# Coral Reef Montessori Academy Charter



## 2014-15 School Improvement Plan

# Coral Reef Montessori Academy Charter

## 10853 SW 216TH ST, Miami, FL 33170

## http://coralreefmontessori.dadeschools.net

## School Demographics

| School Type | Title I | Free/Reduced Price Lunch |
|---|---|---|
| Combination | No | 31% |

| Alternative/ESE Center | Charter School | Minority |
|---|---|---|
| No | Yes | 83% |

## School Grades History

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

## School Board Approval

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

## SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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# Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: Current School Status

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

## Part II: Needs Assessment

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

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

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

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

## Appendices

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

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

# Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

## DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

## DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

## 2014-15 DA Category and Statuses

| DA Category | Region | RED |
|---|---|---|
| Not In DA | 5 | Gayle Sitter |

| Former F | | Turnaround Status |
|---|---|---|
| No | | |

## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The mission of the Coral Reef Montessori Academy Charter School is to create a Montessori community to guide the transformation fo global interdependence; respecting ourselves, respecting our community , respecting our natural environment and respecting our universe.

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

The vision of the Coral Reef Montessori Academy Charter School is to nurture each unique individual; thereby, awakening independence, confidence, responsibility and the pursuit of knowledge.

#### School Environment

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

The Montessori curriculum celebrates the unique cultures of each individual student and its global approach to education provides a multi-cultural perpective across the curriculum.

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

The school provides professional development to the before and after school staff in Montessori philosophy and the courses from the Department of Children and Families, the licensing agency that monitors the morning and after school program.

##### 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

We follow the Student Code of Conduct and a school wide no bulling policy. The community meetings conducted daily in the class rooms provide a forum to discuss problems and explore solutions within the classroom community.

##### 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

The school uses the Response to Intervention, multi-tier system of support (MTSS) to target at risk students and develop an individual student performance plan (SSP). The school has a counselor and a lead teacher who are available to provide additional support to students who are facing academic or emotional challenges. In addition,,the teachers meet with the parents to discuss each student's social and emotional progress via two personal conferences and the MRX (report card) reports. Teachers have also received training on identifying students who may require a functional assessment of behavioral and a behavioral intervention plan.

#### 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 District provides the school with the profiles of students who are at risk who meet one or more of the criteria below. In addition, each student is discussed and progress analyzed through ongoing data chats.

Attendance below 90 percent. regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English, Language Arts or mathematics

Level 1 score on the statewide standardized assessments in English, Language Arts or mathematics

**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 |
|---|---|---|---|---|---|---|---|
| | 3 | 4 | 5 | 6 | 7 | 8 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 7 | 6 | 11 | 6 | 3 | 5 | 38 |

*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**

When there are excessive absences,a letter is sent home warning that the absences may hinder academic progress and result in a retention. If the absences continue, the parents are called in for a conference to explore the reason and find a solution,

When a child is suspended, there is conference with the child and the parents and the child is referred to the counselor. On occasion, it is recommended that the child be placed on a behavioral plan and receive outside counseling..

As part of the RtI, MTSS, when a child fails a course, the Leadership team along with the classroom teacher meets to decide the plan of action. The child is placed on SSP and monitored to determine progress.

Students who score Level 1 and have not made adequate gains on statewide assessments are moved to Tier 3 and a SST is conducted to determine if the child needs a full psycho educational evaluation..

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## 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*

Not all parents are registered on our volunteer data base. PTA will provide the school with monthly reports on the number of parents registered per class. PTA and administration will record the number of hours for each child through the online program. Program Data Results will assess the number of the volunteer hours.
The PTA provides a welcome back meet and greet breakfast for new and returning parents. The PTA also sponsors the annual spaghetti dinner which bring the families together as a community,
The parents are given numerous opportunities to volunteer which help them to feel a part of the school family.
The parents are kept informed through conferences, the school's website, class websites, the PTA and, e-mails,

**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**

The school's EESAC committee has two members from the local business community and the co-directors attend the Goulds Coalition of Ministers and Laypersons meetings to keep abreast of events in the local community.

## 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 |
|------|-------|
| McNaughton, Idsa | Administrative Support |
| Canzoneri Go, Lucy | Principal |
| King, Tammy | Teacher, K-12 |
| Boone, Joanna | Teacher, K-12 |
| Manresa, Maria T. | Teacher, K-12 |
| King, Juliet | Principal |

**Duties**

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

The school-based leadership team is composed of : Ms. Golden- Principal, Ms. King – Principal, Ms. McNaughton- ESE/Lead Teacher, Ms. King-Intermediate Teacher, Ms. Manresa- Primary Teacher and Ms. Boone Kindergarten Teacher .
Ms. Golden, Ms. King and Ms. McNaughton will be responsible for implementing enrichment programs and activities allowing teachers to collaborate, plan and engage in professional development. They will ensure resources are allocated in direct proportion to student needs. They will

begin with the identification of trends and patterns using school wide and grade-level data.
Ms. McNaughton will be responsible for helping to monitor the data collected at each tier are used to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered.
Ms. T. King, Ms. Manresa and Ms. Boone will be responsible for ongoing support through the grade group meetings.

***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***

Through data analysis, the MTSS Leadership team is able to recognize trends and they are able to identify specific strands where the grade levels demonstrate weakness. The team meets to adjust the instructional focus calendar to address the instructional priorities after each interim is analyzed. Half of the people who are on the EESAC team are also on the leadership team. There is constant communication between the two. The MTSS Leadership Team will monitor collection and utilization of assessment data including progress monitoring data (FAIR Assessments) District Interim assessment data, observational data, and in program assessment data. There is also ongoing RtI PD's that provide support in going through the process. RtI binder is available from the lead teacher with copies of all the power points.

## School Advisory Council (SAC)

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

| Name | Stakeholder Group |
| --- | --- |
| Juliet King, Chairperson | Teacher |
| Lucy Golden | Principal |
| Wendall Carr | Business/Community |
| Miriam Encalada | Teacher |
| Ana Gomez | Teacher |
| Susan Homyk | Parent |
| Idsa McNaughton | Education Support Employee |
| Clyde Dozier | Business/Community |
| Evelyn Quinones | Business/Community |
| Alma Wallace | Business/Community |
| Sonny Bellina | Business/Community |
| Gina Richterkessing | Parent |
| Gaby Encalada | Student |
| Tammy King | Teacher |
| Kellie Henize | Education Support Employee |

**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*

Members of the SAC participated in the quarterly data chats and made recommendations for strategies to be utilized for academic improvement. The SAC reviewed the SIP and made recommendations before i twas submitted to the School Board.

*Development of this school improvement plan*

Members of the SAC participated in the quarterly data chats and made recommendations for strategies to be utilized for academic improvement. The SAC will review the SIP and make recommendations before it is submitted to the School Board.

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

The school's annual budget and plan is prepared by the administrators in conjunction with the school's accountant and presented to the Board of Directors for their approval.

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

The SAC funds were used to help defray the cost of the J & J Physical Science and the J & B Scientific Methodology Workshops ($750.00) the Classroom Management Workshop ($400.00) and the Common Core Reading, Mathematics and Science Workshop for K through 5 Teachers ($960.00).

***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 |
| --- | --- |
| King, Tammy | Teacher, K-12 |
| King, Juliet | Principal |
| Boone, Joanna | Teacher, K-12 |
| Canzoneri Go, Lucy | Principal |
| Manresa, Maria T. | Teacher, K-12 |
| McNaughton, Idsa | Administrative Support |

**Duties**

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

The major initiatives to be used this year will be to utilize the components of the two resources the district is using such as Comprehensive Research Based Reading Plan and the School Level Self Reflection Tool. The Co-Directors will promote the RLT as a major part of the school literacy reform to promote a culture of reading by: 1) including representation from all curricula areas on the RLT; 2) offering professional growth opportunities for team members; 3) creating a collaborative environment

that fosters sharing and learning and 4) 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

The teachers have scheduled times to work together according to grade levels to plan and discuss instructional strategies relative to their specific grade levels and areas of instruction. The teachers also work together to decide what materials they want to purchase and/or use in the classrooms.

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

Coral Reef Montessori Academy advertises on the website of the American Montessori Society. The School has a partnership with various Montessori Training Centers including Barry University. We open our school to the local universities such as FIU, Barry University, Miami-Dade Community College and Florida Memorial University and provide student/teacher internships. We are competitive with salaries and benefits that include health insurance and Florida Retirement (FRS).

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

We have established a "Critical Friends Group" which pairs experienced teachers with novice teachers. This group allows new teachers to share areas of concern with their peers in a non threatening /non judgmental environment.
Experienced teachers mentor through modeling, observation of new teachers and planning and collaboration. New teachers have a reflective journal that they use to write down their concerns. Ms. Crane, a new teacher, has been paired with Ms. Manresa, an experienced teacher, because they both teach the same grade levels. Ms.Rodriguez, a new teacher, has been paired with Ms. Holloway, an experienced teacher, because they both teach the same levels. The administrators will meet with each new teacher to effectively plan her Individual Professional Development Plan (IPDP). The administrators will utilize IPEG Evaluative System to ensure additional support for new teachers.

## 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 Montessori Curriculum is aligned to the Florida Standards and supplemented with other state adopted/approved materials to ensure compliance.

#### 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 the Universal Screenings, State Assessments, District Interim and informal assessment to identify students who need additional help. Support is provided through the multi-tier

system of support (MTSS) and different tiers. Instruction is modified and supplemented according to the Tier that corresponds to the students' individual needs. For example, a student who scores low on reference and research will have an individual progress monitoring plan that will provide him with additional instruction from the teacher. The student will have opportunities to work on the deficit skills through supplemental programs such as Reading Plus and Performance Coach targeting reading comprehension skills.

***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:** 4,500

Teachers work with individual students who need additional help with reading and math for 30 minutes before school.

***Strategy Rationale***

To reduce the number of students who are on Tier 2 and Tier 3.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***
Canzoneri Go, Lucy, lcanzoneri-golden@dadeschools.net

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

Data from the intervention program that is being used will be collected and analyzed to determine effectiveness; for example, data fro Reading Plus, IXL, Success Maker, Study Island.

**Strategy:** Weekend Program

**Minutes added to school year:** 1,440

Students are tutored in mathematical skills on Saturday mornings leading up to the State Standardized Test.

***Strategy Rationale***

Provide additional help with mathematical skill for students on all three tiers.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***
Canzoneri Go, Lucy, lcanzoneri-golden@dadeschools.net

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

Class work is provided by the teacher to the tutor and the teacher measures the effectiveness of the tutoring by the weekly assessments in class.

**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*

Kindergarten registration is from October through March of each calendar year. Parent Orientation is held the Saturday before the opening of school. Open House is held at the beginning of the School year either in September or October. Parents are required to volunteer a minimum of thirty hours per year for each student. Workshops are conducted throughout the year to familiarize parents with the Montessori method. There is a Poetry Festival in December and a talent show in the Spring where students get the opportunity to showcase their talents. Numerous events are held throughout the year, for example, a Spaghetti Dinner and a Business Expo to get parents and students acclimated and involved in the school.

### 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*

The Montessori Curriculum adheres to individual interest of the student. Children are provided opportunities to pursue areas of interest through their student course selection. The school also promotes academic and career planning by offering advanced courses in the academic areas. In order to promote career planning, children are also encouraged to participate in the School's annual Business Fair as a way of helping them think about the future. To take part in the Business Fair, the students have to make a business plan and implement it. Guest speakers in the field of Math and science are invited to speak about potential careers in their field.

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

The school has career days where guest speakers are invited in to talk about different careers. The middle school children have service learning where they go into different classrooms to help with the younger children and do internships at some of the local businesses during the last semester of the school year. Students are also provided opportunities to apply literacy and STEM related skills through the School's annual Business Fair, Fairchild Challenge, Miami Dade Youth Fair, etc.

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

CRMA will participate in NEST with Deering Estates to provide our fifth, seventh and eighth graders with technological support is STEM related careers.

*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*

Not applicable to CRMA.

## 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.**    Students will use evidenced based writing across all content areas - ELA, math, science and social studies.

**G2.**    School staff will use Positive Behavior Support (PBS) to improve attendance, behavior and reduce course failure among all students.

**G3.**    Students will participate in real life STEM activities to increase depth of academic knowledge across the curriculum.

**G4.**    To increase parent involvement in school related activities.

## 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.** Students will use evidenced based writing across all content areas - ELA, math, science and social studies. 1a

🔍 G050216

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| AMO Reading - ED | 78.0 |
| AMO Reading - Hispanic | 78.0 |
| AMO Reading - SWD | 75.0 |
| AMO Reading - White | 91.0 |
| AMO Math - ED | 62.0 |
| AMO Math - SWD | 61.0 |
| AMO Math - Hispanic | 74.0 |
| AMO Math - White | 88.0 |

### Resources Available to Support the Goal 2

- IXL in both language arts and math.

- Boot Camp Science

- Go Math Florida in grades 1 - 6.

- Montessori Materials

### Targeted Barriers to Achieving the Goal 3

- Teachers' limited knowledge of how to align and implement Florida State Standards with Montessori instruction.

- School did not meet reading target goals for subgroups: Hispanics scored 74 and the target was 75, whites scored 85 and the target was 90, SWD scored 33 and the target was 72 and ED.scored 66 and the target was 75 .

- School did not meet math target goals for subgroups: Hispanics scored 65 and the taarget was 71, whites scored 59 and the target was 87, SWD scored 33 and the target was 56 and ED was 53 and the target was 57.

- 48 percent of our students scored non proficient on the 2014 administration of the Science FCAT

- There has not been enough vertical planning for Florida Standards for social studies.

### Plan to Monitor Progress Toward G1. 8

District interim assessments, data analysis to decide as a team to continue, intensify, modify or terminate strategies, revisit barriers or modify the goal itself based on data.

#### Person Responsible
Lucy Canzoneri Go

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

#### *Evidence of Completion*
Reports generated from District Interim Assessments.

**G2.** School staff will use Positive Behavior Support (PBS) to improve attendance, behavior and reduce course failure among all students. `1a`

### Targets Supported `1b`

🔑 G050285

| Indicator | Annual Target |
|---|---|
| Level 1 - All Grades | 9.0 |
| Attendance Below 90% | 4.0 |
| One or More Suspensions | 5.0 |

### Resources Available to Support the Goal `2`

- Reading Plus for grades 3 - 8.
- IXL in both language arts and math
- Boot Camp Science
- Go Math Florida in grades 1 -6
- Montessori Materials

### Targeted Barriers to Achieving the Goal `3`

- Teachers knowledge of how to align and implement the Florida State Standards with Montessori instruction.
- 9 percent of our students receive Level one on the State assessments in LEA and math.
- 4 percent of our students have less that 90 percent attendance.
- 5 percent of our students receive one or more behavior referrals that lead to suspension.

### Plan to Monitor Progress Toward G2. `8`

Co-directors and lead teacher will review lesson plans.

**Person Responsible**
Lucy Canzoneri Go

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

***Evidence of Completion***
Attendance bulletin, classroom walkthroughs

**G3.** Students will participate in real life STEM activities to increase depth of academic knowledge across the curriculum. 1a

**Targets Supported** 1b

G050319

| Indicator | Annual Target |
|-----------|---------------|
| FCAT 2.0 Science Proficiency | 54.0 |

**Resources Available to Support the Goal** 2

- Nurturing Environmental Stewards of Today and Tomorrow (NESTT)

- Gardening

- Science Boot Camp

**Targeted Barriers to Achieving the Goal** 3

- Teachers knowledge of how to align the NESTT with the Florida Standards

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

Using the FCIM, the MTSS/RtI team and monthly data chats, members will review District Interim reports and teacher assessments to determine if strategies should be intensified, modified or terminated.

**Person Responsible**

Lucy Canzoneri Go

**Schedule**

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

***Evidence of Completion***

Results of the District Interim Assessments and the 2015 Florida State Assessment

**G4.** To increase parent involvement in school related activities. 1a

G050444

## Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| Level 1 - All Grades | 9.0 |

## Resources Available to Support the Goal 2

- Reading Plus
- IXL in both grammar, punctuation and math.
- Boot Camp Science
- Montessori Materials
- NESTT
- Gardening
- The School's Volunteer Portal

## Targeted Barriers to Achieving the Goal 3

- Access to a computer

## Plan to Monitor Progress Toward G4. 8

Teachers will be asked to ascertain how many parents are volunteering.

### Person Responsible
Lucy Canzoneri Go

### Schedule
Every 6 Weeks, from 8/18/2014 to 6/4/2015

### *Evidence of Completion*
The "volunteeratschool.com" generated reports.

# 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.** Students will use evidenced based writing across all content areas - ELA, math, science and social studies. 1

🔍 G050216

**G1.B1** Teachers' limited knowledge of how to align and implement Florida State Standards with Montessori instruction. 2

🔍 B125810

**G1.B1.S1** Teacher professional development to learn how to align Florida State Standards with Montessori Instruction. 4

🔍 S137718

**Strategy Rationale**

In order to become effective teachers, they must understand the State Standards and the learning expectations,

**Action Step 1** 5

Teachers will participate in the PCG-Course 2A/2B for Elementary/Middle School Teachers: Florida Standards for ELA & Literacy - Focus on Instructional Shifts.

**Person Responsible**

Lucy Canzoneri Go

**Schedule**

On 8/12/2014

***Evidence of Completion***

Teachers will obtain a Professional Development Completion Certificate upon completion.

**Action Step 2** `5`

Teachers will participate in a follow up face to face professional development course: Teachers ELA & Literacy 2
to facilitate the implementation of the Florida State Standards.

### Person Responsible

Lucy Canzoneri Go

### Schedule

On 8/13/2014

### *Evidence of Completion*

Sign-in sheet

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

Observations, grade group meetings, walk-throughs, lesson plans, Ipegs

### Person Responsible

### Schedule

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

### *Evidence of Completion*

Observation logs, lesson plans, minutes from grade group meetings

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

Interim assessments,

### Person Responsible

Lucy Canzoneri Go

### Schedule

Quarterly, from 10/27/2014 to 1/26/2015

### *Evidence of Completion*

Children making gains on the LEA interim assessments

**G1.B2** School did not meet reading target goals for subgroups: Hispanics scored 74 and the target was 75, whites scored 85 and the target was 90, SWD scored 33 and the target was 72 and ED.scored 66 and the target was 75 . 2

🔍 B125811

**G1.B2.S1** For subgroups Hispanics, whites and Ed, students will be given opportunities to respond in writing to comprehensions questions from informational texts, for example, Time Magazine, Scholastic Magazine. . 4

🔍 S138976

### Strategy Rationale

By providing students with opportunities to respond to informational text through writing responses, students will demonstrate a higher level of reading comprehension complexity.

**Action Step 1** 5

Students will be given a selection to read from and informational text for example the Time Magazine or the Scholastic Magazine and will be required to demonstrate comprehension through written response using textural evidence to prepare and support their responses.

#### Person Responsible

Lucy Canzoneri Go

#### Schedule

On 6/4/2015

#### *Evidence of Completion*

Children's work and assessment outcomes

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

Use FCIM, the MTSS/RTI team and monthly Data Chats, members will review formative reports, such as FAIRS, Reading Plus, Sttdy Island and District Interims four times a year and they will adjust instruction as needed.

#### Person Responsible

Lucy Canzoneri Go

#### Schedule

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

#### *Evidence of Completion*

Grades student work, student folders and observations

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

Using FCIM model, we will conduct Data Chats

### Person Responsible

Lucy Canzoneri Go

### Schedule

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

### *Evidence of Completion*

Reports generated from FAIRS, Study Island, Reading Plus and District Interims

**G1.B2.S2** Identify key relationships such as text structures/organizational patterns (comparison/contrast, cause/effect, chronological order, argument/support, definitions/explanation, question/answer listing/ description) 4

🔑 S139009

### Strategy Rationale

By understanding organizational patterns, students are better able to find supporting evidence when writing a response.

**Action Step 1** 5

For subgroup SWD, students will write a two column note to list details and conclusions using real world documents such as, how-to articles, current event articles, brochures and fliers.

### Person Responsible

Lucy Canzoneri Go

### Schedule

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

### *Evidence of Completion*

class work, teacher observations, lesson plans

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** `6`

Using the FCIM, the MTSS/RTI team and monthly data chats, members will review formative reports, such as FAIRS, Reading Plus, Study Island, District Interims four times a year and they will adjust instruction as needed.

**Person Responsible**

Lucy Canzoneri Go

**Schedule**

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

*Evidence of Completion*

Graded student work, student folders and observations

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** `7`

Using the FCIM model, we will conduct Data Chats.

**Person Responsible**

Lucy Canzoneri Go

**Schedule**

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

*Evidence of Completion*

Reports generated from FAIRS, Reading Plus, Study Island, and District Interims

**G1.B3** School did not meet math target goals for subgroups: Hispanics scored 65 and the taarget was 71, whites scored 59 and the target was 87, SWD scored 33 and the target was 56 and ED was 53 and the target was 57. `2`

`🔍 B126855`

**G1.B3.S1** For sub groups: Hispanics, whites, and ED., students will apply previously taught strategies by using writing to describe and explain the steps involved in solving mathematical problems. `4`

`🔍 S139024`

### Strategy Rationale

By providing students with opportunities to respond in writing to mathematics situations, student subgroups Hispanics, whites and ED will have greater opportunity to consider the complexity and expand on how problems are solved in real life situations.

### Action Step 1 `5`

On a daily basis, students in subgroups Hispanics, whites and ED will write to explain how they have arrived at a solution in a mathematical equation.

#### Person Responsible

Lucy Canzoneri Go

#### Schedule

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

#### *Evidence of Completion*

Math journal and teacher lesson plans

### Action Step 2 `5`

On a daily basis, students in subgroup SWD will write use the Step-By-Step Solution: 1. Write the facts.
2. Write the question. 3. write the operation. 4. Write the equation. 5. Solve the problem. 6. Write your answer in a sentence. 7. Does it make sense?.

#### Person Responsible

Lucy Canzoneri Go

#### Schedule

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

#### *Evidence of Completion*

Math journal and teacher lesson plans

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

Using the FCIM, the MTSS/RTI team and monthly data chats,members will review formative reports, such as District Interims four times a year and they will adjust instruction as needed.

### Person Responsible

Lucy Canzoneri Go

### Schedule

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

### *Evidence of Completion*

Graded student work, student folders and observations.

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

Using the FCIM model, we will conduct data chats.

### Person Responsible

Lucy Canzoneri Go

### Schedule

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

### *Evidence of Completion*

Reports generated fro District Interims

**G1.B3.S2** For subgroup SWD, students will apply previously taught strategies by using writing to describe and explain the steps involved in solving mathematical problems. `4`

`S139026`

### Strategy Rationale

By providing subgroup SWD with opportunities to respond in writing to mathematical situations, students will gain a better understanding of how math problems are solved in real life situations.

### Action Step 1 `5`

SWD students will identify and use the Step-By-Step Solution 1. Write the facts. 2. Write the question. 3. Write the operation. 4. Write the equation. 5. Solve the problem. 6. Write your answer in a sentence. 7. Does it make sense?

#### Person Responsible

Lucy Canzoneri Go

#### Schedule

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

#### *Evidence of Completion*

Graded work, lesson plans observations

### Plan to Monitor Fidelity of Implementation of G1.B3.S2 `6`

Using FCIM, the MTSS/RTI team and monthly data chats, members will review formative reports, such as District interims four times a year and they will adjust instruction as needed.

#### Person Responsible

Lucy Canzoneri Go

#### Schedule

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

#### *Evidence of Completion*

Graded student work, student folders and observations

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2** 7

Using the FCIM model, we will conduct data chats.

### Person Responsible

Lucy Canzoneri Go

### Schedule

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

### *Evidence of Completion*

Reports generated from District Interims.

**G1.B4** 48 percent of our students scored non proficient on the 2014 administration of the Science FCAT 2

B127011

**G1.B4.S1** Students will use writing to reflect on information, answer questions, gather data from field experiences and experiments. 4

S139170

### Strategy Rationale

Giving students the opportunity to put their thoughts in writing will give them time to reflect and gain a greater understanding of the material being presented.

**Action Step 1** 5

The student will write predictions and observations about what happens in the garden during the course of a season.

### Person Responsible

Lucy Canzoneri Go

### Schedule

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

### *Evidence of Completion*

Gardening journal

## Action Step 2 `5`

The children will write to describe the process and what happens during a scientific experiment.

### Person Responsible

Lucy Canzoneri Go

### Schedule

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

### *Evidence of Completion*

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

Using the FCIM, the MTSS/RtI team and monthly data chats, members will review formative reports, such as the District Interim and they will adjust instruction as needed.

### Person Responsible

Lucy Canzoneri Go

### Schedule

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

### *Evidence of Completion*

Graded student work, student folders and observations

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

Using the FCIM model, we will conduct data chats.

### Person Responsible

Lucy Canzoneri Go

### Schedule

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

### *Evidence of Completion*

Reports generated from District Intereims

**G1.B5** There has not been enough vertical planning for Florida Standards for social studies. `2`

`B127157`

**G1.B5.S1** Students will use current event articles, brochures, and other informational articles to write reflections on world situations (past and present) and answer questions to document knowledge of information presented in social studies. `4`

`S139240`

### Strategy Rationale

To enable students to meet the objectives of the social studies curriculum.

### Action Step 1 `5`

Students will respond in writing to informational topics presented in social studies units.

**Person Responsible**

Lucy Canzoneri Go

**Schedule**

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

***Evidence of Completion***

Student work folders

### Action Step 2 `5`

Students reflect on lessons and write reflective responses.

**Person Responsible**

Lucy Canzoneri Go

**Schedule**

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

***Evidence of Completion***

Reflective journals

**Plan to Monitor Fidelity of Implementation of G1.B5.S1** 6

Using the FCIM, the MTSS/RtI team and monthly data chats, members will review formative reports, such as District Interim reports.

**Person Responsible**

Lucy Canzoneri Go

**Schedule**

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

*Evidence of Completion*

Student work folders, Interim reports

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1** 7

Using the FCIM model we will conduct Data chats.

**Person Responsible**

Lucy Canzoneri Go

**Schedule**

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

*Evidence of Completion*

District Interim Reports

**G2.** School staff will use Positive Behavior Support (PBS) to improve attendance, behavior and reduce course failure among all students. 1

G050285

**G2.B1** Teachers knowledge of how to align and implement the Florida State Standards with Montessori instruction. 2

B125994

**G2.B1.S1** Implement writing across the curriculum to provide students with practice in how to answer questions at higher levels providing evidence of in depth understanding and based on text. 4

S137875

**Strategy Rationale**

Students will gain practice in writing and analyzing text and synthesizing information in an organized manner.

**Action Step 1** 5

Students will be given a selection to read and then write a paragraph to answer the burning question.

**Person Responsible**

Lucy Canzoneri Go

**Schedule**

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

*Evidence of Completion*

Work folders

**Action Step 2** 5

Students are provided social studies units where they have to respond to the topics

**Person Responsible**

Lucy Canzoneri Go

**Schedule**

On 6/4/2015

*Evidence of Completion*

Work folders

### Action Step 3 `5`

Students reflect on lessons presented and write reflective responses.

#### Person Responsible

Lucy Canzoneri Go

#### Schedule

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

#### *Evidence of Completion*

Student work folders

### Action Step 4 `5`

Students write to explain how they have arrived at a solution in a math problem.

#### Person Responsible

Lucy Canzoneri Go

#### Schedule

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

#### *Evidence of Completion*

Student work folders

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

Using the FCIM, the MTSS/RtI team and monthly Data Chats, members will review formative reports such as FAIRS, Study Island, District Interim four times a year and they will adjust instruction as needed.

#### Person Responsible

Lucy Canzoneri Go

#### Schedule

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

#### *Evidence of Completion*

Graded student work, student folders and observations

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

Using the FCIM model we will conduct DATA Chats.

### Person Responsible

Lucy Canzoneri Go

### Schedule

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

### *Evidence of Completion*

Reports generated from FAIRS, Study Island, Reading Plus and District Interims

**G2.B3** 9 percent of our students receive Level one on the State assessments in LEA and math. `2`

`B127227`

**G2.B3.S1** Students who are a level one or level two in reading and or math will receive Tier 2 or Tier 3 intervention. `4`

`S139262`

### Strategy Rationale

To give additional support to students who are struggling.

**Action Step 1** `5`

Students who scored Level one or Level two on the state assessment will be placed on a PMP.

### Person Responsible

Lucy Canzoneri Go

### Schedule

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

### *Evidence of Completion*

The Progress Monitoring

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

Co director and lead teacher will review the progress monitoring data.

**Person Responsible**

Lucy Canzoneri Go

**Schedule**

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

***Evidence of Completion***

The Progress Monitoring Reports

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

Co -director and lead teacher will review the data to determine if progress is being made.

**Person Responsible**

Lucy Canzoneri Go

**Schedule**

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

***Evidence of Completion***

The Ongoing Progress Monitoring (OPM)

**G2.B4** 4 percent of our students have less that 90 percent attendance. 2

B127230

**G2.B4.S1** Incorporate better hygiene into the classroom to help eliminate the spread of germs. 4

S139287

### Strategy Rationale

Less children will become ill and therefore able to come to school.

### Action Step 1 5

Children will wash their hands for 20 seconds when leaving the bathroom and also before before eating.

#### Person Responsible

Lucy Canzoneri Go

#### Schedule

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

#### *Evidence of Completion*

Lesson plans will reflect time allotted for washing hands.

### Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Administrators and lead teacher will check lesson plans to ascertain that time is being allotted for handwashing.

#### Person Responsible

Juliet King

#### Schedule

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

#### *Evidence of Completion*

Attendance Sheets

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1** [7]

Co-directors and lead teacher will review lesson plans

### Person Responsible

Juliet King

### Schedule

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

### *Evidence of Completion*

Attendance bulletin

**G2.B5** 5 percent of our students receive one or more behavior referrals that lead to suspension. [2]

B127231

**G2.B5.S1** Reduce suspension by providing Tier 2 intervention strategies and/or alternatives to suspensions. [4]

S139293

### Strategy Rationale

Better classroom management will reduce behavioral problems.

**Action Step 1** [5]

Teacher will attend professional development on behavioral intervention plan and functional assessment of behavior.

### Person Responsible

Idsa McNaughton

### Schedule

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

### *Evidence of Completion*

**Plan to Monitor Fidelity of Implementation of G2.B5.S1** `6`

Co-director and lead teacher will meet with teachers to go over Individual Professional
Development Plans

### Person Responsible

Idsa McNaughton

### Schedule

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

### *Evidence of Completion*

Individual Professional Development Plan

**Plan to Monitor Effectiveness of Implementation of G2.B5.S1** `7`

Observe classrooms, analyze data from referral reports and conduct grade group meetings to
provide best practices in classroom management and behavior intervention.

### Person Responsible

Idsa McNaughton

### Schedule

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

### *Evidence of Completion*

Documented observations and minutes from grade group meetings.

**G3.** Students will participate in real life STEM activities to increase depth of academic knowledge across the curriculum. 1

G050319

**G3.B3** Teachers knowledge of how to align the NESTT with the Florida Standards 2

B126043

**G3.B3.S1** Collaborate with the NESTT facilitators to develop and implement lessons and activities that correlate with the objectives of the Florida Standards. 4

S137945

**Strategy Rationale**

The NESTT facilitators have the knowledge and expertise necessary to ensure the objective of the program are delivered.

**Action Step 1** 5

Students will receive onsite and in class instruction twice a week from the NESTT facilitator

**Person Responsible**

**Schedule**

On 4/30/2015

*Evidence of Completion*

Student attendance, observations, teacher assessments

**Action Step 2** 5

Teachers will attend a workshop on the NESTT program prior to implementation of the program.

**Person Responsible**

Lucy Canzoneri Go

**Schedule**

On 10/6/2014

*Evidence of Completion*

Attendance Sheet

**Plan to Monitor Fidelity of Implementation of G3.B3.S1** `6`

Using the FCIM, the MTSS/RtI and monthly data chats, members will review formative reports and District Interim reports and will adjust instruction as needed.

### Person Responsible

Lucy Canzoneri Go

### Schedule

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

### *Evidence of Completion*

Student work, lesson plans, observations

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1** `7`

Using the FCIM model will conduct DATA Chats

### Person Responsible

Lucy Canzoneri Go

### Schedule

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

### *Evidence of Completion*

Reports generated from District Interim Assessments

**G4.** To increase parent involvement in school related activities. 1

 G050444

**G4.B2** Access to a computer 2

 B126366

**G4.B2.S1** Parents will be allowed to come in at anytime between the hours of 7:00 A.M. and 6:00 P.M. to use the Office computer to log in their volunteer hours. 4

 S138318

### Strategy Rationale

To allow parents who do not have access to a computer to log in their volunteer hours.

**Action Step 1** 5

Assign a computer in the office for the parents' use.

#### Person Responsible

Lucy Canzoneri Go

#### Schedule

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

#### *Evidence of Completion*

There is an increase in the number of parents logging in to report volunteer hours.

**Action Step 2** 5

Room parents will be assigned to help parents with logging in to report volunteer hours.

#### Person Responsible

Lucy Canzoneri Go

#### Schedule

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

#### *Evidence of Completion*

There is an increase in the number of parents logging in to report volunteer hours.

**Plan to Monitor Fidelity of Implementation of G4.B2.S1**  6

The PTA vice president in charge of volunteer hours and the co-directors will review computer printouts to monitor fidelity.

### Person Responsible

Lucy Canzoneri Go

### Schedule

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

### *Evidence of Completion*

The volunteeratschool.com generated reports.

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1**  7

The vice president of volunteer hours and the co-directors will monitor the "volunteeratschool.com" to monitor how many hours parents are logging-in.

### Person Responsible

Lucy Canzoneri Go

### Schedule

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

### *Evidence of Completion*

The "volunteeratschool.com" generated reports.

## 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 | Teachers will participate in the PCG-Course 2A/2B for Elementary/Middle School Teachers: Florida Standards for ELA & Literacy - Focus on Instructional Shifts. | Canzoneri Go, Lucy | 8/12/2014 | Teachers will obtain a Professional Development Completion Certificate upon completion. | 8/12/2014 one-time |
| G2.B1.S1.A1 | Students will be given a selection to read and then write a paragraph to answer the burning question. | Canzoneri Go, Lucy | 8/18/2014 | Work folders | 6/4/2015 daily |
| G3.B3.S1.A1 | Students will receive onsite and in class instruction twice a week from the NESTT facilitator | | 10/6/2014 | Student attendance, observations, teacher assessments | 4/30/2015 one-time |
| G4.B2.S1.A1 | Assign a computer in the office for the parents' use. | Canzoneri Go, Lucy | 8/18/2014 | There is an increase in the number of parents logging in to report volunteer hours. | 6/4/2015 daily |

| 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 be given a selection to read from and informational text for example the Time Magazine or the Scholastic Magazine and will be required to demonstrate comprehension through written response using textural evidence to prepare and support their responses. | Canzoneri Go, Lucy | 8/18/2014 | Children's work and assessment outcomes | 6/4/2015 one-time |
| G1.B2.S2.A1 | For subgroup SWD, students will write a two column note to list details and conclusions using real world documents such as, how-to articles, current event articles, brochures and fliers. | Canzoneri Go, Lucy | 8/18/2014 | class work, teacher observations, lesson plans | 6/4/2015 daily |
| G1.B3.S1.A1 | On a daily basis, students in subgroups Hispanics, whites and ED will write to explain how they have arrived at a solution in a mathematical equation. | Canzoneri Go, Lucy | 8/18/2014 | Math journal and teacher lesson plans | 6/4/2015 daily |
| G1.B3.S2.A1 | SWD students will identify and use the Step-By-Step Solution 1. Write the facts. 2. Write the question. 3. Write the operation. 4. Write the equation. 5. Solve the problem. 6. Write your answer in a sentence. 7. Does it make sense? | Canzoneri Go, Lucy | 8/18/2014 | Graded work, lesson plans observations | 6/4/2015 daily |
| G1.B4.S1.A1 | The student will write predictions and observations about what happens in the garden during the course of a season. | Canzoneri Go, Lucy | 8/18/2014 | Gardening journal | 6/4/2015 biweekly |
| G1.B5.S1.A1 | Students will respond in writing to informational topics presented in social studies units. | Canzoneri Go, Lucy | 8/18/2014 | Student work folders | 6/4/2015 daily |
| G2.B4.S1.A1 | Children will wash their hands for 20 seconds when leaving the bathroom and also before before eating. | Canzoneri Go, Lucy | 8/18/2014 | Lesson plans will reflect time allotted for washing hands. | 6/4/2015 daily |
| G2.B5.S1.A1 | Teacher will attend professional development on behavioral intervention plan and functional assessment of behavior. | McNaughton, Idsa | 8/18/2014 | | 6/4/2015 quarterly |
| G2.B3.S1.A1 | Students who scored Level one or Level two on the state assessment will be placed on a PMP. | Canzoneri Go, Lucy | 8/18/2014 | The Progress Monitoring | 6/4/2015 daily |
| G1.B1.S1.A2 | Teachers will participate in a follow up face to face professional development course: Teachers ELA & Literacy 2 to facilitate the implementation of the Florida State Standards. | Canzoneri Go, Lucy | 8/13/2014 | Sign-in sheet | 8/13/2014 one-time |
| G2.B1.S1.A2 | Students are provided social studies units where they have to respond to the topics | Canzoneri Go, Lucy | 8/18/2014 | Work folders | 6/4/2015 one-time |
| G3.B3.S1.A2 | Teachers will attend a workshop on the NESTT program prior to implementation of the program. | Canzoneri Go, Lucy | 10/6/2014 | Attendance Sheet | 10/6/2014 one-time |
| G4.B2.S1.A2 | Room parents will be assigned to help parents with logging in to report volunteer hours. | Canzoneri Go, Lucy | 8/18/2014 | There is an increase in the number of parents logging in to report volunteer hours. | 6/4/2015 daily |
| G1.B3.S1.A2 | On a daily basis, students in subgroup SWD will write use the Step-By-Step Solution: 1. Write the facts. 2. Write the question. 3. write the operation. 4. Write the equation. 5. Solve the | Canzoneri Go, Lucy | 8/18/2014 | Math journal and teacher lesson plans | 6/4/2015 daily |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| | problem. 6. Write your answer in a sentence. 7. Does it make sense?. | | | | |
| G1.B4.S1.A2 | The children will write to describe the process and what happens during a scientific experiment. | Canzoneri Go, Lucy | 8/18/2014 | | 6/4/2015 biweekly |
| G1.B5.S1.A2 | Students reflect on lessons and write reflective responses. | Canzoneri Go, Lucy | 8/18/2014 | Reflective journals | 6/4/2015 daily |
| G2.B1.S1.A3 | Students reflect on lessons presented and write reflective responses. | Canzoneri Go, Lucy | 8/18/2014 | Student work folders | 6/4/2015 weekly |
| G2.B1.S1.A4 | Students write to explain how they have arrived at a solution in a math problem. | Canzoneri Go, Lucy | 8/18/2014 | Student work folders | 6/4/2015 weekly |
| G1.MA1 | District interim assessments, data analysis to decide as a team to continue, intensify, modify or terminate strategies, revisit barriers or modify the goal itself based on data. | Canzoneri Go, Lucy | 8/18/2014 | Reports generated from District Interim Assessments. | 6/4/2015 monthly |
| G1.B1.S1.MA1 | Interim assessments, | Canzoneri Go, Lucy | 10/27/2014 | Children making gains on the LEA interim assessments | 1/26/2015 quarterly |
| G1.B1.S1.MA1 | Observations, grade group meetings, walk-throughs, lesson plans, Ipegs | | 8/18/2014 | Observation logs, lesson plans, minutes from grade group meetings | 6/4/2015 monthly |
| G1.B2.S1.MA1 | Using FCIM model, we will conduct Data Chats | Canzoneri Go, Lucy | 8/18/2014 | Reports generated from FAIRS, Study Island, Reading Plus and District Interims | 6/4/2015 monthly |
| G1.B2.S1.MA1 | Use FCIM, the MTSS/RTI team and monthly Data Chats, members will review formative reports, such as FAIRS, Reading Plus, Sttdy Island and District Interims four times a year and they will adjust instruction as needed. | Canzoneri Go, Lucy | 8/18/2014 | Grades student work, student folders and observations | 6/4/2015 quarterly |
| G1.B3.S1.MA1 | Using the FCIM model, we will conduct data chats. | Canzoneri Go, Lucy | 8/18/2014 | Reports generated fro District Interims | 6/4/2015 monthly |
| G1.B3.S1.MA1 | Using the FCIM, the MTSS/RTI team and monthly data chats,members will review formative reports, such as District Interims four times a year and they will adjust instruction as needed. | Canzoneri Go, Lucy | 8/18/2014 | Graded student work, student folders and observations. | 6/4/2015 quarterly |
| G1.B4.S1.MA1 | Using the FCIM model, we will conduct data chats. | Canzoneri Go, Lucy | 8/18/2014 | Reports generated from District Intereims | 6/4/2015 quarterly |
| G1.B4.S1.MA1 | Using the FCIM, the MTSS/RtI team and monthly data chats, members will review formative reports, such as the District Interim and they will adjust instruction as needed. | Canzoneri Go, Lucy | 8/18/2014 | Graded student work, student folders and observations | 6/4/2015 monthly |
| G1.B5.S1.MA1 | Using the FCIM model we will conduct Data chats. | Canzoneri Go, Lucy | 8/18/2014 | District Interim Reports | 6/4/2015 quarterly |
| G1.B5.S1.MA1 | Using the FCIM, the MTSS/RtI team and monthly data chats, members will review formative reports, such as District Interim reports. | Canzoneri Go, Lucy | 8/18/2014 | Student work folders, Interim reports | 6/4/2015 quarterly |
| G1.B2.S2.MA1 | Using the FCIM model, we will conduct Data Chats. | Canzoneri Go, Lucy | 8/18/2014 | Reports generated from FAIRS, Reading Plus, Study Island, and District Interims | 6/4/2015 monthly |
| G1.B2.S2.MA1 | Using the FCIM, the MTSS/RTI team and monthly data chats, members will review formative reports, such as FAIRS, Reading Plus, Study Island, District Interims four times a year and they will adjust instruction as needed. | Canzoneri Go, Lucy | 8/18/2014 | Graded student work, student folders and observations | 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 |
|---|---|---|---|---|---|
| G1.B3.S2.MA1 | Using the FCIM model, we will conduct data chats. | Canzoneri Go, Lucy | 8/18/2014 | Reports generated from District Interims. | 6/4/2015 monthly |
| G1.B3.S2.MA1 | Using FCIM, the MTSS/RTI team and monthly data chats, members will review formative reports, such as District interims four times a year and they will adjust instruction as needed. | Canzoneri Go, Lucy | 8/18/2014 | Graded student work, student folders and observations | 6/4/2015 monthly |
| G2.MA1 | Co-directors and lead teacher will review lesson plans. | Canzoneri Go, Lucy | 8/18/2014 | Attendance bulletin, classroom walkthroughs | 6/4/2015 monthly |
| G2.B1.S1.MA1 | Using the FCIM model we will conduct DATA Chats. | Canzoneri Go, Lucy | 8/18/2014 | Reports generated from FAIRS, Study Island, Reading Plus and District Interims | 6/4/2015 monthly |
| G2.B1.S1.MA1 | Using the FCIM, the MTSS/RtI team and monthly Data Chats, members will review formative reports such as FAIRS, Study Island, District Interim four times a year and they will adjust instruction as needed. | Canzoneri Go, Lucy | 8/18/2014 | Graded student work, student folders and observations | 6/4/2015 monthly |
| G2.B3.S1.MA1 | Co -director and lead teacher will review the data to determine if progress is being made. | Canzoneri Go, Lucy | 8/18/2014 | The Ongoing Progress Monitoring (OPM) | 6/4/2015 biweekly |
| G2.B3.S1.MA1 | Co director and lead teacher will review the progress monitoring data. | Canzoneri Go, Lucy | 8/18/2014 | The Progress Monitoring Reports | 6/4/2015 biweekly |
| G2.B4.S1.MA1 | Co-directors and lead teacher will review lesson plans | King, Juliet | 8/18/2014 | Attendance bulletin | 6/4/2015 monthly |
| G2.B4.S1.MA1 | Administrators and lead teacher will check lesson plans to ascertain that time is being allotted for handwashing. | King, Juliet | 8/18/2014 | Attendance Sheets | 6/4/2015 daily |
| G2.B5.S1.MA1 | Observe classrooms, analyze data from referral reports and conduct grade group meetings to provide best practices in classroom management and behavior intervention. | McNaughton, Idsa | 8/18/2014 | Documented observations and minutes from grade group meetings. | 6/4/2015 monthly |
| G2.B5.S1.MA1 | Co-director and lead teacher will meet with teachers to go over Individual Professional Development Plans | McNaughton, Idsa | 8/18/2014 | Individual Professional Development Plan | 6/4/2015 quarterly |
| G3.MA1 | Using the FCIM, the MTSS/RtI team and monthly data chats, members will review District Interim reports and teacher assessments to determine if strategies should be intensified, modified or terminated. | Canzoneri Go, Lucy | 8/18/2014 | Results of the District Interim Assessments and the 2015 Florida State Assessment | 6/4/2015 quarterly |
| G3.B3.S1.MA1 | Using the FCIM model will conduct DATA Chats | Canzoneri Go, Lucy | 8/18/2014 | Reports generated from District Interim Assessments | 6/4/2015 monthly |
| G3.B3.S1.MA1 | Using the FCIM, the MTSS/RtI and monthly data chats, members will review formative reports and District Interim reports and will adjust instruction as needed. | Canzoneri Go, Lucy | 10/6/2014 | Student work, lesson plans, observations | 6/4/2015 monthly |
| G4.MA1 | Teachers will be asked to ascertain how many parents are volunteering. | Canzoneri Go, Lucy | 8/18/2014 | The "volunteeratschool.com" generated reports. | 6/4/2015 every-6-weeks |
| G4.B2.S1.MA1 | The vice president of volunteer hours and the co-directors will monitor the "volunteeratschool.com" to monitor how many hours parents are logging-in. | Canzoneri Go, Lucy | 8/18/2014 | The "volunteeratschool.com" generated reports. | 6/4/2015 monthly |
| G4.B2.S1.MA1 | The PTA vice president in charge of volunteer hours and the co-directors will review computer printouts to monitor fidelity. | Canzoneri Go, Lucy | 8/18/2014 | The volunteeratschool.com generated reports. | 6/4/2015 monthly |

## Appendix 2: Professional Development and Technical Assistance Outlines

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

# Professional Development Opportuntities

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

**G1.** Students will use evidenced based writing across all content areas - ELA, math, science and social studies.

**G1.B1** Teachers' limited knowledge of how to align and implement Florida State Standards with Montessori instruction.

**G1.B1.S1** Teacher professional development to learn how to align Florida State Standards with Montessori Instruction.

### PD Opportunity 1

Teachers will participate in the PCG-Course 2A/2B for Elementary/Middle School Teachers: Florida Standards for ELA & Literacy - Focus on Instructional Shifts.

#### Facilitator

on-line course from cpalms.org through the Florida Department of Education

#### Participants

Teachers, support personnel

#### Schedule

On 8/12/2014

### PD Opportunity 2

Teachers will participate in a follow up face to face professional development course: Teachers ELA & Literacy 2 to facilitate the implementation of the Florida State Standards.

#### Facilitator

Berlin

#### Participants

Classroom teachers and support staff

#### Schedule

On 8/13/2014

**G3.** Students will participate in real life STEM activities to increase depth of academic knowledge across the curriculum.

**G3.B3** Teachers knowledge of how to align the NESTT with the Florida Standards

**G3.B3.S1** Collaborate with the NESTT facilitators to develop and implement lessons and activities that correlate with the objectives of the Florida Standards.

### PD Opportunity 1

Teachers will attend a workshop on the NESTT program prior to implementation of the program.

**Facilitator**

Steven Diaz

**Participants**

Teachers

**Schedule**

On 10/6/2014

## Technical Assistance Items

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

**G2.** School staff will use Positive Behavior Support (PBS) to improve attendance, behavior and reduce course failure among all students.

**G2.B1** Teachers knowledge of how to align and implement the Florida State Standards with Montessori instruction.

**G2.B1.S1** Implement writing across the curriculum to provide students with practice in how to answer questions at higher levels providing evidence of in depth understanding and based on text.

### PD Opportunity 1

Students will be given a selection to read and then write a paragraph to answer the burning question.

**Facilitator**

Classroom teachers

**Participants**

Students

**Schedule**

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

### PD Opportunity 2

Students are provided social studies units where they have to respond to the topics

**Facilitator**

Classroom Teachers

**Participants**

Students

**Schedule**

On 6/4/2015

**PD Opportunity 3**

Students reflect on lessons presented and write reflective responses.

### Facilitator

Classroom Teachers

### Participants

Students

### Schedule

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

**PD Opportunity 4**

Students write to explain how they have arrived at a solution in a math problem.

### Facilitator

Classroom teachers

### Participants

Students

### Schedule

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

**G3.** Students will participate in real life STEM activities to increase depth of academic knowledge across the curriculum.

**G3.B3** Teachers knowledge of how to align the NESTT with the Florida Standards

**G3.B3.S1** Collaborate with the NESTT facilitators to develop and implement lessons and activities that correlate with the objectives of the Florida Standards.

**PD Opportunity 1**

Students will receive onsite and in class instruction twice a week from the NESTT facilitator

### Facilitator

NESTT facilitator and classroom teachers

### Participants

students and teachers

### Schedule

On 4/30/2015

## Budget Rollup

| Summary | |
| --- | --- |
| **Description** | **Total** |
| **Goal 3:** Students will participate in real life STEM activities to increase depth of academic knowledge across the curriculum. | 10,140 |
| **Grand Total** | **10,140** |

| Goal 3: Students will participate in real life STEM activities to increase depth of academic knowledge across the curriculum. | | |
| --- | --- | --- |
| **Description** | **Source** | **Total** |
| **B3.S1.A1** - The funds will be used to pay for the NESTT program | School Improvement Funds | 2,140 |
| **B3.S1.A1** - The funds will be used to pay for the NESTT program | General Fund | 8,000 |
| **Total Goal 3** | | **10,140** |