

Miami Children's Museum Charter School



2014-15 School Improvement Plan

Miami Children's Museum Charter School

980 MACARTHUR CSWY, Miami, FL 33132

<http://mcmcharter.dadeschools.net>

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
41%

Alternative/ESE Center
No

Charter School
Yes

Minority
74%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	34
Appendix 2: Professional Development and Technical Assistance Outlines	36
Professional Development Opportunities	37
Technical Assistance Items	39
Appendix 3: Budget to Support Goals	40

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

We will inspire all students to reach their full potential. We will provide individualized instruction in order to address student needs. We will provide a unique learning environment through the use of the Miami Children's Museum exhibits, facilities and resources. We will create a positive and nurturing environment where students feel comfortable to explore their surroundings, ask questions and discover. We will educate "the whole" child through real world experiences in Art, Music, Drama, Health and fitness.

Provide the school's vision statement

We will create an optimum learning environment where all students are provided with meaning experiences and are given the opportunity to explore, discover and become active, responsible learners.

School Environment

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

Our school has a diverse multicultural demographic. We celebrate our diversity through our yearly Multicultural Parade and Lunch. All students create and present a project on their heritage country. Also, we celebrate Hispanic Heritage month with lessons based on Hispanic Heritage and grade level projects. Teachers and students have the opportunity to learn about all of our different ethnic backgrounds.

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

All teachers and school staff are trained in Conscious Discipline. The school creates an environment where students feel respected before, during and after school by implementing Conscious Discipline strategies. Throughout the year the school provides presentations and lessons on friendship, anti-bullying and community building.

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

All teachers and school staff are trained in Conscious Discipline. Our classrooms all have a "safe space" where students may go to at any time to calm down or reflect on their actions. Teachers are trained to model appropriate behavior and implement the necessary strategies to maintain productive learning environments. In order to help teach students how to make better choices, students that need to be disciplined have reflection journals that focus on what alternative behavior can be chosen next time.

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

Through the use of Conscious Discipline, students know that they may express any concerns with their teacher. There are many classroom activities scheduled into the day that allow students to "check in" with their teacher and receive needed support. Office staff and the Principal are also available to counsel students. In certain cases, the school will call the Dade Schools Crisis Hotline.

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

Early Warning Systems used by our school:

- Students achieving a L1 on statewide standardized assessments in ELA or Mathematics and/or students who are not proficient in reading by Grade 3.
- Students who receive 3 or more discipline referrals.
- Students who miss more than 10% of instructional time.

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	2	3	4	5	
Attendance below 90 percent	2	2	0	0	2	6
One or more suspensions	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	0	0	3	6	0	9
	0	0	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Students identified by the early warning system for academics are placed in RTI groups. These indicators are students who achieved a L1 or a L2 on standardized exams and those incoming 3rd graders that achieved under 50% on the Stanford SAT-10

Students identified by the early warning system for attendance are monitored by the attendance manager and teacher. Students who receive an attendance referral after the first semester will have a meeting with the attendance manager. Students with excessive absences will be referred to the administration/attendance review committee. Referrals will be issued after reaching the school's maximum allowance, and may result in the students report card reflecting insufficient attendance for receiving a grade.

Students identified by the early warning who receive 1 or more discipline referral will meet with an Administrator and will be placed on a behavior modification plan that will be monitored by the teacher and administration.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

The school works at building positive relationships with families through the beginning of the year Meet and Greet, maintaining school and class websites and issuing monthly calendars highlighting the events in which they can participate. We hold monthly SIT meetings where parents are kept informed of school activities and the school encourages maximum participation and volunteer hours are awarded for their participation.

The number of parent engagement opportunities offered in the school year can vary from 10-15.

The average number of parents in attendance at parent engagement opportunities can vary from 100 - 300.

The average number of parents in attendance at parent engagement opportunities is 75%

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

Our school is unique in that it is inside the Miami Children's Museum. Our students are able to utilize the exhibits provided by the Museum for their weekly lessons. Our students also have access to the Museum's events and programming Our school received a donation from donorschoose.org that will provide our students with multiple science labs through out the entire school year.

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
Cortina, Nina	Principal
Pallais, Nadia	Instructional Coach
Knight, Sarah	Teacher, K-12
Mora, Melanie	Teacher, K-12

Duties

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

Nina Cortina, Principal: provides a common vision for the use of data-based decision making, ensures that the school based team is implementing MTSS/Rtl skills of school staff, ensures

implementation of intervention support and documentation, ensures adequate professional development to support MTSS/Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities.

K-2 grade level chair (Sarah Knight) and 3-5 grade level chair (Melanie Mora)

Provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials with Tier 2/3 activities.

ESE Teachers (Cristi Carmona): is the SPED coordinator for the Miami Children's Museum Charter School. She participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through activities such as bi-weekly planning and consultations to review accommodations on student's IEP's. Curriculum Coach (Nadia Pallais): develops leads and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches, identifies systematic patterns of student needs while working with school personnel to identify appropriate, evidence-based strategies, assist with whole school screening programs to identify at risk students, design and implement progress monitoring systems, data collection and data analysis; participates in the development of professional development.

District Psychologist: facilitates development of intervention plans; provides support for intervention fidelity and documentation; intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech and Language Pathologist (Kathy Trofio): educates the team in the role language plays in curriculum, assessment and instruction, as a basis for appropriate program design; assists in the selection of screening measures and helps identify systemic patterns of student need with respect to language.

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

The MTSS/Rtl Leadership Team met with the Educational Excellence School Advisory Council (EESAC) and Principal to help develop the School Improvement Plan. The team is provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helps set clear expectations for instruction; facilitates the development of a systemic approach to teaching; and aligns processes and procedures.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Nina Cortina	Principal
Betty Perez	Parent
Yanet Fernandez	Business/Community
Charlene Betancourt	Teacher
Nadia Pallais	Teacher
Cristi Carmona	Education Support Employee
Eludwinda Jimenez Curry	Parent
	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 school improvement plan was approved and monitored during last years ESSAC meetings. ESSAC members were updated regarding the schools progress towards the implementation of the school improvement plan. Data was shared and goals and barriers were resolved when necessary.

Development of this school improvement plan

The EESAC is the sole body responsible for final decision making at the school relating to the implementation of the components of the school's improvement plan. The EESAC s function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs. The EESAC members meet four times a year to approve, review and monitor the school SIP

Preparation of the school's annual budget and plan

The school's budget is proposed and reviewed by the EESAC committee.

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

EESAC funds (approximately \$1,500.00) have been budgeted for the purchase of additional laptops to support testing requirements for the 14-15 school year.

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
Cortina, Nina	Principal
Mora, Melanie	Teacher, K-12
Knight, Sarah	Teacher, K-12
Betancourt, Charlene	Administrative Support
Pallais, Nadia	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT will promote school literacy by:

- selecting team members who are skilled and committed to improving literacy
- offering professional growth opportunities for team members
- creating a collaborative environment that fosters sharing and learning
- developing a school wide organizational model that supports literacy instruction in all classes
- encouraging the use of data to improve teaching and student achievement

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

To encourage positive working relationships between teachers our school held 2 PD's in the beginning of the school year on Conscious Discipline and on team building between co-workers. Teachers are provided with collaborative planning 4 days a week. Also, the teachers meet with their grade level chairperson every other Wednesday on early dismissal days.

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

MCMCS offers a professional environment for teachers to work in. The school offers a percentage of tuition reimbursement for teachers who choose to continue higher education. The school also attends local job fairs. This is provided by administration.

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

Teachers new to the profession or new to the school are paired with a teacher who has had 3+ years of experience at our school with the same certification. Teacher and mentor will meet on a regular basis to discuss best practices and evidence-based practices.

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

During the 2013-2014, the school purchased the McGraw Hill Reading Wonders curriculum aligned to the Florida Standards. This school year, the school is purchasing the Go Math! Florida, Common

Core Edition, also aligned to the Florida Standards. We also purchased additional textbooks and online materials aligned to the Florida Standards.

Instructional Strategies

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

The school differentiates instruction in the areas of reading and math to meet the diverse needs of our population. During the core instruction, our teachers provide small group instruction to satisfy students who are working at level, below level and beyond level. The teacher uses weekly assessment to monitor students growth and make appropriate modifications when needed.

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: After School Program

Minutes added to school year: 32,400

MCMCS is located inside of the Miami Children's Museum. The museum, not the Charter School, supports enrichment activities and offers academic support by providing after-school care. This provides for 32,400 minutes per school year of enrichment activities for our students.

Strategy Rationale

The museum provides this to service families that need after schools care. These students are provided these enrichment services that they otherwise would not be afforded while their parents/ guardians are at work

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Cortina, Nina, ncortina@dadeschools.net

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

n/a

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

Throughout the school year, MCMCS provides school tours to all interested families. Applications are available on line through out the year. Incoming kindergarten families are invited to an open house in June to meet teachers, go over expectation and answer any questions the families may have. Again in August, MCMCS has a Meet and Greet where families can visit their classrooms before the school year begins. Throughout the year parents are provided opportunities to volunteer in the classroom and at school events.

Our outgoing fifth graders are provided with a list of surrounding schools. Families are urged to visit and attend open houses/auditions for the upcoming school year.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Our goal for core instruction will be to improve writing proficiency across the core curriculum. Given instruction based on the Florida Standards, students will be able to interact with content, demonstrate higher order thinking skills and write and respond in various ways in keeping with the higher expectations of the Florida Standards.
- G2.** The school will use EWS to monitor students that are considered non-proficient. These students attained a Level 1 or 30% and below on either the FCAT 2.0 or SAT-10. Our performance goal for the 2014-2015 school year is to decrease the amount of students who receive a Level 1 or equivalent to 14%. Our goal for the 2014-2015 school year is to decrease the amount of students who miss 10% of instruction time to 7%.
- G3.** Our STEM goal for the 2014-2015 school year is to increase STEM labs school wide.
- G4.** Our Parent Involvement Goal for the 2014-2015 is to increase trainings provided to parents on how to better support their children's academic needs.

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. Our goal for core instruction will be to improve writing proficiency across the core curriculum. Given instruction based on the Florida Standards, students will be able to interact with content, demonstrate higher order thinking skills and write and respond in various ways in keeping with the higher expectations of the Florida Standards. **1a**

G047175

Targets Supported **1b**

Indicator	Annual Target
CELLA Writing Proficiency	45.0
AMO Reading - All Students	75.0

Resources Available to Support the Goal **2**

- Miami Children's Museum Exhibits (Museum Based Lessons)
- Reading Plus
- McGraw Hill Reading Wonders Curriculum
- PD and curriculum development support provided by curriculum specialist.
- CPALMS writing standards and lessons.

Targeted Barriers to Achieving the Goal **3**

- Reading and Language Arts curriculum had previously been geared towards reading comprehension and multiple choice formats.
- The majority of social studies lessons do not integrate writing standards.
- Students who have difficulty with writing cannot adequately explain in writing the steps involved in solving math problems.
- The majority of science lessons are focused on vocabulary and hands on labs.

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

Through out the year students will produce projects and participate in district and state writing assessments.

Person Responsible

Nina Cortina

Schedule

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

Evidence of Completion

Student projects. Data from students in grade 3-5 from the DWT pre/post assessment and grades 4-5 FL ELA. Writing

G2. The school will use EWS to monitor students that are considered non-proficient. These students attained a Level 1 or 30% and below on either the FCAT 2.0 or SAT-10. Our performance goal for the 2014-2015 school year is to decrease the amount of students who receive a Level 1 or equivalent to 14%. Our goal for the 2014-2015 school year is to decrease the amount of students who miss 10% of instruction time to 7%. **1a**

G050389

Targets Supported **1b**

Indicator	Annual Target
Attendance Below 90%	7.0
Level 1 - All Grades	14.0
Discipline incidents	2.0

Resources Available to Support the Goal **2**

- Execution of the McGraw Hill Reading Wonders Curriculum, the common core curriculum adopted by Miami-Dade County Public Schools.
- Tier 2 Response to Intervention (RTI) Instruction provided to students daily. Eligibility is determined based on performance on state required assessments.
- Differentiate instruction during core instruction times to close learning gaps.
- Implement formative weeklies to monitor and track student progress during weekly assessments in reading and math.
- Provide before school tutoring in the areas of core instruction to upper grade students. Eligibility is determined based on performance on state required assessments.
- Provide extended morning drop off service to parents to ensure students arrive to class on time.
- Perfect Attendance Initiatives to motivate students to attend school regularly.

Targeted Barriers to Achieving the Goal **3**

- Students that have been identified by the EWS may continue to miss school and core instruction.
- Students with discipline referrals lack the ability to self regulate and therefore be successful in an academic setting.

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

The data collected will be from Dade Schools gradebook, and the attendance warnings and referrals..

Person Responsible

Nina Cortina

Schedule

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

Evidence of Completion

The attendance manager will submit attendance reports to the Principal. School discipline referrals will be documented and maintained in student's files.

G3. Our STEM goal for the 2014-2015 school year is to increase STEM labs school wide. 1a

G050438

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	84.0

Resources Available to Support the Goal 2

- Science Fusion Curriculum: Science curriculum adopted by Dade Schools
- Donorschoose.org donations: Donors Choose has provided our school with multiple in class labs that teachers can use throughout the year.
- Our curriculum specialist: this teacher is available to provide classroom support and training on STEM labs

Targeted Barriers to Achieving the Goal 3

- Finding common time to train teachers on the labs donated by donorschoose.org

Plan to Monitor Progress Toward G3. 8

Students will be assessed on Science standards throughout the school year. Students will create projects for Exhibit Night based on one of their labs.

Person Responsible

Nina Cortina

Schedule

On 10/7/2014

Evidence of Completion

Scores on assessments and student projects.

G4. Our Parent Involvement Goal for the 2014-2015 is to increase trainings provided to parents on how to better support their children's academic needs. 1a

G050484

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	75.0
AMO Math - All Students	64.0

Resources Available to Support the Goal 2

- School website, mcmcharter.com
- Dadeschools Parent Portal
- Parent Liaison: a staff member that is designated as the parent liaison.
- SIT Meetings: These meetings are conducted on a monthly basis and cover a variety of topics such as homework help, test preparation and positive approaches to behavior management.
- www.flstandards.org

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G4. 8

All documents distributed to parents will be kept in a binder and the office keeps a parent volunteer log.

Person Responsible

Nina Cortina

Schedule

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

Evidence of Completion

The office will keep copies of all documents distributed to parents and the parent volunteer log.

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. Our goal for core instruction will be to improve writing proficiency across the core curriculum. Given instruction based on the Florida Standards, students will be able to interact with content, demonstrate higher order thinking skills and write and respond in various ways in keeping with the higher expectations of the Florida Standards. **1**

 G047175

G1.B1 Reading and Language Arts curriculum had previously been geared towards reading comprehension and multiple choice formats. **2**

 B118865

G1.B1.S1 The students will receive instruction from curriculum aligned to Florida Standards. They will have direct writing lessons from the districts pacing guide **4**

 S139871

Strategy Rationale

By using curriculum aligned to the Florida Standards our students will have more opportunities to use critical thinking skills to answer more complex questions.

Action Step 1 **5**

Teachers will receive PD from Curriculum Specialist on integrating writing in a more complex way.

Person Responsible

Nina Cortina

Schedule

On 9/25/2014

Evidence of Completion

PD Attendance, review of lesson plans.

Action Step 2 5

Students will receive lessons from Reading Wonders curriculum.

Person Responsible

Nina Cortina

Schedule

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

Evidence of Completion

Teacher lesson plans, classroom observations and results of district and state assessments.

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

To monitor fidelity the grade level chairs will review lesson plans and the Principal will conduct weekly classroom observations.

Person Responsible

Nina Cortina

Schedule

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

Evidence of Completion

Teachers lesson plans, student work and district and state assessment results.

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

The school will review results of district and state assessments.

Person Responsible

Nina Cortina

Schedule

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

Evidence of Completion

The FCAT weeklies, district and state assessments.

G1.B2 The majority of social studies lessons do not integrate writing standards. 2

 B118866

G1.B2.S1 Social Studies lessons will provide opportunities for students to use writing strategies to better understand concepts learned. 4

 S139872

Strategy Rationale

By integrating writing into Social Studies, students will be able to better synthesize important concepts and skills.

Action Step 1 5

Students will use writing strategies modeled by the teacher to summarize concepts learned.

Person Responsible

Nina Cortina

Schedule

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

Evidence of Completion

Teacher lesson plans, student work and district and state assessments.

Action Step 2 5

Students will use learning logs to write about Social Studies concepts learned in class.

Person Responsible

Nina Cortina

Schedule

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

Evidence of Completion

Student work, student achievement on district and state assessments.

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

The teachers will produce weekly lesson plans.

Person Responsible

Nina Cortina

Schedule

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

Evidence of Completion

Lesson plans, classroom observations.

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

Lesson plans will be reviewed on a weekly basis.

Person Responsible

Nina Cortina


Schedule

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


Evidence of Completion

Lesson plans, classroom observation and state and district assessments.

G1.B3 Students who have difficulty with writing cannot adequately explain in writing the steps involved in solving math problems. 2

 B127309

G1.B3.S1 Using critical thinking strategies, students will learn to write out their reasoning for mathematical computations. 4

 S139815

Strategy Rationale

Students that can write out their computations will be better able to decode word problems presented to them.

Action Step 1 5

Students will be modeled ways to write out steps in solving math problems.

Person Responsible

Nina Cortina

Schedule

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

Evidence of Completion

Student work from their GoMath! student practice book.

Action Step 2 5

Students will have opportunities to participate in writing activities using math vocabulary words.

Person Responsible

Nina Cortina

Schedule

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

Evidence of Completion

Students will do their writing activities in a math journal.

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

Teachers will submit lesson plans on a weekly basis.

Person Responsible

Nina Cortina

Schedule

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

Evidence of Completion

Lesson plans and classroom observations will occur on a weekly basis.

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

Teachers will have collaborative planning to create effective lesson plans.

Person Responsible

Nina Cortina

Schedule

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

Evidence of Completion

2014-2015 district and state assessments, Interim's, DWT and FLA Mathematics.

G1.B4 The majority of science lessons are focused on vocabulary and hands on labs. 2

 B127310

G1.B4.S1 Writing will be integrated into Science lessons and labs. 4

 S139814

Strategy Rationale

By integrating writing into Science we will further reinforce writing skills and create more opportunities for students to write.

Action Step 1 5

Students will use their science vocabulary to write out science concepts.

Person Responsible

Nina Cortina

Schedule

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

Evidence of Completion

Teacher lessons, student work and classroom observations.

Action Step 2 5

Students will participate in Science Labs where they will use writing to describe their hypothesis, process, observations and conclusions.

Person Responsible

Nina Cortina

Schedule

On 6/4/2015

Evidence of Completion

Teacher lessons, student work and classroom observations.

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

Lesson plans will be monitored and classroom observations.

Person Responsible

Nina Cortina

Schedule

On 6/4/2015

Evidence of Completion

Teacher lesson plans, student work and projects.

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

Student work will be reviewed.

Person Responsible

Nina Cortina

Schedule

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

Evidence of Completion

Data from students in grade 3-5 from the DWT pre/post and grades 4-5 FL ELA. Writing

G2. The school will use EWS to monitor students that are considered non-proficient. These students attained a Level 1 or 30% and below on either the FCAT 2.0 or SAT-10. Our performance goal for the 2014-2015 school year is to decrease the amount of students who receive a Level 1 or equivalent to 14%. Our goal for the 2014-2015 school year is to decrease the amount of students who miss 10% of instruction time to 7%. 1

G050389

G2.B1 Students that have been identified by the EWS may continue to miss school and core instruction. 2

B126229

G2.B1.S1 The school will issue attendance warnings and referrals every quarter. Students who receive a referral will meet with the attendance manager. Students with excessive absences will be referred to the administration/Attendance Review Committee. Referrals will be issued after reaching the school's maximum allowance, and may result in the student's report card reflecting insufficient attendance for receiving a grade. 4

S138186

Strategy Rationale

By monitoring and scheduling face to face meetings with families, the school will be able to address any issues/concerns with the family and establish a plan of action moving forward.

Action Step 1 5

Monitor attendance through Dade Schools Gradebook/ISIS

Person Responsible

Nina Cortina

Schedule

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

Evidence of Completion

Attendance reports pulled from gradebook. Warnings and referrals issued.

Action Step 2 5

Conduct meetings with those students that have excessive absences.

Person Responsible

Nina Cortina

Schedule

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

Evidence of Completion

Attendance reports pulled from gradebook. Warnings and referrals issued.

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

The attendance manager will provide the Principal with quarterly reports.

Person Responsible

Nina Cortina

Schedule

On 6/4/2015

Evidence of Completion

Teachers certify attendance on a daily basis. The attendance manager will issue warnings and referrals

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

The attendance manager will monitor students who received referrals in the first or second quarter to see if attendance has improved.

Person Responsible

Nina Cortina


Schedule

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


Evidence of Completion

Reports generated by gradebook and attendance warnings and referrals.

G2.B2 Students with discipline referrals lack the ability to self regulate and therefore be successful in an academic setting. **2**

 B126486

G2.B2.S1 School staff will receive continuous Conscious Discipline training through out the school year. Teachers will be able to work with students in improving communication, reducing triggers and improving impulse control. **4**

 S145087

Strategy Rationale

By using Conscious Discipline school-wide the teachers will create a safe productive environment, reducing discipline.

Action Step 1 **5**

Teachers attended a PD on Conscious Discipline.

Person Responsible

Nina Cortina

Schedule

On 8/15/2014

Evidence of Completion

Teachers and staff attendance at PD

Action Step 2 **5**

The conscious discipline facilitator will provide additional support throughout the school year

Person Responsible

Nina Cortina

Schedule

On 6/4/2015

Evidence of Completion

Teacher observations and feedback. Conscious Discipline lessons

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

Ms. Nina will conduct classroom observations and meet as needed with teachers.

Person Responsible

Nina Cortina

Schedule

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

Evidence of Completion

Teacher/Classroom observation targeting the use of Conscious Discipline techniques and visual aids.

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

Ms. Nina will conduct classroom observations and meet as needed with teachers.

Person Responsible

Nina Cortina

Schedule

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

Evidence of Completion

Teacher/Classroom observation targeting the use of Conscious Discipline techniques and visual aids.

G3. Our STEM goal for the 2014-2015 school year is to increase STEM labs school wide. 1

G050438

G3.B1 Finding common time to train teachers on the labs donated by donorschoose.org 2

B126337

G3.B1.S1 Provide hands on PD for teachers to learn about the the labs from donorschoose.org 4

S138315

Strategy Rationale

If teachers learn about the labs and use them hands on they will be better informed to present this lab to their student.

Action Step 1 5

Teachers will meet on a teacher planning day to attend the PD for STEM labs.

Person Responsible

Nina Cortina

Schedule

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

Evidence of Completion

Teachers will provide lesson plans of their quarterly science lab.

Action Step 2 5

Teachers will develop lesson plans for quarterly labs.

Person Responsible

Nina Cortina

Schedule

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

Evidence of Completion

Lesson plans will be monitored.

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

The teachers will attend a PD and produce lesson plans to support the strategy.

Person Responsible

Nina Cortina

Schedule

On 6/4/2015

Evidence of Completion

Teachers attendance at PD will be monitored. The curriculum specialist will collect teachers lesson plans and make observations as needed.

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

Teachers will provide lesson plans for their quarterly STEM lab.

Person Responsible

Nina Cortina

Schedule

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

Evidence of Completion

Teachers will provide their lesson plans on a quarterly basis.

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
G2.B1.S1.A1	Monitor attendance through Dade Schools Gradebook/ISIS	Cortina, Nina	8/18/2014	Attendance reports pulled from gradebook. Warnings and referrals issued.	6/4/2015 quarterly
G3.B1.S1.A1	Teachers will meet on a teacher planning day to attend the PD for STEM labs.	Cortina, Nina	8/18/2014	Teachers will provide lesson plans of their quarterly science lab.	6/4/2015 quarterly
G1.B4.S1.A1	Students will use their science vocabulary to write out science concepts.	Cortina, Nina	8/18/2014	Teacher lessons, student work and classroom observations.	6/4/2015 weekly
G1.B3.S1.A1	Students will be modeled ways to write out steps in solving math problems.	Cortina, Nina	8/18/2014	Student work from their GoMath! student practice book.	6/4/2015 daily
G1.B1.S1.A1	Teachers will receive PD from Curriculum Specialist on integrating writing in a more complex way.	Cortina, Nina	9/25/2014	PD Attendance, review of lesson plans.	9/25/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Students will use writing strategies modeled by the teacher to summarize concepts learned.	Cortina, Nina	8/18/2014	Teacher lesson plans, student work and district and state assessments.	6/4/2015 weekly
G2.B2.S1.A1	Teachers attended a PD on Conscious Discipline.	Cortina, Nina	8/11/2014	Teachers and staff attendance at PD	8/15/2014 one-time
G2.B1.S1.A2	Conduct meetings with those students that have excessive absences.	Cortina, Nina	8/18/2014	Attendance reports pulled from gradebook. Warnings and referrals issued.	6/4/2015 quarterly
G3.B1.S1.A2	Teachers will develop lesson plans for quarterly labs.	Cortina, Nina	8/18/2014	Lesson plans will be monitored.	6/4/2015 quarterly
G1.B4.S1.A2	Students will participate in Science Labs where they will use writing to describe their hypothesis, process, observations and conclusions.	Cortina, Nina	8/18/2014	Teacher lessons, student work and classroom observations.	6/4/2015 one-time
G1.B3.S1.A2	Students will have opportunities to participate in writing activities using math vocabulary words.	Cortina, Nina	8/18/2014	Students will do their writing activities in a math journal.	6/4/2015 weekly
G1.B1.S1.A2	Students will receive lessons from Reading Wonders curriculum.	Cortina, Nina	8/18/2014	Teacher lesson plans, classroom observations and results of district and state assessments.	6/4/2015 daily
G1.B2.S1.A2	Students will use learning logs to write about Social Studies concepts learned in class.	Cortina, Nina	8/18/2014	Student work, student achievement on district and state assessments.	6/4/2015 weekly
G2.B2.S1.A2	The conscious discipline facilitator will provide additional support throughout the school year	Cortina, Nina	8/18/2014	Teacher observations and feedback. Conscious Discipline lessons	6/4/2015 one-time
G1.MA1	Through out the year students will produce projects and participate in district and state writing assessments.	Cortina, Nina	8/18/2014	Student projects. Data from students in grade 3-5 from the DWT pre/post assessment and grades 4-5 FL ELA. Writing	6/4/2015 semiannually
G1.B4.S1.MA1	Student work will be reviewed.	Cortina, Nina	8/18/2014	Data from students in grade 3-5 from the DWT pre/post and grades 4-5 FL ELA. Writing	6/4/2015 semiannually
G1.B4.S1.MA1	Lesson plans will be monitored and classroom observations.	Cortina, Nina	8/18/2014	Teacher lesson plans, student work and projects.	6/4/2015 one-time
G1.B3.S1.MA1	Teachers will have collaborative planning to create effective lesson plans.	Cortina, Nina	8/18/2014	2014-2015 district and state assessments, Interim's, DWT and FLA Mathematics.	6/4/2015 weekly
G1.B3.S1.MA1	Teachers will submit lesson plans on a weekly basis.	Cortina, Nina	8/18/2014	Lesson plans and classroom observations will occur on a weekly basis.	6/4/2015 weekly
G1.B1.S1.MA1	The school will review results of district and state assessments.	Cortina, Nina	8/18/2014	The FCAT weeklies, district and state assessments.	6/4/2015 monthly
G1.B1.S1.MA1	To monitor fidelity the grade level chairs will review lesson plans and the Principal will conduct weekly classroom observations.	Cortina, Nina	8/18/2014	Teachers lesson plans, student work and district and state assessment results.	6/4/2015 weekly
G1.B2.S1.MA1	Lesson plans will be reviewed on a weekly basis.	Cortina, Nina	8/18/2014	Lesson plans, classroom observation and state and district assessments.	6/4/2015 weekly
G1.B2.S1.MA1	The teachers will produce weekly lesson plans.	Cortina, Nina	8/18/2014	Lesson plans, classroom observations.	6/4/2015 weekly
G2.MA1	The data collected will be from Dade Schools gradebook, and the attendance warnings and referrals..	Cortina, Nina	8/18/2014	The attendance manager will submit attendance reports to the Principal. School discipline referrals will be documented and maintained in student's files.	6/4/2015 quarterly
G2.B1.S1.MA1	The attendance manager will monitor students who received referrals in the first or second quarter to see if attendance has improved.	Cortina, Nina	8/18/2014	Reports generated by gradebook and attendance warnings and referrals.	6/4/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	The attendance manager will provide the Principal with quarterly reports.	Cortina, Nina	8/18/2014	Teachers certify attendance on a daily basis. The attendance manager will issue warnings and referrals	6/4/2015 one-time
G2.B2.S1.MA1	Ms. Nina will conduct classroom observations and meet as needed with teachers.	Cortina, Nina	8/18/2014	Teacher/Classroom observation targeting the use of Conscious Discipline techniques and visual aids.	6/4/2015 weekly
G2.B2.S1.MA1	Ms. Nina will conduct classroom observations and meet as needed with teachers.	Cortina, Nina	8/18/2014	Teacher/Classroom observation targeting the use of Conscious Discipline techniques and visual aids.	6/4/2015 weekly
G3.MA1	Students will be assessed on Science standards throughout the school year. Students will create projects for Exhibit Night based on one of their labs.	Cortina, Nina	8/18/2014	Scores on assessments and student projects.	10/7/2014 one-time
G3.B1.S1.MA1	Teachers will provide lesson plans for their quarterly STEM lab.	Cortina, Nina	8/18/2014	Teachers will provide their lesson plans on a quarterly basis.	6/4/2015 quarterly
G3.B1.S1.MA1	The teachers will attend a PD and produce lesson plans to support the strategy.	Cortina, Nina	8/18/2014	Teachers attendance at PD will be monitored. The curriculum specialist will collect teachers lesson plans and make observations as needed.	6/4/2015 one-time
G4.MA1	All documents distributed to parents will be kept in a binder and the office keeps a parent volunteer log.	Cortina, Nina	8/18/2014	The office will keep copies of all documents distributed to parents and the parent volunteer log.	6/4/2015 annually

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. Our goal for core instruction will be to improve writing proficiency across the core curriculum. Given instruction based on the Florida Standards, students will be able to interact with content, demonstrate higher order thinking skills and write and respond in various ways in keeping with the higher expectations of the Florida Standards.

G1.B1 Reading and Language Arts curriculum had previously been geared towards reading comprehension and multiple choice formats.

G1.B1.S1 The students will receive instruction from curriculum aligned to Florida Standards. They will have direct writing lessons from the districts pacing guide

PD Opportunity 1

Teachers will receive PD from Curriculum Specialist on integrating writing in a more complex way.

Facilitator

Nadia Pallais

Participants

All teachers K to 5.

Schedule

On 9/25/2014

G2. The school will use EWS to monitor students that are considered non-proficient. These students attained a Level 1 or 30% and below on either the FCAT 2.0 or SAT-10. Our performance goal for the 2014-2015 school year is to decrease the amount of students who receive a Level 1 or equivalent to 14%. Our goal for the 2014-2015 school year is to decrease the amount of students who miss 10% of instruction time to 7%.

G2.B2 Students with discipline referrals lack the ability to self regulate and therefore be successful in an academic setting.

G2.B2.S1 School staff will receive continuous Conscious Discipline training through out the school year. Teachers will be able to work with students in improving communication, reducing triggers and improving impulse control.

PD Opportunity 1

Teachers attended a PD on Conscious Discipline.

Facilitator

Katja Von Elbe

Participants

All teachers and staff.

Schedule

On 8/15/2014

G3. Our STEM goal for the 2014-2015 school year is to increase STEM labs school wide.

G3.B1 Finding common time to train teachers on the labs donated by donorschoose.org

G3.B1.S1 Provide hands on PD for teachers to learn about the the labs from donorschoose.org

PD Opportunity 1

Teachers will meet on a teacher planning day to attend the PD for STEM labs.

Facilitator

Nadia Pallais

Participants

Teachers Grade K-5

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0