

Advantage Academy Santa Fe

Fe



2014-15 School Improvement Plan

Advantage Academy Santa Fe

9790 SW 107TH CT, Miami, FL 33176

[no web address on file]

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
52%

Alternative/ESE Center
No

Charter School
Yes

Minority
89%

School Grades History

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

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

To provide students with a challenging program which emphasizes scientific inquiry, critical thinking, understanding of mathematical concepts and effective communication using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement.

Provide the school's vision statement

To provide students with a challenging and rigorous curricula enabling students to be well prepared for secondary education and life through adherence to an unwavering mission, shared purpose and clearly articulated goals.

School Environment

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

Santa Fe Advantage Academy's (SFAA) small school size lends itself to have parents more involved in school events and activities. We offer several events throughout the year that teach students about different cultures and works on building strong relationships between teachers and students. These events are as follows:

- *Meet the Teacher
- * Open House in September
- *Updated FB page
- *Edline provides teachers with their own webpage
- *Student Portal on MDCPS to check grades
- *Student Assemblies at the beginning of year to communicate expectations and establish a relationship
- *Teachers participate in 5 days of preplanning activities which involve team building activities and communication of expectations and PD's

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

SFAA creates a school environment where students feel safe and are taught through multiple activities at the school to respect themselves, classmates, parents, teachers and staff. The school promotes a student of the month and character program to encourage the expected behaviors and promote positive relationships. In addition, we offer the following:

- *Procedures for arrival and dismissal are communicated to students and parents.
- *Teachers are assigned to posts before and after school to ensure student safety.
- *Essential safety procedures such as locked classroom doors and exterior exits along with security monitoring throughout the day.
- *Emergency procedures are practiced throughout the school year.
- *Students can report incidents of safety or concern to their teachers or administrator.
- *Classroom rules and expectations are clearly posted in all classrooms including the cafeteria.

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

Along with the Miami-Dade County Code of Conduct, a positive behavior systems that focuses on students doing the right thing and special recognition programs such as "Student of the Month", "Character of the Month" and the "Do the Right Thing" Program encourage the behaviors expected from all students. Teachers all have clearly stated classroom expectations with set routines in place and our school follows a school wide policy of PARR - Participation, Attitude, Respect and Responsibility that allows for progressive consequences coupled with parent communication prior to detentions or any other more severe discipline actions.

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

- *Character Education
- *School wide Positive Behavior Support (PARR)
- *Mentoring Programs
- *Athletic Program
- *Clubs (Care Club)
- *Community Service Opportunities

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

- * Daily attendance review processed through district database
- * Student Conferences
- * Parent Conferences
- * Progress Reports
- * Positive behavior support system
- * Frequent RtI committee meetings to review student progress

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	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	0	2	0	0	2
Course failure in ELA or Math	2	1	4	2	9
Level 1 on statewide assessment	0	0	7	2	9

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

A positive reinforcement system used at Santa Fe Academy is "brag tags". It is used to encourage the desired behaviors and academic performance. Students will receive brag tags for good behavior, attendance, excelling in subject areas as well as character education. Students will collect the brag tag to receive additional prizes at the end of every month.

Students with excessive tardies and absences are monitored and letters are sent home by the Attendance Committee who meet monthly to track student attendance. When needed parent conference are held to develop an attendance plan and/or contract.

Informal behavior intervention plans are created to encourage appropriate behaviors and participation by the student. Parents are given access to the school EDLINE in order to stay informed of all activities and assignments as well as to have good communication with the teacher. Progress reports are generated by the school through the Pinnacle grading system at every midway point of a given grading period to communicate with parents the current academic status of their child.

Progress Monitoring commences after the first grading period when any child is showing signs of academic difficulty or if they fall under any of the early warning signs, in order to provide each child with their individualized plan for assistance.

Implementation of interventions commences within the first week of school. Tier groups are created based on the district and/or state findings of data. Extended Day Learning Programs are offered and weekly on-going progress monitoring is conducted (OPM).

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

Parents are encouraged to participate in annual Science Fair Meetings, PTSO by Monthly Meetings, STEM Nights, Field Trips, Parent Meetings and all school events in order to complete their mandatory 10 hours. Parents are given additional school information via school website and Facebook postings. A parent resource center and kiosk is placed in the schools main office and parent volunteer hours are monitored by grading period to invite parents to complete their mandatory 10 hours. Through community partnerships and events such as Career Day and Grandparent's Day, families are encouraged to take part in their child's educational experience.

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

Santa Fe Academy has created a strong community of parents, teachers and community business leaders who have created a network of contacts to assist with donations, presenters and activities that will enhance students educational experience. The combination of the schools PTSO, teachers and community business leaders allow for a enriched experience on the behalf of the students in activities

such as Career Day, Science & Math Nights and Field experiences. This partnership allows for a stronger hands on approach with real life experiences.

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
Cantillo, Yesenia	Principal
Picasso, Pamela	Instructional Coach
Arbesu, Anaeli	Instructional Coach
Vega, Dania	Teacher, K-12
Ibaniez, Leila	Other

Duties

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through frequent data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

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 following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:

- What will all students learn? (curriculum based on standards)

Using the State and District approved Reading/LA, Math, Science and Social Studies series (Wonders, Wonder Works, Math Connects, Fusion) teachers will instruct students on the content based on state standards.

- How will we determine if the students have learned? (common assessments)

By disseminating data from the district/in-house assessments, teachers will be able to determine mastery of the standards and plan for remediation if needed.

- How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)

Once all data has been gathered, the SLT team along side the teachers will commence the RtI process and begin OPM to ensure that students individualized needs are address.

- How will we respond when students have learned or already know? (enrichment opportunities). Using the approved state and district approved series, teachers will provide enrichment that will increase rigor to further challenge students showing mastery of content.
- 2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
Monthly PD's provided to teachers after school for Reading and Mathematics are scheduled throughout the year. Teachers are also provided Mini-PD's for specific benchmarks based on student data. In addition, training is given by series vendors during Teacher Planning Days to further assist teachers with maximizing the utilization of the series curriculum.
- 3. Hold regular team meetings.
Weekly meetings are scheduled on Thursday to provide teachers the ability to dissect data and plan for necessary remediation or enrichment as needed. The SLT meets monthly to discuss OPM and RtI data.
- 4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
Monthly faculty meetings are held and documented on the first Wednesday of every month to discuss all per tenant information. SLT team meets monthly with grade levels to discuss data and provide input and feedback.
- 5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
Lesson Plan templates and training is provided to teachers prior to the commencement of the school. Department heads will review lesson plans weekly and evaluate them with the administration while providing feedback using the lesson plan checklist. Administration will monitor implementation of these steps through frequent walk-throughs and observations throughout the year.
- 6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
Using data from district/in-house assessments the school will monitor student progress and plan remediation and enrichment needs of each individual student.
- 7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.
Reading and Math coaches will provide assistance in monitoring and responding to the needs of the subgroups by modeling lessons that will provide differentiated instructional approaches to meet the needs of the all subgroups and provide feedback.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Melissa Aguilar	Education Support Employee
Yesenia Cantillo	Principal
Shauntelle Douglas	Teacher
Anelisa Foley	Teacher
Laura Cominsky	Teacher
Elizabeth Valle	Teacher
Mercy Allauca	Parent
Claudia Dotson	Teacher
Mauricio Navarrete	Parent
Nicholas Lardizabal	Student
Alfred Nieves	Business/Community
Lino Suarez	Business/Community
Debra Suarez	Teacher
Pamela Picasso	Education Support Employee
Anaeli Arbesu	Education Support Employee
Jennifer Wilson	Parent
Marilena Pertuz	Parent
Sebastian Navarrete	Student
Yosvanny Hernandez	Business/Community

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 schools SAC's committee is involved in all as aspects of the School Improvement Plan from the planning, preparation, review, implementation and continuous monitoring. The SAC committee met on June 2nd to review the previous year's SIP and discuss the results.

Development of this school improvement plan

The SAC committee reviews recent school data and strategies implemented and documented on the SIP. The SAC committee evaluates the effectiveness of the strategies documented on the SIP, recommend changes to the SIP if necessary and approve the SIP. The SAC committee met on September 9th to review the current SIP and approve.

Preparation of the school's annual budget and plan

The committee develops a needs assessment of items and services that will help in implementing strategies and interventions.

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

In an attempt to support the mission and vision of the school and increase student achievement , SAC funds were used to purchase student incentives for attendance, behavior and academic

achievement. The SAC team used the total funds of \$1475.00 to purchase these incentives (brag tags, movie tickets, popcorn parties, pizza parties).

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
Cantillo, Yesenia	Principal
Arbesu, Anaeli	Instructional Coach
Picasso, Pamela	Instructional Coach
Ibanez, Leila	Other
Vega, Dania	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

- Leila Ibanez - ESE Program Specialist
- Pamela Picasso - Reading Coach
- Dania Vega - Reading/LA Department Head & Testing Chair
- Anaeli Arbesu - Math Coach

LLT promotes literacy within the school by analyzing and planning with school data to create a plan for the following school year. During teacher planning week the LLT team meets with the teachers and discusses the current data and plan for the school year. The LLT team ensure that teachers are not on familiar with goals but that they have the tools necessary to reach those goals. The LLT team meets throughout the year to discuss students progress using the school wide assessments. The LLT team meets with grade levels to assists in changing the curriculum to meet the needs of students and identifies students for remediation.

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

In order to create a positive working relationship between teachers, we have monthly grade level/department meetings to keep the teams up to date and share ideas. Monthly shout-outs, peer recognition are given during faculty meetings. Grade level/department weekly planning meetings, grade level/department data chats to discuss student progression and plan for further interventions and lastly each teacher participates in 1-2 committees a year to share their responsibility of school events.

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

Santa Fe Advantage Academy pay 90% of employee health costs. Ads are placed in local newspaper and applicants are screened prior to making an appointment for an interview. Ads are placed through our HR department. Applicants are interviewed by appropriate personnel including the Director, the Principal, the the ESE Specialist, the ESOL Director and the Reading Coach and Math Coach, where applicable. Santa Fe Advantage Academy solicits referrals from current employees and we work with local universities to provide opportunities for internships and service learning hours as a means to recruit new teachers.

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

New teachers are assigned to a veteran teacher who guides them instruction and classroom management. All new teachers are also required to complete the New Educator Support System Binder in order to demonstrate teacher competency.

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

We follow the pacing guides provided by the Miami-Dade County Schools and use CPALMS to create CMAPS which align the pacing guides and use State Adopted textbooks.

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

Data is used to drive whole group/small group instruction and pacing. The data is also used to develop our Tier II and Tier III student groups, strategies and interventions. Lastly, we use Data to evaluate the success of Tier I, II & III instruction.

For students in Tier III, we utilize the Wonder Works intervention curriculum to address remediation needs of our students in Readings. This allows an additional 30 minutes of intervention instruction after the initial 90 minute block.

Tier III Mathematics interventions are also provided with an additional 30 minutes of intervention with the math Triumph program provided through Math Connects.

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

Strategy: Extended School Day

Minutes added to school year: 10,800

K-2 students are given 60 additional minutes per day of instruction in core academic subject.

Strategy Rationale

This strategy will provide us with additional instructional time and ensure that lessons have rigor while following pacing guides and have centers built in to meet individual students needs. This also ensures lesson plans are carried out with fidelity.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Cantillo, Yesenia, ycantillo@dadeschools.net

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

We will use district and school wide assessments and data chats to determine program effectiveness. In addition, we will use lesson plan checklist and observe 4 success to keep a clear analysis of the effectiveness of the strategies.

Strategy: Extended School Day

Minutes added to school year: 5,400

3-5 Students are provided with 30 additional minutes per day of instruction in core academic subject.

Strategy Rationale

This strategy will provide us with additional instructional time and ensure that lessons have rigor while following pacing guides and have centers built in to meet individual students needs. This also ensures lesson plans are carried out with fidelity.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Cantillo, Yesenia, ycantillo@dadeschools.net

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

We will use district and school wide assessments and data chats to determine program effectiveness. In addition, we will use lesson plan checklist and observe 4 success to keep a clear analysis of the effectiveness of the strategies.

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

Incoming:

Orientation

We have annual Seussville (Kindergarten orientation) for students and parents.

Career Fairs

School Tours/Field Trips

Open House

Prior to school we have a meet and greet for students and parents to get to know their classroom teacher and become familiar with the building.

Outgoing:

Annual Articulation for outgoing 5th graders

Career and Academy Fairs Fieldtrips

Feeder pattern information nights

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Santa Fe Advantage Academy will integrate literary strategies across all core subjects in order to increase student achievement.
- G2.** Santa Fe Advantage Academy will focus on reducing the number of attendance problems, behavior and academic issues by providing interventions and strategies for students that are at risk. A positive reinforcement plan will encourage the desired results by providing incentives to reach the designated goals.
- G3.** Santa Fe Advantage Academy will increase student participation in STEM related activities and programs.
- G4.** Santa Fe Advantage Academy will continue to maintain high parental involvement to help support students academic improvement.

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. Santa Fe Advantage Academy will integrate literary strategies across all core subjects in order to increase student achievement. 1a

G052264

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	72.0
AMO Math - All Students	72.0
FAA Writing Proficiency	25.0
FCAT 2.0 Science Proficiency	75.0
CELLA Reading Proficiency	46.0

Resources Available to Support the Goal 2

- Wonder
- Reading Plus
- Math Connects
- Wonder Works
- Triumphs
- Mathletics
- Science Fusion
- Gizmos
- Math Reflex
- MyOnReaders
- Ticket to Read

Targeted Barriers to Achieving the Goal 3

- White students did not meet the AMO target for Reading of 85% only reached 73%.
- White students did not meet the AMO target for Mathematics of 78% only reached 73% meeting safe harbor.
- 83% of students demonstrated non-proficiency in 4th grade writing, 17% demonstrated proficiency.

Plan to Monitor Progress Toward G1. 8

OPM's will be reviewed including data from Reading assessments, Reading Wonders, Reading Wonderworks, Reading Plus and Ticket to Read.

Person Responsible

Yesenia Cantillo

Schedule

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

Evidence of Completion

OPM Reports and MTSS Meetings Minutes

G2. Santa Fe Advantage Academy will focus on reducing the number of attendance problems, behavior and academic issues by providing interventions and strategies for students that are at risk. A positive reinforcement plan will encourage the desired results by providing incentives to reach the designated goals.

1a

G052265

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	4.0
Discipline incidents	1.0
Non-proficient Reading by Grade 03	5.0

Resources Available to Support the Goal 2

- Brag Tags
- Certificates
- Movie Tickets and Prizes

Targeted Barriers to Achieving the Goal 3

- 6% of our students did not meet the designated goal of 90% attendance.
- 1% of our students did not meet good behavior.
- 29% of our students were not proficient in reading by 3rd grade

Plan to Monitor Progress Toward G2. 8

Students with excessive tardies and absences are monitored by administration. Incentive are provided to students to encourage the desired attendance.

Person Responsible

Yesenia Cantillo

Schedule

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

Evidence of Completion

Attendance Report and OPM Reports

G3. Santa Fe Advantage Academy will increase student participation in STEM related activities and programs. 1a

G052266

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	75.0

Resources Available to Support the Goal 2

- Science Fusion
- Gizmos - science
- Field Experiences

Targeted Barriers to Achieving the Goal 3

- Santa Fe Advantage Academy only completed 10 STEM related labs.

Plan to Monitor Progress Toward G3. 8

Monitor and dissect data with Science Department head and grade levels to ensure the desired progress.

Person Responsible

Elizabeth Valle

Schedule

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

Evidence of Completion

Benchmark Assessment Data

G4. Santa Fe Advantage Academy will continue to maintain high parental involvement to help support students academic improvement. 1a

G052267

Targets Supported 1b

Indicator	Annual Target
Attendance rate	75.0

Resources Available to Support the Goal 2

- Science Fair Meetings
- PTSO bi-monthly meetings
- Family Bookfair Night
- STEM Night
- Science Family Night
- Field Trip parent meetings
- Edline

Targeted Barriers to Achieving the Goal 3

- Parent involvement conflicts with work schedules.

Plan to Monitor Progress Toward G4. 8

Increase school activities and events with a variety of schedules to allow more opportunities for parental involvement.

Person Responsible

Yesenia Cantillo

Schedule

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

Evidence of Completion

Parent Volunteer logs and raptor sign in sheets.

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. Santa Fe Advantage Academy will integrate literary strategies across all core subjects in order to increase student achievement. **1**

 G052264

G1.B1 White students did not meet the AMO target for Reading of 85% only reached 73%. **2**

 B131771

G1.B1.S1 All students will engage in differentiated instruction to assist with the necessary remediation to target areas of weakness. **4**

 S143823

Strategy Rationale

White students did not meet AMO target.

Action Step 1 **5**

Students will be given a variety of stimuli in ELL/Social Studies to analyze and disseminate information from the given text to better comprehend and increase student achievement.

Person Responsible

Yesenia Cantillo

Schedule

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

Evidence of Completion

Student sample work and practice assessments.

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

Weekly grade level meetings to discuss data and adjustment to instruction as well as weekly walk-throughs and lesson plan reviews.

Person Responsible

Pamela Picasso

Schedule

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

Evidence of Completion

Walk-throughs, lesson plan weekly reviews, and monthly data chats.

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

Data will be reviewed and instruction will be modified during monthly data chats.

Person Responsible

Pamela Picasso


Schedule

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


Evidence of Completion

Monthly data chats and data reports as evidence.

G1.B2 White students did not meet the AMO target for Mathematics of 78% only reached 73% meeting safe harbor. **2**

 B131772

G1.B2.S1 Students will engage in exploratory activities and concrete concept-based instruction in mathematics to increase understanding of concepts and increase achievement. **4**

 S143824

Strategy Rationale

White students did not meet the AMO target of 78% in Mathematics only reaching 73% through safe harbor.

Action Step 1 **5**

Students will engage in exploratory and concrete concept-based instruction.

Person Responsible

Anaeli Arbesu

Schedule

On 6/4/2015

Evidence of Completion

Teacher Lesson Plans, Walk-through observations, student works

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

Weekly grade level meetings to discuss data and adjust instruction.

Person Responsible

Anaeli Arbesu

Schedule

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

Evidence of Completion

Walk-through's, lesson plan weekly reviews and monthly data chats.

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

Data gathered will be reviewed monthly with grade levels to monitor improvements or areas that need more focus.

Person Responsible

Yesenia Cantillo

Schedule

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

Evidence of Completion


Monthly data chats and data reports.

G1.B3 83% of students demonstrated non-proficiency in 4th grade writing, 17% demonstrated proficiency.

2

 B131773

G1.B3.S1 Students will engage in additional writing practice through extended response activities to which they will extract information from the reading passage and apply their understanding of the concept. 4

 S143825

Strategy Rationale

Only 17% of students demonstrated proficiency on the 2014 2.0 FCAT Writing Assessment.

Action Step 1 5

Students will read and use strategies to demonstrate through extended response their proficiency of the writing process.

Person Responsible

Pamela Picasso

Schedule

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

Evidence of Completion

Teacher observation, walk-through, student work, data

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

Lesson plans will be reviewed along with student data to adjust the instruction.

Person Responsible

Pamela Picasso

Schedule

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

Evidence of Completion

Weekly lesson plan check list, walk-throughs, data chats and student works

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

Review monthly data and adjust lessons as needed.

Person Responsible

Pamela Picasso

Schedule

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

Evidence of Completion

Monthly data chats and lesson plans reviews for effectiveness.

G2. Santa Fe Advantage Academy will focus on reducing the number of attendance problems, behavior and academic issues by providing interventions and strategies for students that are at risk. A positive reinforcement plan will encourage the desired results by providing incentives to reach the designated goals. 1

G052265

G2.B1 6% of our students did not meet the designated goal of 90% attendance. 2

B131774

G2.B1.S1 In addition to the monitoring the attendance committee will be doing, school wide brag tags and certificates will be purchased and distributed to students who achieve their attendance goals. 4

S143826

Strategy Rationale

6% percent of students were absent 18 or more days last year.

Action Step 1 5

Monitoring attendance and implementing a reward system.

Person Responsible

Yesenia Cantillo

Schedule

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

Evidence of Completion

Attendance records

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

Monthly attendance rosters

Person Responsible

Yesenia Cantillo

Schedule

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

Evidence of Completion

Attendance Reports

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

Students with excessive tardies and absences are monitored and letters are sent home by the Attendance Committee who meet monthly to track student attendance. When needed parent conference are held to develop an attendance plan and/or contract.

Person Responsible

Yesenia Cantillo

Schedule

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


Evidence of Completion

Attendance Reports and OPM reports

G2.B2 1% of our students did not meet good behavior. 2

 B131775

G2.B2.S1 Students will earn opportunities to receive prizes base on meeting the desired goals set on a behavior chart. 4

 S143827

Strategy Rationale

1% of our students did not meet good behavior.

Action Step 1 5

Student will earn positive marks on their behavior chart and gain opportunities to earn prizes.

Person Responsible

Yesenia Cantillo

Schedule

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

Evidence of Completion

Behavior charts, administration visits

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

Check daily progress reports to monitor behaviors and discuss results with students.

Person Responsible

Yesenia Cantillo

Schedule

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

Evidence of Completion

Behavior charts, administrative chats

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

Continue to monitor charts and track to see if behavior issues are improving.

Person Responsible

Yesenia Cantillo

Schedule

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


Evidence of Completion

Behavior Charts/Notes

G2.B3 29% of our students were not proficient in reading by 3rd grade **2**

 B131776

G2.B3.S1 Students will increase comprehension by applying the use of context clues and word part meaning. While applying the use of base words and affixes to determine the meaning of unfamiliar words in context. **4**

 S143828

Strategy Rationale

29% of our students were not proficient in reading by 3rd grade.

Action Step 1 **5**

Students will use use of context clues, word part meanings, base words and affixes to determine the meaning of unfamiliar words to increase comprehension.

Person Responsible

Pamela Picasso

Schedule

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

Evidence of Completion

Lesson Plan, Data Chats and Walk-through's

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

Monitor lesson plans to ensure that strategies are being used to increase comprehension.

Person Responsible

Pamela Picasso

Schedule

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

Evidence of Completion

Lesson Plans, Walk-through, student works

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

Monitor lesson plans and data to ensure effectiveness.

Person Responsible

Yesenia Cantillo

Schedule

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

Evidence of Completion

Lesson Plans, Data, Walk-through's

G3. Santa Fe Advantage Academy will increase student participation in STEM related activities and programs.

1

G052266

G3.B1 Santa Fe Advantage Academy only completed 10 STEM related labs. 2

B131777

G3.B1.S1 Santa Fe Advantage Academy will increase all students participation in STEM related activities to at least 15 and increase field experiences. 4

S143829

Strategy Rationale

By increasing the numbers of labs and field experiences, SFAA will increase student achievement in Science.

Action Step 1 5

Using the Science Fusion and Science Gizmos students will be given more opportunities to experience additional hands on labs and with added Field Experiences students will make a real life connections to increase student achievement in Science.

Person Responsible

Elizabeth Valle

Schedule

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

Evidence of Completion

Lab reports and Benchmark assessments.

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

Monitor science lesson plans to ensure that labs and field experiences are appropriate to meet the criteria of science benchmarks.

Person Responsible

Elizabeth Valle

Schedule

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

Evidence of Completion

Lesson Plans and Benchmark Assessments

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

Meet and review data and lessons plans with Science lead and grade levels to ensure that desired activities are being implemented and that assessments are showing progress.

Person Responsible

Elizabeth Valle

Schedule

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

Evidence of Completion

Lesson Plans and Benchmark Assessment

G4. Santa Fe Advantage Academy will continue to maintain high parental involvement to help support students academic improvement. 1

G052267

G4.B1 Parent involvement conflicts with work schedules. 2

B131778

G4.B1.S1 Increase number of school activities with an array of times in order to allow for parental involvement. 4

S143830

Strategy Rationale

Parent involvement conflicts with work schedules.

Action Step 1 5

Increase school events with an array of different times to increase parent opportunities to be involvement in their child's academic achievements.

Person Responsible

Yesenia Cantillo

Schedule

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

Evidence of Completion

Parent volunteer logs.

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

Track participation of scheduled events.

Person Responsible

Yesenia Cantillo

Schedule

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

Evidence of Completion

Parent volunteer logs

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

Track marketing of scheduled events (flyers, emails, text messages) to ensure proper publication of events are available to increase parental involvement.

Person Responsible

Yesenia Cantillo

Schedule

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

Evidence of Completion

Attendance logs

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Students will be given a variety of stimuli in ELL/Social Studies to analyze and disseminate information from the given text to better comprehend and increase student achievement.	Cantillo, Yesenia	8/18/2014	Student sample work and practice assessments.	6/4/2015 weekly
G1.B2.S1.A1	Students will engage in exploratory and concrete concept-based instruction.	Arbesu, Anaeli	8/18/2014	Teacher Lesson Plans, Walk-through observations, student works	6/4/2015 one-time
G1.B3.S1.A1	Students will read and use strategies to demonstrate through extended response their proficiency of the writing process.	Picasso, Pamela	8/18/2014	Teacher observation, walk-through, student work, data	6/4/2015 weekly
G2.B1.S1.A1	Monitoring attendance and implementing a reward system.	Cantillo, Yesenia	8/18/2014	Attendance records	6/4/2015 monthly
G2.B2.S1.A1	Student will earn positive marks on their behavior chart and gain opportunities to earn prizes.	Cantillo, Yesenia	8/18/2014	Behavior charts, administration visits	6/4/2015 daily
G2.B3.S1.A1	Students will use use of context clues, word part meanings, base words and affixes to determine the meaning of unfamiliar words to increase comprehension.	Picasso, Pamela	8/18/2014	Lesson Plan, Data Chats and Walk-through's	6/4/2015 weekly
G3.B1.S1.A1	Using the Science Fusion and Science Gizmos students will be given more opportunities to experience additional hands on labs and with added Field Experiences students will make a real life connections to increase student achievement in Science.	Valle, Elizabeth	8/18/2014	Lab reports and Benchmark assessments.	6/4/2015 weekly
G4.B1.S1.A1	Increase school events with an array of different times to increase parent opportunities to be involvement in their child's academic achievements.	Cantillo, Yesenia	8/18/2014	Parent volunteer logs.	6/4/2015 monthly
G1.MA1	OPM's will be reviewed including data from Reading assessments, Reading Wonders, Reading Wonderworks, Reading Plus and Ticket to Read.	Cantillo, Yesenia	8/18/2014	OPM Reports and MTSS Meetings Minutes	6/4/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Data will be reviewed and instruction will be modified during monthly data chats.	Picasso, Pamela	8/18/2014	Monthly data chats and data reports as evidence.	6/4/2015 weekly
G1.B1.S1.MA1	Weekly grade level meetings to discuss data and adjustment to instruction as well as weekly walk-throughs and lesson plan reviews.	Picasso, Pamela	8/18/2014	Walk-throughs, lesson plan weekly reviews, and monthly data chats.	6/4/2015 weekly
G1.B2.S1.MA1	Data gathered will be reviewed monthly with grade levels to monitor improvements or areas that need more focus.	Cantillo, Yesenia	8/18/2014	Monthly data chats and data reports.	6/4/2015 monthly
G1.B2.S1.MA1	Weekly grade level meetings to discuss data and adjust instruction.	Arbesu, Anaeli	8/18/2014	Walk-through's, lesson plan weekly reviews and monthly data chats.	6/4/2015 weekly
G1.B3.S1.MA1	Review monthly data and adjust lessons as needed.	Picasso, Pamela	8/18/2014	Monthly data chats and lesson plans reviews for effectiveness.	6/4/2015 monthly
G1.B3.S1.MA1	Lesson plans will be reviewed along with student data to adjust the instruction.	Picasso, Pamela	8/18/2014	Weekly lesson plan check list, walk-throughs, data chats and student works	6/4/2015 weekly
G2.MA1	Students with excessive tardies and absences are monitored by administration. Incentive are provided to students to encourage the desired attendance.	Cantillo, Yesenia	8/18/2014	Attendance Report and OPM Reports	6/4/2015 monthly
G2.B1.S1.MA1	Students with excessive tardies and absences are monitored and letters are sent home by the Attendance Committee who meet monthly to track student attendance. When needed parent conference are held to develop an attendance plan and/or contract.	Cantillo, Yesenia	8/18/2014	Attendance Reports and OPM reports	6/4/2015 monthly
G2.B1.S1.MA1	Monthly attendance rosters	Cantillo, Yesenia	8/18/2014	Attendance Reports	6/4/2015 monthly
G2.B2.S1.MA1	Continue to monitor charts and track to see if behavior issues are improving.	Cantillo, Yesenia	8/18/2014	Behavior Charts/Notes	6/4/2015 weekly
G2.B2.S1.MA1	Check daily progress reports to monitor behaviors and discuss results with students.	Cantillo, Yesenia	8/18/2014	Behavior charts, administrative chats	6/4/2015 daily
G2.B3.S1.MA1	Monitor lesson plans and data to ensure effectiveness.	Cantillo, Yesenia	8/18/2014	Lesson Plans, Data, Walk-through's	6/4/2015 monthly
G2.B3.S1.MA1	Monitor lesson plans to ensure that strategies are being used to increase comprehension.	Picasso, Pamela	8/18/2014	Lesson Plans, Walk-through, student works	6/4/2015 weekly
G3.MA1	Monitor and dissect data with Science Department head and grade levels to ensure the desired progress.	Valle, Elizabeth	8/18/2014	Benchmark Assessment Data	6/4/2015 monthly
G3.B1.S1.MA1	Meet and review data and lessons plans with Science lead and grade levels to ensure that desired activities are being implemented and that assessments are showing progress.	Valle, Elizabeth	8/18/2014	Lesson Plans and Benchmark Assessment	6/4/2015 weekly
G3.B1.S1.MA1	Monitor science lesson plans to ensure that labs and field experiences are appropriate to meet the criteria of science benchmarks.	Valle, Elizabeth	8/18/2014	Lesson Plans and Benchmark Assessments	6/4/2015 weekly
G4.MA1	Increase school activities and events with a variety of schedules to allow more opportunities for parental involvement.	Cantillo, Yesenia	8/18/2014	Parent Volunteer logs and raptor sign in sheets.	6/4/2015 monthly
G4.B1.S1.MA1	Track marketing of scheduled events (flyers, emails, text messages) to ensure proper publication of events are	Cantillo, Yesenia	8/18/2014	Attendance logs	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	available to increase parental involvement.				
G4.B1.S1.MA1	Track participation of scheduled events.	Cantillo, Yesenia	8/18/2014	Parent volunteer logs	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Santa Fe Advantage Academy will integrate literary strategies across all core subjects in order to increase student achievement.

G1.B1 White students did not meet the AMO target for Reading of 85% only reached 73%.

G1.B1.S1 All students will engage in differentiated instruction to assist with the necessary remediation to target areas of weakness.

PD Opportunity 1

Students will be given a variety of stimuli in ELL/Social Studies to analyze and disseminate information from the given text to better comprehend and increase student achievement.

Facilitator

Pamela Picasso - Reading Coach

Participants

All Teachers

Schedule

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

G1.B2 White students did not meet the AMO target for Mathematics of 78% only reached 73% meeting safe harbor.

G1.B2.S1 Students will engage in exploratory activities and concrete concept-based instruction in mathematics to increase understanding of concepts and increase achievement.

PD Opportunity 1

Students will engage in exploratory and concrete concept-based instruction.

Facilitator

Arbesu, Anaeli - Math Coach

Participants

All Teachers

Schedule

On 6/4/2015

G1.B3 83% of students demonstrated non-proficiency in 4th grade writing, 17% demonstrated proficiency.

G1.B3.S1 Students will engage in additional writing practice through extended response activities to which they will extract information from the reading passage and apply their understanding of the concept.

PD Opportunity 1

Students will read and use strategies to demonstrate through extended response their proficiency of the writing process.

Facilitator

Picasso, Pamela - Instructional Coach

Participants

All Teachers

Schedule

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

G2. Santa Fe Advantage Academy will focus on reducing the number of attendance problems, behavior and academic issues by providing interventions and strategies for students that are at risk. A positive reinforcement plan will encourage the desired results by providing incentives to reach the designated goals.

G2.B3 29% of our students were not proficient in reading by 3rd grade

G2.B3.S1 Students will increase comprehension by applying the use of context clues and word part meaning. While applying the use of base words and affixes to determine the meaning of unfamiliar words in context.

PD Opportunity 1

Students will use use of context clues, word part meanings, base words and affixes to determine the meaning of unfamiliar words to increase comprehension.

Facilitator

Picasso, Pamela - Instructional Coach

Participants

All Teachers

Schedule

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

G3. Santa Fe Advantage Academy will increase student participation in STEM related activities and programs.

G3.B1 Santa Fe Advantage Academy only completed 10 STEM related labs.

G3.B1.S1 Santa Fe Advantage Academy will increase all students participation in STEM related activities to at least 15 and increase field experiences.

PD Opportunity 1

Using the Science Fusion and Science Gizmos students will be given more opportunities to experience additional hands on labs and with added Field Experiences students will make a real life connections to increase student achievement in Science.

Facilitator

Science Department Head

Participants

All teachers

Schedule

Weekly, 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
Goal 2: Santa Fe Advantage Academy will focus on reducing the number of attendance problems, behavior and academic issues by providing interventions and strategies for students that are at risk. A positive reinforcement plan will encourage the desired results by providing incentives to reach the designated goals.	1,475
Grand Total	1,475

Goal 2: Santa Fe Advantage Academy will focus on reducing the number of attendance problems, behavior and academic issues by providing interventions and strategies for students that are at risk. A positive reinforcement plan will encourage the desired results by providing incentives to reach the designated goals.

Description	Source	Total
B1.S1.A1 - Brag Tags and Certificates	School Improvement Funds	1,000
B1.S1.A1 - Pizza Parties, Popcorn Parties etc.	School Improvement Funds	475
Total Goal 2		1,475