth Simon

Schedule

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

Evidence of Completion

Student work samples from Math Morning Tutoring Program, Classroom assessments, Interim Assessment data.

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

Administrators will meet with teachers during grade level meetings to discuss the implementation of the Reflex Math program.

Person Responsible

Eleonora Cuesta

Schedule

Biweekly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Reflex Math class reports, weekly classroom assessments, Interim Assessments.

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

Review Soar to Success reports and analyze the data to monitor for effectiveness. Meet with teachers as needed to make adjustments as needed.

Person Responsible

Anna Perez


Schedule

Biweekly, from 9/22/2014 to 6/3/2015


Evidence of Completion

Soar to Success reports, weekly classroom assessments, Interim Assessments

G2.B2 Student absences are due to frequent illnesses. 2

 B124450

G2.B2.S1 Provide parents with information regarding keeping kids healthy and when to keep their child at home if they are ill. 4

 S139173

Strategy Rationale

Parents that are informed about ways to keep their child healthy and the school policy regarding sick children at school will be better equipped to take action.

Action Step 1 5

Schedule parents of students with excessive absences to meet with the Attendance Review Committee (ARC) once every 9 week period.

Person Responsible

Maria Jimenez

Schedule

Quarterly, from 10/27/2014 to 6/3/2015

Evidence of Completion

Attendance Review Committee Meetings, Student Attendance Record reports.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administrators will monitor the Attendance Review Committee Meetings.

Person Responsible

Elizabeth Simon

Schedule

Quarterly, from 10/27/2014 to 6/3/2015

Evidence of Completion

Attendance Review Committee meetings, students attendance record reports.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Administrators will monitor Student Attendance Record Reports to determine effectiveness.

Person Responsible

Elizabeth Simon


Schedule

Quarterly, from 10/27/2014 to 6/3/2015


Evidence of Completion

Student Attendance Record Reports.

G2.B3 Students do not adequately understand the conduct expected of the as noted in the Code of Student Conduct. **2**

 B127146

G2.B3.S1 Provide students with additional opportunities to practice the correct and expected behaviors according to the Code of Student Contract in all areas of the school. **4**

 S139197

Strategy Rationale

Students who know and understand what the behavioral expectations are and have an opportunity to demonstrate that knowledge, will exhibit correct behavior.

Action Step 1 **5**

Continue the "Caught You Being Good" incentive strategy program for student behavior in all common areas as a mean to promote positive behavior. Students will be receive a reward token if they are exhibiting proper behavior.

Person Responsible

Maria Jimenez

Schedule

Daily, from 9/1/2014 to 6/3/2015

Evidence of Completion

Colored Coin tokens, Posters displayed around the school with the, "Caught You Being Good" token system.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Administrators will monitor faculty and staff's use of distributing coin tokens to students for exhibiting proper behavior in all areas of the school.

Person Responsible

Eleonora Cuesta

Schedule

Weekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Students Discipline Referral reports, students collecting their rewards with their coin tokens.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Administrators will review the Student Discipline Referral reports to determine the effectiveness of the strategy.

Person Responsible

Eleonora Cuesta

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Student discipline referral record reports

G3. Doral Academy Elementary will increase the number of opportunities for students to engage and participate in STEM related activities in order to increase student achievement in STEM curriculum areas. 1

G046072

G3.B1 The faculty and staff is lacking sufficient training for implementing a comprehensive STEM curriculum. 2

B114117

G3.B1.S1 Develop instructional activities that encourage students' interest and engagement in STEM curriculum at all levels. 4

S125651

Strategy Rationale

Students who are actively engaged in learning activities have a higher percentage rate of retaining the new information learned.

Action Step 1 5

Purchase additional STEM-related resources materials to provide students with hands-on inquiry-based science lessons.

Person Responsible

Elizabeth Simon

Schedule

On 9/29/2014

Evidence of Completion

Purchase orders of materials, classroom observations, Science lab reports

Action Step 2 5

Increase professional development opportunities and instructional support to maintain the quality of instruction needed to prepare students in the different STEM fields.

Person Responsible

Eleonora Cuesta

Schedule

Quarterly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Professional development completion certificates.

Action Step 3 5

Conduct a school-wide Science Fair to encourage students' interest in science and to develop their inquiry, investigation and research skills.

Person Responsible

Anna Perez

Schedule

On 12/5/2014

Evidence of Completion

Science Fair projects

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

Administrators will monitor with weekly classroom walk-through visits and reviewing lesson plans to ensure that STEM activities are being implemented.

Person Responsible

Eleonora Cuesta

Schedule

Weekly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Classroom walkthrough observations, student lab reports, weekly classroom assessments.

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

Administrators will monitor teachers' professional development activities.

Person Responsible

Eleonora Cuesta

Schedule

Quarterly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Teacher's Professional Development Logs

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

Monitor the process of preparation for the Science Fair by meeting with the Science Fair committee.

Person Responsible

Anna Perez

Schedule

Monthly, from 10/20/2014 to 12/5/2014

Evidence of Completion

Science Fair Committee meeting minutes, Science Fair Resource Packet.

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

Administrators will look at data available in the STEM related curriculum areas and analyze areas of student growth and areas of need and meet with teachers to make instructional adjustments as needed.

Person Responsible

Eleonora Cuesta

Schedule

Quarterly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Weekly classroom assessments, Unit assessments, Interim Assessments, Project-based evidence, student lab reports.

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

Provide teachers with information about upcoming and future District, local and state Professional Development workshops.

Person Responsible

Anna Perez

Schedule

Biweekly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Teachers' Professional Development Logs and implementation of new strategies in the classroom.

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

Administrators will walk-through the Science Fair to see evidence of student projects that have effectively followed the scientific method process.

Person Responsible

Eleonora Cuesta

Schedule

On 12/5/2014

Evidence of Completion

Students' Science Fair projects

G4. Doral Academy Elementary will increase the level of family involvement in school events and activities in support of measurable improvement in student achievement. 1

G046073

G4.B1 Parents varied work schedules prevent them from attending events and activities. 2

B114266

G4.B1.S1 Host a variety of events and activities for different purposes at varied times in order to allow parents and families greater flexibility to attend. 4

S125843

Strategy Rationale

Providing parents with the opportunities to attend events at different times and on different days increases the rate of attendance at school events.

Action Step 1 5

Communicate with parents about upcoming school events through a variety of methods so that they are able to make the arrangements needed in order to attend.

Person Responsible

Eleonora Cuesta

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Parent Sign-in Sheets at events.

Action Step 2 5

Conduct an FSA State Assessment Parent Night for grades 3rd - 5th and an SAT-10 night for grades K-2nd to provide parents with information regarding the expectations of the assessments and how to help their child.

Person Responsible

Jeanette Melian

Schedule

On 10/15/2014

Evidence of Completion

Parent Sign-in sheets at events

Action Step 3 5

Conduct parent workshops and "How to" clinics to provide parents with strategies and techniques with helping their child with academics and behavior.

Person Responsible

Jeanette Melian

Schedule

Quarterly, from 11/3/2014 to 6/3/2015

Evidence of Completion

Parent Sign in sheets at events

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

Attendance rosters will be monitored for each event. The enrollment in the Parents in Action (PIA) group will also be monitored.

Person Responsible

Elizabeth Simon

Schedule

Monthly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Attendance rosters for school events and Volunteer Hour Logs

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

Attendance rosters will be monitored for each event.

Person Responsible

Elizabeth Simon

Schedule

Monthly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Parent sign-in sheets for each event and volunteer logs.

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 | Students will analyze the meanings of new vocabulary words and create personal visual images, descriptions and definitions to assist them in remembering the meanings. | Melian, Jeanette | 9/8/2014 | Student worksheets using the Frayer Model, weekly vocabulary assessments. | 6/3/2015 daily |
| G3.B1.S1.A1 | Purchase additional STEM-related resources materials to provide students with hands-on inquiry-based science lessons. | Simon, Elizabeth | 9/29/2014 | Purchase orders of materials, classroom observations, Science lab reports | 9/29/2014 one-time |
| G4.B1.S1.A1 | Communicate with parents about upcoming school events through a variety of methods so that they are able to make the arrangements needed in order to attend. | Cuesta, Eleonora | 8/18/2014 | Parent Sign-in Sheets at events. | 6/3/2015 daily |
| G2.B1.S1.A1 | Provide students in the lowest 25th percentile in reading with 30 daily minutes of reading intervention through the Wonder Works Reading Intervention Program. | Melian, Jeanette | 9/8/2014 | Wonder Works group schedules, students rosters lists. | 6/3/2015 daily |
| G1.B2.S1.A1 | Students will analyze the meanings of new vocabulary words and create personal visual images, descriptions and definitions to assist them in remembering the meanings. | Melian, Jeanette | 9/8/2014 | Student's Concept of Definition Maps, weekly vocabulary assessments, classroom anchor vocabulary charts | 6/3/2015 daily |
| G1.B3.S1.A1 | Students will analyze the meanings of new vocabulary words and create personal visual images, descriptions and definitions to assist them in remembering the meanings. | Melian, Jeanette | 9/8/2014 | Student worksheets using the Frayer Model, weekly vocabulary assessments. | 6/3/2015 daily |
| G2.B2.S1.A1 | Schedule parents of students with excessive absences to meet with the Attendance Review Committee (ARC) once every 9 week period. | Jimenez, Maria | 10/27/2014 | Attendance Review Committee Meetings, Student Attendance Record reports. | 6/3/2015 quarterly |
| G2.B3.S1.A1 | Continue the "Caught You Being Good" incentive strategy program for student behavior in all common areas as a mean to promote positive behavior. Students will be receive a reward token if they are exhibiting proper behavior. | Jimenez, Maria | 9/1/2014 | Colored Coin tokens, Posters displayed around the school with the, "Caught You Being Good" token system. | 6/3/2015 daily |
| G1.B1.S1.A2 | Students will use interactive Students Vocabulary Notebooks to further reflect and organize their thoughts in writing around new vocabulary words, concepts and ideas. | Melian, Jeanette | 9/8/2014 | Student Vocabulary notebooks, weekly vocabulary assessments. | 6/3/2015 weekly |
| G3.B1.S1.A2 | Increase professional development opportunities and instructional support to maintain the quality of instruction needed to prepare students in the different STEM fields. | Cuesta, Eleonora | 9/22/2014 | Professional development completion certificates. | 6/3/2015 quarterly |
| G4.B1.S1.A2 | Conduct an FSA State Assessment Parent Night for grades 3rd - 5th and an SAT-10 night for grades K-2nd to provide parents with information regarding the expectations of the assessments and how to help their child. | Melian, Jeanette | 10/15/2014 | Parent Sign-in sheets at events | 10/15/2014 one-time |
| G2.B1.S1.A2 | Assign students lessons in Reading Plus. | Melian, Jeanette | 9/1/2014 | Weekly Reading Plus school site reports. | 5/8/2015 weekly |
| G1.B2.S1.A2 | Students will use interactive Student Vocabulary Notebooks the further reflect on and organize in writing their thoughts around new vocabulary words, concepts and ideas. | Melian, Jeanette | 9/8/2014 | Student Vocabulary Notebooks, weekly vocabulary assessments classroom, anchor vocabulary charts | 6/3/2015 daily |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|--|------------------|-------------------------------|---|--------------------|
| G1.B3.S1.A2 | Students will use interactive Student Vocabulary Notebooks the further reflect on and organize in writing their thoughts around new vocabulary words, concepts and ideas. | Melian, Jeanette | 9/8/2014 | Student Vocabulary Notebooks, weekly vocabulary assessments. | 6/3/2015 daily |
| G3.B1.S1.A3 | Conduct a school-wide Science Fair to encourage students' interest in science and to develop their inquiry, investigation and research skills. | Perez, Anna | 12/5/2014 | Science Fair projects | 12/5/2014 one-time |
| G4.B1.S1.A3 | Conduct parent workshops and "How to" clinics to provide parents with strategies and techniques with helping their child with academics and behavior. | Melian, Jeanette | 11/3/2014 | Parent Sign in sheets at events | 6/3/2015 quarterly |
| G2.B1.S1.A3 | Provide students in the lowest 25th percentile in math with 45 minutes of targeted instruction through the Math Morning Tutoring Program. | Simon, Elizabeth | 10/6/2014 | Math Morning Tutoring Program rosters and attendance records. | 4/8/2015 weekly |
| G2.B1.S1.A4 | Assign students mathematics lessons in Reflex Math. | Perez, Anna | 9/22/2014 | Reflex Math student, class and school site reports. | 6/3/2015 weekly |
| G2.B1.S1.A5 | Assign students targeted mathematics lessons in Soar to Success Math. | Perez, Anna | 9/22/2014 | Soar to Success Math student, class and site reports. | 6/3/2015 weekly |
| G1.MA1 | Data from a variety of sources will be used to determine progress towards the goal. Data is gathered from classroom assessments, Interim Assessments, Reading Plus reports, Wonder Works progress monitoring data, and Accelerated Reader reports. Based on the results of the data, instructional targets will be modified if needed. | Cuesta, Eleonora | 10/6/2014 | Students' performance in weekly class assessments in Reading, Mathematics and Science, science lab reports, Interim Assessments data, Accelerated Reader reports, Reflex Math Reports, Soar to Success Math reports, the 2015 ELA FSA, 2015 Science FCAT 2.0. | 6/3/2015 quarterly |
| G1.MA2 | Data from a variety of sources will be used to determine progress towards the goal. Data is gathered from classroom assessments, Interim Assessments, Reading Plus reports, Wonder Works progress monitoring data, and Accelerated Reader reports. Based on the results of the data, instructional targets will be modified if needed. | Cuesta, Eleonora | 9/8/2014 | Students' performance in weekly class assessments in Reading, Mathematics and Science, science lab reports, Interim Assessments data, Accelerated Reader reports, Reflex Math Reports, Soar to Success Math reports, the 2015 ELA FSA, 2015 Science FCAT 2.0. | 6/3/2015 monthly |
| G1.B1.S1.MA1 | The Administrators will review the results of classroom assessments focusing on students' performance in vocabulary to ensure that progress is being made as well as make adjustments in instructional practices as needed. The Reading Coach will support teachers in the instructional planning process. | Melian, Jeanette | 10/6/2014 | Students' performance in weekly class assessments in Reading, Reading Plus reports, Interim Assessments and the 2015 ELA FSA, 2015 Science FCAT 2.0. | 6/3/2015 biweekly |
| G1.B1.S1.MA4 | Administrators will review the results of classroom assessments and student performance in vocabulary in Reading and Writing to determine the effectiveness of the strategy. | Cuesta, Eleonora | 9/8/2014 | Students' performance in weekly class assessments in Reading, Reading Plus reports, Interim Assessments and the 2015 ELA FSA, 2015 Science FCAT 2.0. | 6/3/2015 monthly |
| G1.B1.S1.MA1 | The Administrators will review the results of classroom assessments focusing on students' performance in vocabulary to ensure that the strategy is being implemented with fidelity. | Cuesta, Eleonora | 10/6/2014 | Students' performance in weekly class assessments in Reading, Reading Plus reports, Interim Assessments and the 2015 ELA FSA, 2015 Science FCAT 2.0. | 6/3/2015 biweekly |
| G1.B1.S1.MA3 | The administrators will review the implementation of the Student Interactive Vocabulary notebooks during classroom walk-through visits. | Cuesta, Eleonora | 9/8/2014 | Classroom observations. student work samples, Student's Interactive Vocabulary Notebooks. | 6/3/2015 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|--|------------------|-------------------------------|---|--------------------|
| G1.B2.S1.MA1 | The Administrators will review the results of classroom assessments focusing on students' performance in vocabulary to ensure that progress is being made as well as make adjustments in instructional practices as needed. The Reading Coach will support teachers in the instructional planning process. | Cuesta, Eleonora | 9/8/2014 | Students' performance in weekly class assessments in Reading, Reading Plus reports, Reading Interim Assessments and the 2015 ELA FSA. | 6/3/2015 monthly |
| G1.B2.S1.MA4 | Administrators will review the results of classroom assessments and student performance in vocabulary in Reading and Writing to determine the effectiveness of the strategy. | Cuesta, Eleonora | 9/8/2014 | Students' performance in weekly class assessments in Reading, Reading Plus reports, Reading Interim Assessments and the 2015 ELA FSA. | 6/3/2015 monthly |
| G1.B2.S1.MA1 | The Administrators will review the results of classroom assessments focusing on students' performance in vocabulary to ensure that the strategy is being implemented with fidelity. | Cuesta, Eleonora | 9/8/2014 | Students' Concept of Definition Maps, students' performance in weekly class assessments in Reading, Reading Plus reports, Classroom Walk-through visits using the Observe 4 Success form. | 6/3/2015 weekly |
| G1.B2.S1.MA2 | The administrators will review the implementation of the Student Interactive Vocabulary notebooks during classroom walk-through visits. | Cuesta, Eleonora | 9/8/2014 | Students' Interactive vocabulary Notebooks, Students' performance in weekly class assessments in Reading, Reading Plus reports, Classroom Walk-through visits using the Observe 4 Success form. | 6/3/2015 weekly |
| G1.B3.S1.MA1 | Administrators will review the results of classroom assessments focusing on students' performance in vocabulary to ensure that progress is being made as well as make adjustments in instructional practices as needed. The Reading Coach will support teachers in the instructional planning process. | Cuesta, Eleonora | 9/8/2014 | Students' performance in weekly class assessments in Science and Mathematics, Reflex Math Reports, Soar to Success reports, Mathematics and Science Interim Assessments. | 6/3/2015 weekly |
| G1.B3.S1.MA4 | Administrators will review the results of classroom assessments and student performance in vocabulary in Reading and Writing to determine the effectiveness of the strategy. | Cuesta, Eleonora | 9/8/2014 | Students' performance in weekly class assessments in Science and Mathematics, Reflex Math Reports, Soar to Success reports, Mathematics and Science Interim Assessments. | 6/3/2015 weekly |
| G1.B3.S1.MA1 | The Administrators will review the results of classroom assessments focusing on students' performance in vocabulary to ensure that the strategy is being implemented with fidelity. | Cuesta, Eleonora | 9/8/2014 | Students' performance in weekly class assessments in Mathematics and Science, Science Lab reports, Classroom Walk-through visits using the Observe 4 Success form. | 6/3/2015 weekly |
| G1.B3.S1.MA2 | Administrators will review the implementation of the Student Interactive Vocabulary notebooks during classroom walk-through visits using the Observe 4 Success form. | Cuesta, Eleonora | 9/8/2014 | Classroom observations. Student work samples, Student's Interactive Vocabulary Notebooks. | 6/3/2015 weekly |
| G2.MA1 | Data from students' weekly assessments, Unit assessments and Oral Reading Fluency measures. | Melian, Jeanette | 9/8/2014 | Data from students' weekly assessments, Unit assessments and Oral Reading Fluency measures, Results from the 2015 SAT 10 administration, results from the 2015 ELA and Mathematics FSA. | 5/29/2015 monthly |
| G2.MA2 | Data from the Reading Plus site reports. | Melian, Jeanette | 9/22/2014 | Data from Reading Plus reports, Interim Assessments, 2015 ELA FSA. | 5/8/2015 quarterly |
| G2.MA3 | Data from Math Morning tutoring lessons and student classwork. | Simon, Elizabeth | 10/20/2014 | Data from Math Morning tutoring lessons and student classwork, Interim Assessments, 2015 Mathematics FSA. | 4/6/2015 biweekly |
| G2.MA4 | Data from the Reflex Math Program. | Simon, Elizabeth | 9/22/2014 | Data from the Reflex Math Program, Interim Assessments, 2015 Mathematics FSA. | 6/3/2015 quarterly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---------------|--|------------------|-------------------------------|--|--------------------|
| G2.MA5 | Soar to Success Math Reports, Math weekly classroom assessments, Math Interim Assessments. | | 9/22/2014 | Soar to Success Math reports, Math weekly classroom assessments, Math Interim Assessments, 2015 Mathematics FSA. | 6/3/2015 quarterly |
| G2.MA6 | Administrators will look at Student Attendance Record Reports for all grade levels to determine progress toward goal. | Simon, Elizabeth | 10/27/2014 | Student Attendance Record Reports. | 6/3/2015 quarterly |
| G2.MA7 | Administrators will review the Student Discipline Referral reports to determine the effectiveness of the strategy. | Cuesta, Eleonora | 9/1/2014 | Student Discipline Referral reports. | 6/3/2015 monthly |
| G2.B1.S1.MA1 | Reading Coach will meet with the Program interventionists once a month to review Wonder Works data available and make instructional adjustments as needed. | Melian, Jeanette | 9/8/2014 | Weekly assessments, Unit Assessments, Oral Reading Fluency Reports. | 5/29/2015 monthly |
| G2.B1.S1.MA4 | Review the Reading Plus reports and analyze the data provided for effectiveness. | Melian, Jeanette | 9/22/2014 | Reading Plus class and site reports. | 5/8/2015 biweekly |
| G2.B1.S1.MA6 | Administrators will meet with Math Morning Tutoring teachers to discuss program implementation and progress and make instructional changes as needed. | Simon, Elizabeth | 10/6/2014 | Student work samples from Math Morning Tutoring Program, Classroom assessments, Interim Assessment data. | 4/6/2015 biweekly |
| G2.B1.S1.MA8 | Administrators will meet with teachers during grade level meetings to discuss the implementation of the Reflex Math program. | Cuesta, Eleonora | 9/22/2014 | Reflex Math class reports, weekly classroom assessments, Interim Assessments. | 6/3/2015 biweekly |
| G2.B1.S1.MA10 | Review Soar to Success reports and analyze the data to monitor for effectiveness. Meet with teachers as needed to make adjustments as needed. | Perez, Anna | 9/22/2014 | Soar to Success reports, weekly classroom assessments, Interim Assessments | 6/3/2015 biweekly |
| G2.B1.S1.MA11 | Reading Coach will monitor the implementation of the Wonder Works program by reviewing program attendance records. | Melian, Jeanette | 9/22/2014 | Attendance records for the Wonder Works Program, student work folders. | 5/29/2015 monthly |
| G2.B1.S1.MA3 | Monitor the use and completion of Reading Plus lessons by reviewing school site reports. | Melian, Jeanette | 9/22/2014 | Reading Plus class and site reports. | 5/8/2015 biweekly |
| G2.B1.S1.MA5 | Administrators will monitor fidelity with classroom walk-through visits during Math Morning Tutoring Program. | Simon, Elizabeth | 10/6/2014 | Students attendance sheets, student Math Morning Tutoring work | 4/6/2015 weekly |
| G2.B1.S1.MA7 | Monitor the fidelity of use and completion of Reflex Math lessons by reviewing Reflex Math reports. | Simon, Elizabeth | 9/22/2014 | Reflex Math class Reports | 6/3/2015 biweekly |
| G2.B1.S1.MA9 | Administrators will monitor the fidelity of use and completion of Soar to Success Math lessons by reviewing Soar to Success Reports. | Perez, Anna | 9/22/2014 | Soar to Success Math class reports. | 6/3/2015 biweekly |
| G2.B2.S1.MA1 | Administrators will monitor Student Attendance Record Reports to determine effectiveness. | Simon, Elizabeth | 10/27/2014 | Student Attendance Record Reports. | 6/3/2015 quarterly |
| G2.B2.S1.MA1 | Administrators will monitor the Attendance Review Committee Meetings. | Simon, Elizabeth | 10/27/2014 | Attendance Review Committee meetings, students attendance record reports. | 6/3/2015 quarterly |
| G2.B3.S1.MA1 | Administrators will review the Student Discipline Referral reports to determine the effectiveness of the strategy. | Cuesta, Eleonora | 9/1/2014 | Student discipline referral record reports | 6/3/2015 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|------------------|-------------------------------|---|--------------------|
| G2.B3.S1.MA1 | Administrators will monitor faculty and staff's use of distributing coin tokens to students for exhibiting proper behavior in all areas of the school. | Cuesta, Eleonora | 9/1/2014 | Students Discipline Referral reports, students collecting their rewards with their coin tokens. | 6/3/2015 weekly |
| G3.MA1 | The data collected will come from different sources: Weekly classroom assessments, Unit assessments, Interim Assessments, Project-based evidence, student lab reports. | Cuesta, Eleonora | 9/22/2014 | Data collected to demonstrate progress towards the goal include: Weekly classroom assessments, Unit assessments, Interim Assessments, Project-based evidence, student lab reports and the 2015 FCAT Science 2.0 | 6/3/2015 biweekly |
| G3.B1.S1.MA1 | Administrators will look at data available in the STEM related curriculum areas and analyze areas of student growth and areas of need and meet with teachers to make instructional adjustments as needed. | Cuesta, Eleonora | 9/22/2014 | Weekly classroom assessments, Unit assessments, Interim Assessments, Project-based evidence, student lab reports. | 6/3/2015 quarterly |
| G3.B1.S1.MA5 | Provide teachers with information about upcoming and future District, local and state Professional Development workshops. | Perez, Anna | 9/22/2014 | Teachers' Professional Development Logs and implementation of new strategies in the classroom. | 6/3/2015 biweekly |
| G3.B1.S1.MA6 | Administrators will walk-through the Science Fair to see evidence of student projects that have effectively followed the scientific method process. | Cuesta, Eleonora | 12/5/2014 | Students' Science Fair projects | 12/5/2014 one-time |
| G3.B1.S1.MA1 | Administrators will monitor with weekly classroom walk-through visits and reviewing lesson plans to ensure that STEM activities are being implemented. | Cuesta, Eleonora | 9/22/2014 | Classroom walkthrough observations, student lab reports, weekly classroom assessments. | 6/3/2015 weekly |
| G3.B1.S1.MA3 | Administrators will monitor teachers' professional development activities. | Cuesta, Eleonora | 9/22/2014 | Teacher's Professional Development Logs | 6/3/2015 quarterly |
| G3.B1.S1.MA4 | Monitor the process of preparation for the Science Fair by meeting with the Science Fair committee. | Perez, Anna | 10/20/2014 | Science Fair Committee meeting minutes, Science Fair Resource Packet. | 12/5/2014 monthly |
| G4.MA1 | The sign-in rosters for the school events and activities will be reviewed and a comparison will be made of the number of parents attending daytime events and evening events. | Simon, Elizabeth | 9/22/2014 | School events and activities sign-in rosters. | 6/3/2015 quarterly |
| G4.B1.S1.MA1 | Attendance rosters will be monitored for each event. | Simon, Elizabeth | 9/22/2014 | Parent sign-in sheets for each event and volunteer logs. | 6/3/2015 monthly |
| G4.B1.S1.MA1 | Attendance rosters will be monitored for each event. The enrollment in the Parents in Action (PIA) group will also be monitored. | Simon, Elizabeth | 9/22/2014 | Attendance rosters for school events and Volunteer Hour Logs | 6/3/2015 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.

G1. Doral Academy Elementary will increase the application of vocabulary strategies across all core instructional areas.

G1.B1 Lack of instructional continuity of vocabulary strategies in the core instruction.

G1.B1.S1 Use the Frayer Model to assist students in expanding their understanding of core instructional vocabulary in all content areas.

PD Opportunity 1

Students will analyze the meanings of new vocabulary words and create personal visual images, descriptions and definitions to assist them in remembering the meanings.

Facilitator

Jeanette Melian

Participants

Teachers, Interventionists

Schedule

Daily, from 9/8/2014 to 6/3/2015

PD Opportunity 2

Students will use interactive Students Vocabulary Notebooks to further reflect and organize their thoughts in writing around new vocabulary words, concepts and ideas.

Facilitator

Jeanette Melian

Participants

Teachers, Interventionsists

Schedule

Weekly, from 9/8/2014 to 6/3/2015

G3. Doral Academy Elementary will increase the number of opportunities for students to engage and participate in STEM related activities in order to increase student achievement in STEM curriculum areas.

G3.B1 The faculty and staff is lacking sufficient training for implementing a comprehensive STEM curriculum.

G3.B1.S1 Develop instructional activities that encourage students' interest and engagement in STEM curriculum at all levels.

PD Opportunity 1

Increase professional development opportunities and instructional support to maintain the quality of instruction needed to prepare students in the different STEM fields.

Facilitator

District Personnel

Participants

Teachers

Schedule

Quarterly, from 9/22/2014 to 6/3/2015

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: Doral Academy Elementary will use the Early Warning System to provide strategic interventions and strategies that address the academic performance of at-risk students: students scoring a Level 1 on a statewide assessment in ELA or Mathematics, students who are retained, students not proficient in Reading by third grade, students with excessive absences, and students with behavior referrals. | 16,612 |
| Goal 3: Doral Academy Elementary will increase the number of opportunities for students to engage and participate in STEM related activities in order to increase student achievement in STEM curriculum areas. | 3,000 |
| Grand Total | 19,612 |

Goal 2: Doral Academy Elementary will use the Early Warning System to provide strategic interventions and strategies that address the academic performance of at-risk students: students scoring a Level 1 on a statewide assessment in ELA or Mathematics, students who are retained, students not proficient in Reading by third grade, students with excessive absences, and students with behavior referrals.

| Description | Source | Total |
|--|--------------------------|---------------|
| B1.S1.A1 - Mc Graw Hill Wonder Works Series | General Fund | 7,991 |
| B1.S1.A2 - Reading Plus Awards and Incentives | School Improvement Funds | 2,000 |
| B1.S1.A3 - Common Core Mathematics FSA Resource Books | General Fund | 6,621 |
| Total Goal 2 | | 16,612 |

Goal 3: Doral Academy Elementary will increase the number of opportunities for students to engage and participate in STEM related activities in order to increase student achievement in STEM curriculum areas.

| Description | Source | Total |
|--|--------------------------|--------------|
| B1.S1.A1 - STEM Classroom Materials | School Improvement Funds | 3,000 |
| Total Goal 3 | | 3,000 |