Advantage Academy Of Math And Science At Waterstone

2014-15 School Improvement Plan

Advantage Academy Of Math And Science At Waterstone

855 WATERSTONE WAY, Homestead, FL 33033

[no web address on file]

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Elementary	No	%

Alternative/ESE Center	**Charter School**	**Minority**
No	Yes	%

School Grades History

Year

Grade

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 Advantage Academy of Math and Science at Waterstone is to provide students with a well-rounded education through a challenging program focused on Mathematics and Science using innovative reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement.

Provide the school's vision statement

The Charter School at Waterstone exists as a K-5 International Learning Environment, which develops adaptive and active learners who embrace the exploration of other cultures as well as their own ancestral heritage through the utilization of art, music, and literature to excel and achieve academic heights.

School Environment

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

The Advantage Academy of Math and Science at Waterstone (AAMS@CSW) best learns about students' cultures and builds relationships between teachers and students by have a Meet the Teacher event the week before school starts; we have an Open House session in September; we maintain an updated Facebook page and encourage parents to like the page and follow us; we provide an EDLINE page for our teachers and require them to post Classroom News and Assignments on a weekly basis; Parents are given their login information for the Student/Parent Portal on MDCPS to check their students' grades; Administration has Student Assemblies the first week of school to communicate our expectations to the students and establish a positive relationship; our teachers are required to participate in 5 days of preplanning activities which involve team building activities and communication of expectations; and teachers are asked to have Parent Conferences with all of their students' parents in the first 30 days of school.

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

The AAMS@CSW creates an environment where students feel safe and respected before, during and after school by properly communicating the arrival and dismissal procedures to the students and parents; having teachers assigned to specific posts before and after school to ensure student safety; we ensure that teachers maintain all classroom doors locked at all times and security ensures that all exterior doors are locked and security cameras are constantly monitored; Emergency Evacuation/ Drills are practiced throughout the school year; students are encouraged to report incidents of safety or concern to their teacher and/or administrators; we maintain an anonymous "bully box" for students to report incidents of bullying; classroom rules and expectations are clearly posted in all classrooms; and we have a Before and After Care Program with qualified counselors.

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

The AAMS@CSW follows the Miami-Dade County Code of Conduct, which is a progressive plan of disciple. We also use a positive behavior system that focuses on students doing the right thing and recognizes such students every month. We also have clearly stated classroom expectations and set routines in place to minimize distractions and keep student engaged during instructional time. Our school also 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 severe discipline action.

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 ensures the social-emotional needs of all students are being met by providing Character Education; School-wide Positive Behavior Support; offering mentoring programs such as Inspired 4 Girls and Boys Running Club; We also offer after school sports programs, a multitude of clubs, including the Care Club, which is a community service oriented club. We also provide an anti-bullying campaign every year in which we bring in Public Speakers who address trending issues.
Our school also provides outside support such as Behavioral Therapy, Counseling, Psycho-therapy to those students in the SPED Program that have been evaluated and deemed as needing these extra services.

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

For attendance below 90 percent we use a daily attendance review, send home attendance letters, the Attendance Committee meets to discuss the students that fall in this category and we schedule Parent Conferences to develop an attendance plan and contract.
For one or more suspensions we schedule parent conferences, student conferences, we have a positive behavior support system and and informal behavior intervention plan.
For course failure in ELA or Math we have frequent RTI Committee meetings to review student progress, maintain communication with parents via Edline, we send home progress reports midway every quarter, we place these student on a Progress Monitoring Plan and schedule them for daily Interventions for 30 minutes.

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 K	Total
Attendance below 90 percent	11	11
One or more suspensions	1	1
Course failure in ELA or Math	6	6
Level 1 on statewide assessment	0	

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

Indicator	Grade Level K	Total
Students exhibiting two or more indicators	22	22

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

The intervention strategies used to curtail excessive absences include the Attendance Committee reviewing attendance bulletins weekly, meeting with parents to try to determine why the students are consistently absent and assisting in any way we can.

The intervention strategies used to improve academic performance include giving daily, additional 30 minute interventions 5 times per week in a small group setting (Tier II and Tier III). We also provide a free Homework Help class 3 times a week for an additional 30 minutes after school.

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

Our school endeavors to build a positive relationship with families and increase involvement , including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress by posting a monthly newsletter on our website and Facebook page; providing a Parent Resource Center and Kiosk in the main office; by daily posting on Facebook upcoming events and pictures as events happen; by requiring a minimum of 10 Volunteer Hours per family per year; by hosting after school community events such as talent shows, Science Fairs, Culture Nights, School Fair, Trunk or Treat Event, Winter at Waterstone; by having bi-monthly PTSO meetings; by purchasing ads and articles in the local community newspaper; by maintaining business partnerships with the likes of the Kiwanis (who provide BUG Awards); we also host Career Week where parents are invited to share their careers with the students and we also invite local police and fire rescue to participate; our teachers are required to maintain an Edline webpage current to inform parents of the happenings in their child's classroom; teachers are also required to post grades weekly in Pinnacle; Progress Reports are sent every 4 weeks; and students needing to be progress monitored are placed on PMPs and teachers are required to meet with the parents whenever Progress Reports go home.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our school maintains a relationship with the local Kiwanis organization who provides us with the BUG (Bring Up your Grades) Award; we will be hosting a Safety Fair put on by the City of Homestead Police Department; we have annual events such as Trunk or Treat, Winter at Waterstone, CSW Annual Carnival in which we invite the local community and businesses; and we have a group of parents that

belong to the local church (CORE Community Church) that come 3 times per week to assist with Reading Groups;

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
Roque, Nancy	Principal
Picasso, Pamela	Instructional Coach
Ibanez, Leila	Teacher, ESE
Castellanos, Lindley	Teacher, K-12
Arbesu, Anaeli	Instructional Coach
Garcia, Annette	Teacher, K-12

Duties

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

Mrs. Nancy Roque, Principal will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;
In addition to the school administrator the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving
Pamela Picasso, Reading Coach, assists the teachers in deciphering the Reading data and planning meaningful whole group lessons and how to better differentiate in small groups to meet the students' needs.
Anaelis Arbesu, Math Coach, assists the teachers in deciphering the Math data and planning meaningful whole group lessons and how to better differentiate in small groups to meet the students' needs.
Annette Garcia, Science Department Chair, assists the teachers in deciphering the Science data and planning meaningful whole group lessons and how to better differentiate in small groups to meet the students' needs.
Leila Ibanez, Program Specialist. works closely with the Reading and Math Coaches to continually look at data and determine if students are making progress.
Lindley Castellanos, Lead Teacher, meets regularly with Reading and Math Coaches to ensure data is read correctly and lesson plans are executed properly.

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

The School Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by;
1. Holding regular team meetings where problem solving is the sole focus.

2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

3. Determine how we will know if students have made expected levels of progress towards proficiency.

4. Develop a plan of action when grades, subject areas, classes or individual students have not shown a positive response

5. Recognize when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.

6. Gather and analyze data at all Tiers, grade levels, classes and subjects to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 Intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 and Tier 3 problem solving process after each OPM.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Nancy Roque	Principal
Rebecca Valdes	Principal
Milagros Sanchez-Cohen	Teacher
Lindley Butler Castellanos	Teacher
Jennifer Lanuza	Teacher
Natacha Delgado	Teacher
Lorraine Ross	Teacher
Elizabeth Mannering	Teacher
Leila Ibanez	Education Support Employee
Melissa Aguilar	Education Support Employee
Raul Ruiz	Parent
Elizabeth Miller	Parent
Javier A. Santos	Parent
Lisa Laughlin	Parent
MariCarmen Andreu	Parent
Delila Ruiz	Parent
Jessica Pacheco	Parent
Isabella Valdes	Student
Casey McCarthy	Student
Javier Santos	Business/Community
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Select EESAC committee members (if people in MTSS and LLT are in EESAC) review last year's SIP and Post-assessment data (SAT-10, SESAT). Review if SIP goals were met and what could have been done differently as part of the FCIM.

Development of this school improvement plan

Same select EESAC committee members (if people in MTSS and LLT are in EESAC) develop the new SIP using current data to set goals and strategies to implement and monitor the progress towards goals.

Preparation of the school's annual budget and plan

Develop a needs assessment of items and services that will help in implementing strategies and interventions.
$5.00 per student is to be allocated towards Reading and Math supplemental materials to assist in weekly interventions.

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

$1,500 was allocated to increase the number of students participating in Project Based Learning in STEM.
$200 was allocated to increase parent attendance at school activities from 70% to 75%.
$525 was allocated to decrease the number of students missing 10% or more of available instruction time from 8% to 7%; to maintain the 1% of students retained; and to decrease the percentage of students who receive two or more behavioral referrals from 4% to 3%.

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
Roque, Nancy	Principal
Picasso, Pamela	Instructional Coach
DiMichele, Virginia	Dean
Ibanez, Leila	Teacher, ESE
Castellanos, Lindley	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Literacy Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text

dependent questions. The LLT will help to develop lessons that provide students with opportunities for research and incorporate writing throughout. The LLT will review data pertinent to student achievement as it relates to Reading and Writing. Using data results, the LLT will work with the Multi-Tiered System of Support Team to develop intervention strategies and professional development to increase student achievement in Reading and Writing.

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 strategies being used at AAMS@CSW to encourage positive working relationships between teachers include grade level/department team meetings, team building activities, peer recognition at faculty meetings, grade level/department weekly planning meetings, grade level/department data chats which are all submitted to Administration weekly and/or monthly. We also require our teachers to join at least 2 school-wide committees that encourage teamwork.

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

In order to recruit highly qualified, certified-in-field, effective teachers we:
1. Ads are placed in local newspapers and applicants are screened prior to making an appointment for an interview.
2. Applicants are interviewed by appropriate personnel; the director, the principal, dean, ESE Specialist, and Reading Coach, where applicable.
3. Soliciting referrals from current employees.
4. Working with local universities to provide opportunities for internships and service learning hours.
5. Word of Mouth
6. Social Media
In order to retain highly qualified, certified-in-field, effective teachers:
1. Management Company will pay 90% of employee health costs.
2. Management Company pays a portion of employee's 401K.
3. Management Company pays for a $25,000 Life Insurance policy for all employees.

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

Mentor teachers must hold a valid professional teaching certificate;
-Minimum of three years of successful teaching experience; and Certified at the same level (e.g. primary, intermediate, etc.) or in the subject area as the new teacher.
Mentor teachers will be matched to beginning teachers who are new to the school or grade level.
-Mentor teacher and beginning teachers will be matched according to like discipline and /or grade level. -Mentoring teams will meet biweekly to observe each other's techniques, modeling best practices, and discussing improvements to classroom and instructional practices, in order for a teacher mentoring program to be successful.
-Regular meetings with new teachers, designated Assistant Principal, Department Chairperson, and Lead. Responsible: Academy Teachers, Principal, Assistant Principal, Department Chair.
-Partnering new teachers with veteran teachers. Responsible: Principal and Assistant Principal
-Soliciting referrals from current employees. Responsible: Assistant Principal
-Offer teachers leadership opportunities. Responsible: Principal

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

AAMS@CSW ensures its core instructional programs and materials are aligned to Florida's standards by following the district's pacing guides, utilizing CPALMS, which is also aligned to the district pacing guides, using state adopted textbooks and supplemental resources, and our Reading Coach assists in the implementation of Florida Standards.

Instructional Strategies

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

AAMS@CSW uses data to provide and differentiate instruction to meet the diverse needs of students by; differing the way whole group instruction is delivered; tailoring small groups to the specific needs of the students using district adopted curriculum and supplemental resources; using said data to develop Tier II and Tier III students; using said data to develop Tier II and Tier III strategies and interventions. The data is also used to evaluate the success of Tier I, Tier II, and Tier III instruction.

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: 2,700

Teachers provide assistance with Homework in the areas of Reading, Math, and Science after school .

Strategy Rationale

Teachers determine which students need additional assistance in the areas of Reading, Math, and Science by students' grades, Giving them an additional 30 minutes 3 times a week really helps the students master the concepts taught and therefore improve their scores/grades.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Roque, Nancy, nroque@dadeschools.net

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

Data is collected from classroom assessments (unit tests/quizzes). Teachers track student progress for each individual student and determine if the strategy is working.

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

Future Parents are asked to register their children online through our school website. This ensures that they are entered into our database. Parents are notified of the upcoming lottery, so they can be present if they choose. If their child's name is picked in the lottery they are advised via U.S. Mail. Once the classrooms are filled the remaining students are put on a waiting list.

We give tours to the local Pre-schools, which include the parents and future students. We give a detailed orientation of what is expected of incoming students and how the Kindergarten classrooms are run. During the summer we invite those students that have registered with us to come in for a pre-assessment to determine if the students are reading and/or writing to better determine their placement. We hold a Meet and Greet session for students and parents to enter the classrooms and meet the teachers prior to the first day of 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

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.   Incorporate Reading Strategies across all content areas in order to increase student achievement.

G2.   Decrease the percentage of students absent for 18 or more days from 8% to 5%.

G3.   Use resources available to excite students about STEM in order to increase opportunities for students to participate.

G4.   Increase Parent Involvement from 75% to 80%.

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. Incorporate Reading Strategies across all content areas in order to increase student achievement. 1a

G048915

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	

Resources Available to Support the Goal 2

- Reading Coach, supplemental Reading Materials

Targeted Barriers to Achieving the Goal 3

- Teachers do not know how to incorporate rigor as part of the Reading strategies.

Plan to Monitor Progress Toward G1. 8

Teacher generated assessments, WSS results, Interim Assessments, Weekly Intervention Assessments, Progress Reports and Report Cards.

Person Responsible

Leila Ibanez

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Teacher generated assessments, WSS results, Interim Assessments, Weekly Intervention Assessments, Progress Reports and Report Cards.

Plan to Monitor Progress Toward G1. 8

Teacher generated assessments, Interim Assessments, Weekly Intervention Assessments, Progress Reports and Report Cards.

Person Responsible

Anaeli Arbesu

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Teacher generated assessments, Interim Assessments, Weekly Intervention Assessments, Progress Reports and Report Cards.

G2. Decrease the percentage of students absent for 18 or more days from 8% to 5%. `1a`

`G049131`

Targets Supported `1b`

Indicator	Annual Target
Attendance Below 90% Kindergarten	5.0

Resources Available to Support the Goal `2`

- Daily attendance bulletins, attendance letters, Attendance Committee.

Targeted Barriers to Achieving the Goal `3`

- Parental Involvement

Plan to Monitor Progress Toward G2. `8`

Daily Attendance Bulletins, Students Attendance Records

Person Responsible
Nancy Roque

Schedule
Quarterly, from 9/1/2014 to 6/4/2015

Evidence of Completion
Daily Attendance Bulletins, Student Attendance Records, Copies of Attendance Letters sent home, Meeting Notes.

G3. Use resources available to excite students about STEM in order to increase opportunities for students to participate. `1a`

`G049166`

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Science Curriculum, Labs

Targeted Barriers to Achieving the Goal `3`

- Lack of materials to perform labs and experiments

Plan to Monitor Progress Toward G3. `8`

We will review the Science Equipment Log and lesson plans to ensure the labs and experiments are taking place.

Person Responsible
Annette Garcia

Schedule
Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion
Science Equipment Log and weekly lesson plans.

G4. Increase Parent Involvement from 75% to 80%. `1a`

🔍 G049171

Targets Supported `1b`

Indicator	Annual Target
Retained Students	1.0

Resources Available to Support the Goal `2`

- Attendance Committee, School Website, Social Media, Monthly Newsletter, Edline Website, School-wide Callouts.

Targeted Barriers to Achieving the Goal `3`

- Lack of parental involvement due to work hours, lack of transportation, language barrier is affecting student achievement.

Plan to Monitor Progress Toward G4. `8`

Sign-in Sheets and signed Parent/Teacher Conference notes.

Person Responsible
Nancy Roque

Schedule
Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion
Sign-in sheets and signed Parent/Teacher Conference notes.

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. Incorporate Reading Strategies across all content areas in order to increase student achievement. `1`

🔍 G048915

G1.B1 Teachers do not know how to incorporate rigor as part of the Reading strategies. `2`

🔍 B122144

G1.B1.S1 Teachers will receive Professional Development from the Reading Curriculum Publishers on how to incorporate rigor. `4`

🔍 S134182

Strategy Rationale

Once teachers are trained on how to incorporate rigor they will be able to increase rigor in core instruction of all academic areas in order for students to independently analyze and synthesize information.

Action Step 1 `5`

Teachers will provide meaningful whole-group instruction incorporating rigor, implement differentiated instruction in small group settings, and provide additional interventions (Tier II and III) as determined by informal/formal assessments in order to increase the percentage of students scoring a Reading Stanine of 5 or higher on the SAT exam by 5 percentage points to a 95% from 90% last year.

Person Responsible

Pamela Picasso

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Teacher generated assessments, WSS results, Interim Assessments, Weekly Intervention Assessments, Progress Reports and Report Cards and SAT exam.

Action Step 2 `5`

Teachers will provide meaningful whole-group instruction incorporating rigor, implement differentiated instruction in small group settings including the use of manipulatives, and provide additional interventions (Tier II and III) as determined by informal/formal assessments in order to increase the percentage of students scoring a Math Stanine of 5 or higher on the SAT exam by 5 percentage points to a 79% from 74% last year.

Person Responsible

Anaeli Arbesu

Schedule

On 6/4/2015

Evidence of Completion

Teacher generated assessments, Interim Assessments, Weekly Intervention Assessments, Progress Reports and Report Cards and SAT exam.

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

Students' in-class assessments and Interim Assessments will be monitored to ensure progress is being made.

Person Responsible

Pamela Picasso

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Teacher generated assessments, WSS results, Interim Assessments, Weekly Intervention Assessments, Progress Reports and Report Cards.

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

Students' in-class assessments and Interim Assessments will be monitored to ensure progress is being made.

Person Responsible

Anaeli Arbesu

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Teacher generated assessments, Interim Assessments, Weekly Intervention Assessments, Progress Reports and Report Cards.

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

The Reading Coach and SPED Specialist will monitor the results of in-class assessments and Intervention Data

Person Responsible

Leila Ibanez

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Teacher generated assessments, WSS results, Interim Assessments, Weekly Intervention Assessments, Progress Reports and Report Cards.

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

The Math Coach along with the classroom teachers will monitor the results of in-class assessments and Intervention Data.

Person Responsible

Anaeli Arbesu

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Teacher generated assessments, Interim Assessments, Weekly Intervention Assessments, Progress Reports and Report Cards

G2. Decrease the percentage of students absent for 18 or more days from 8% to 5%. [1]

🔑 G049131

G2.B1 Parental Involvement [2]

🔑 B122744

G2.B1.S1 Teachers will check attendance daily and inform the Attendance Committee of students consistently absent. Attendance Committee will contact parents for a conference. [4]

🔑 S134627

Strategy Rationale

Parents need to be reminded that students must be in attendance in order to show progress.

Action Step 1 [5]

Parents will be asked to attend a conference with the Attendance Committee to discuss the reasons why the student is consistently absent.

Person Responsible

Nancy Roque

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Daily Attendance Bulletins, Attendance Letters sent home.

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

The Attendance Committee will check attendance bulletins monthly to ensure targeted students are in attendance.

Person Responsible

Nancy Roque

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Daily Attendance Bulletins, Attendance Letters

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

The Attendance Committee will ensure that targeted students are in attendance and continue to meet with parents to reiterate the importance of daily attendance in school.

Person Responsible

Nancy Roque

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Daily Attendance Bulletins, Attendance Letters sent to parents, Meeting Notes

G3. Use resources available to excite students about STEM in order to increase opportunities for students to participate. 1

G049166

G3.B1 Lack of materials to perform labs and experiments 2

B126762

G3.B1.S1 Teachers will combine Math and Science lessons and labs to make connections with lessons such as Tracking Temperature and What is Weather? 4

S138728

Strategy Rationale

Making lessons interdisciplinary has a profounder effect on the students. They get to see the direct correlation between Reading, Math and Science and how they are interrelated.

Action Step 1 5

Teachers will make use of Science equipment to increase opportunities to participate in STEM activities.

Person Responsible

Annette Garcia

Schedule

Biweekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Science Lead will maintain a log of when Science Equipment is logged out to keep track of who is using such equipment.

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

The Principal will check in with Science Lead to determine if the plan is working and teachers are checking out the Science Equipment.

Person Responsible

Nancy Roque

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Science Equipment Log

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

We will determine if implementation is working by the number of labs and experiments that are being conducted in classrooms.

Person Responsible

Nancy Roque

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Evidence of labs and experiments and Science Equipment log.

G4. Increase Parent Involvement from 75% to 80%. `1`

G049171

G4.B1 Lack of parental involvement due to work hours, lack of transportation, language barrier is affecting student achievement. `2`

B122877

G4.B1.S1 Communicate with parents using our school website, flyers, monthly newsletter, Edline, School-wide callouts, and social media to invite them to attend school-wide events and Parent/Teacher conferences. `4`

S134836

Strategy Rationale

Students with involved parents are more likely to earn higher grades and test scores, be promoted; attend school regularly; have better social skills, show improved behavior, and adapt well to school; and graduate and go on to post-secondary education.

Action Step 1 `5`

Maintain constant communication with parents regarding school--wide events, try to schedule events and Parent/Teacher Conferences later in the evening for working parents, have an on-site translator for those non-English speakers.

Person Responsible

Virginia DiMichele

Schedule

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

Evidence of Completion

Sign-in sheets to all school-wide events, i.e., Open Houses, Meet and Greets, Science Fair, Grade-level events, Parent/Teacher Conferences, etc.

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

The Principal will attend school-wide events, request sign-in sheets for all events and require teachers to maintain Conference Notes when holding Parent/Teacher Conferences to monitor parental attendance.

Person Responsible

Nancy Roque

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets to school-wide events, submission of Conference Notes, submission of monthly newsletter, checking Edline to ensure it is updated weekly, make school-wide callouts for events.

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

Attendance at all school-wide events, maintain communication with teachers to ensure they are having routine Parent/Teacher conferences to discuss student progress.

Person Responsible

Nancy Roque

Schedule

Biweekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets, communication with teachers to evidence attendance at Parent/Teacher conferences.

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 provide meaningful whole-group instruction incorporating rigor, implement differentiated instruction in small group settings, and provide additional interventions (Tier II and III) as determined by informal/formal assessments in order to increase the percentage of students scoring a Reading Stanine of 5 or higher on the	Picasso, Pamela	9/1/2014	Teacher generated assessments, WSS results, Interim Assessments, Weekly Intervention Assessments, Progress Reports and Report Cards and SAT exam.	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	SAT exam by 5 percentage points to a 95% from 90% last year.				
G2.B1.S1.A1	Parents will be asked to attend a conference with the Attendance Committee to discuss the reasons why the student is consistently absent.	Roque, Nancy	9/1/2014	Daily Attendance Bulletins, Attendance Letters sent home.	6/4/2015 monthly
G4.B1.S1.A1	Maintain constant communication with parents regarding school--wide events, try to schedule events and Parent/Teacher Conferences later in the evening for working parents, have an on-site translator for those non-English speakers.	DiMichele, Virginia	8/18/2014	Sign-in sheets to all school-wide events, i.e., Open Houses, Meet and Greets, Science Fair, Grade-level events, Parent/Teacher Conferences, etc.	6/4/2015 daily
G3.B1.S1.A1	Teachers will make use of Science equipment to increase opportunities to participate in STEM activities.	Garcia, Annette	9/1/2014	Science Lead will maintain a log of when Science Equipment is logged out to keep track of who is using such equipment.	6/4/2015 biweekly
G1.B1.S1.A2	Teachers will provide meaningful whole-group instruction incorporating rigor, implement differentiated instruction in small group settings including the use of manipulatives, and provide additional interventions (Tier II and III) as determined by informal/formal assessments in order to increase the percentage of students scoring a Math Stanine of 5 or higher on the SAT exam by 5 percentage points to a 79% from 74% last year.	Arbesu, Anaeli	9/1/2014	Teacher generated assessments, Interim Assessments, Weekly Intervention Assessments, Progress Reports and Report Cards and SAT exam.	6/4/2015 one-time
G1.MA1	Teacher generated assessments, WSS results, Interim Assessments, Weekly Intervention Assessments, Progress Reports and Report Cards.	Ibanez, Leila	9/1/2014	Teacher generated assessments, WSS results, Interim Assessments, Weekly Intervention Assessments, Progress Reports and Report Cards.	6/4/2015 weekly
G1.MA2	Teacher generated assessments, Interim Assessments, Weekly Intervention Assessments, Progress Reports and Report Cards.	Arbesu, Anaeli	9/1/2014	Teacher generated assessments, Interim Assessments, Weekly Intervention Assessments, Progress Reports and Report Cards.	6/4/2015 weekly
G1.B1.S1.MA1	The Reading Coach and SPED Specialist will monitor the results of in-class assessments and Intervention Data	Ibanez, Leila	9/1/2014	Teacher generated assessments, WSS results, Interim Assessments, Weekly Intervention Assessments, Progress Reports and Report Cards.	6/4/2015 weekly
G1.B1.S1.MA4	The Math Coach along with the classroom teachers will monitor the results of in-class assessments and Intervention Data.	Arbesu, Anaeli	9/1/2014	Teacher generated assessments, Interim Assessments, Weekly Intervention Assessments, Progress Reports and Report Cards	6/4/2015 weekly
G1.B1.S1.MA1	Students' in-class assessments and Interim Assessments will be monitored to ensure progress is being made.	Picasso, Pamela	9/1/2014	Teacher generated assessments, WSS results, Interim Assessments, Weekly Intervention Assessments, Progress Reports and Report Cards.	6/4/2015 weekly
G1.B1.S1.MA3	Students' in-class assessments and Interim Assessments will be monitored to ensure progress is being made.	Arbesu, Anaeli	9/1/2014	Teacher generated assessments, Interim Assessments, Weekly Intervention Assessments, Progress Reports and Report Cards.	6/4/2015 weekly
G2.MA1	Daily Attendance Bulletins, Students Attendance Records	Roque, Nancy	9/1/2014	Daily Attendance Bulletins, Student Attendance Records, Copies of Attendance Letters sent home, Meeting Notes.	6/4/2015 quarterly
G2.B1.S1.MA1	The Attendance Committee will ensure that targeted students are in attendance and continue to meet with parents to reiterate the importance of daily attendance in school.	Roque, Nancy	9/1/2014	Daily Attendance Bulletins, Attendance Letters sent to parents, Meeting Notes	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
G2.B1.S1.MA1	The Attendance Committee will check attendance bulletins monthly to ensure targeted students are in attendance.	Roque, Nancy	9/1/2014	Daily Attendance Bulletins, Attendance Letters	6/4/2015 monthly
G3.MA1	We will review the Science Equipment Log and lesson plans to ensure the labs and experiments are taking place.	Garcia, Annette	9/1/2014	Science Equipment Log and weekly lesson plans.	6/4/2015 weekly
G3.B1.S1.MA1	We will determine if implementation is working by the number of labs and experiments that are being conducted in classrooms.	Roque, Nancy	9/1/2014	Evidence of labs and experiments and Science Equipment log.	6/4/2015 monthly
G3.B1.S1.MA1	The Principal will check in with Science Lead to determine if the plan is working and teachers are checking out the Science Equipment.	Roque, Nancy	9/1/2014	Science Equipment Log	6/4/2015 monthly
G4.MA1	Sign-in Sheets and signed Parent/ Teacher Conference notes.	Roque, Nancy	9/1/2014	Sign-in sheets and signed Parent/ Teacher Conference notes.	6/4/2015 monthly
G4.B1.S1.MA1	Attendance at all school-wide events, maintain communication with teachers to ensure they are having routine Parent/Teacher conferences to discuss student progress.	Roque, Nancy	9/1/2014	Sign-in sheets, communication with teachers to evidence attendance at Parent/Teacher conferences.	6/4/2015 biweekly
G4.B1.S1.MA1	The Principal will attend school-wide events, request sign-in sheets for all events and require teachers to maintain Conference Notes when holding Parent/ Teacher Conferences to monitor parental attendance.	Roque, Nancy	9/1/2014	Sign-in sheets to school-wide events, submission of Conference Notes, submission of monthly newsletter, checking Edline to ensure it is updated weekly, make school-wide callouts for events.	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. Incorporate Reading Strategies across all content areas in order to increase student achievement.

G1.B1 Teachers do not know how to incorporate rigor as part of the Reading strategies.

G1.B1.S1 Teachers will receive Professional Development from the Reading Curriculum Publishers on how to incorporate rigor.

PD Opportunity 1

Teachers will provide meaningful whole-group instruction incorporating rigor, implement differentiated instruction in small group settings, and provide additional interventions (Tier II and III) as determined by informal/formal assessments in order to increase the percentage of students scoring a Reading Stanine of 5 or higher on the SAT exam by 5 percentage points to a 95% from 90% last year.

Facilitator

Pamela Picasso

Participants

Kindergarten Teachers

Schedule

Weekly, from 9/1/2014 to 6/4/2015

PD Opportunity 2

Teachers will provide meaningful whole-group instruction incorporating rigor, implement differentiated instruction in small group settings including the use of manipulatives, and provide additional interventions (Tier II and III) as determined by informal/formal assessments in order to increase the percentage of students scoring a Math Stanine of 5 or higher on the SAT exam by 5 percentage points to a 79% from 74% last year.

Facilitator

Arbesu, Anaeli (aarbesu@dadeschools.net)

Participants

All Teachers

Schedule

On 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 1: Incorporate Reading Strategies across all content areas in order to increase student achievement.	1,000
Grand Total	**1,000**

Goal 1: Incorporate Reading Strategies across all content areas in order to increase student achievement.		
Description	**Source**	**Total**
B1.S1.A1 - Professional Development by the Reading Curriculum Publishers	General Fund	1,000
B1.S1.A2 - No funding is needed, as it is the job of the Math Coach to provide P.D.	General Fund	0
Total Goal 1		**1,000**