

Renaissance Charter School At Poinciana

5125 ROBERT MCLANE BLVD, Kissimmee, FL 34758

www.osceola.k12.fl.us

School Demographics

School Type

Combination

Title I

Yes

Free/Reduced Price Lunch

82%

Alternative/ESE Center

No

Charter School

Yes

Minority

83%

School Grades History

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

School Board Approval

This plan is pending approval by the Osceola 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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Renaissance Charter School at Poinciana provides a safe and nurturing environment for our students that incorporates parents and community involvement. We are committed to serving students that are culturally diverse, and are united in the ultimate goal of academic excellence, while building future leaders.

Provide the school's vision statement

We will empower students to become ambitious life-long learners with a global and multi-cultural perspective, who take initiative for improving the quality of life for self and others.

School Environment

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

RCSP is a community based school. We believe in being active members of our community and learning about the culture of each of our students. We have several events throughout the school year. Some of these include, multi-cultural nights, festivals, and activities whereby our students participate in outreach programs with several different businesses and community events. This allows all of our stakeholders to gain a realistic perspective on our students' background, while building strong relationships for all that are involved. We also offer enrollment sessions which provide our families with insight into our school community, prior to enrollment, and allows the school to interact with each family on an individual level.

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

Our school has taken an initiative to implement a before and after school care program that is well supervised and structured. Students can enter our building each morning with appropriate adult supervision. Supervised activities include, assistance with homework or classroom projects, peer tutoring, and social awareness. As students enter the classrooms, they are greeted by caring and professional staff. Throughout the school day, our leadership team, teachers, and support staff help to ensure our students are learning in a safe and positive learning climate. Students are encouraged through positive reinforcement, high visibility of administration and staff, and a rigorous academic curriculum that support our mission and values. A structured after school program focused on increasing student achievement is available for students. We also provide academic tutoring by trained and certified teachers. After school tutoring is aligned to daily instruction and recognizes Common Core Standards as the core of our guaranteed and viable curriculum. In addition, we have a variety of enrichment activities that support continued academic and social growth in the real world setting. This year we will take the initiative to train, support, and mentor new teachers using our Teaching and Learning Community. Through this new initiative, teachers will be provided the tools and resources to support our students academically and socially.

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

Our leadership team consists of trained professionals that each have a specific role in supporting our academic and social school climate. The school wide behavioral system currently in place includes specific proactive activities to minimize classroom distractions, and negative incidents around our school. These include, but are not limited to:

- clear and consistent classroom procedures
- specific and timely student feedback
- opportunity for individual student social growth through Responsive Classroom at the Elementary level and Developmental Designs at Middle School Level.
- corrective feedback from administration to encourage professional growth as it relates to classroom management

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

Our school ensures our students' social emotional needs are met through team collaboration and consistent communication between school and home. In supporting our school's mission and values, our educational climate is conducive to building our students' self-esteem. Some of the activities implemented to support our students' in making positive choices and thriving academically include:

- Self reflection questionnaire is a positive way to enhance students to take the time to think about their character and actions. It is important for the student to reflect on themselves, so they can develop positive change. It is also important for students to understand how to take accountability for their own actions academically and/or behavior. Questions such as how would you describe your character and actions? What is something you do to improve in your classroom? What is something you learned about yourself this week? Will be beneficial for the student.
- Setting small goals for students is a productive tool. Being a student comes with many responsibilities. With the amount of work accumulating throughout the year. Having students set acute goals for themselves will keep their mind on the prize. Goals that are attainable for that student will increase their self-esteem and will also show positive growth mentally and emotionally.
- Self Journals. Certain students have a difficult time expressing how they feel. Especially children and adolescents. By having a self Journal students are able to write or even draw how they are feeling throughout the day, at home, over the weekend or even before school starts. This is important for students who need assistance with communication.
- Bullying prevention programs and awareness
- Positive behavior support given daily

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

Renaissance Charter School at Poinciana utilizes the following key indicators for our early warning system: attendance and tardiness; suspensions; and course failures.

- Attendance and tardiness is reviewed by teachers and administration at interim and end of the quarter to profile students who may become at risk for academic failure.
- Suspensions are tracked based on individual student infractions.
- Individual student academic progress is tracked utilizing formative and summative assessments, and benchmark data according to grade level specifications and state guidelines.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level								Total
	K	1	2	3	4	5	6	7	
Attendance below 90 percent	11	6	1	0	0	5	8	9	40
One or more suspensions	15	9	4	1	11	6	25	27	98
Course failure in ELA or Math	1	0	0	7	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	14	23	23	29	20	109

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

Indicator	Grade Level						Total
	K	1	3	5	6	7	
Students exhibiting two or more indicators	3	1	2	1	2	3	12

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

Students are identified through our early warning system then placed on an action plan specifically designed to address each key indicator.

- Written parent notification
- parent conference
- individual student observation with specific feedback for corrective action
- if applicable, referral to MTSS Team

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

RCSP parental involvement targets are for every parent to volunteer 20 hours per school year per student, or 30 hours per school year for more than one student. The hours are tracked through our system using OASIS within the school district. Parents are invited to many other school functions, including literacy nights, FCAT nights, math nights, and other events on campus as well as assisting teachers at home. We have a steady core group of parents.

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 participates in monthly business partner meetings held by Osceola County. During these meetings we are able to network and collaborate with local businesses who assist us with special projects and activities for the school and community we serve.

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
Evans, Jodi	Principal
Tirado, Miriam	Assistant Principal

Duties

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

Renaissance Charter School's MTSS/RtI Team consists of the following members:

Jodi Evans, Principal - Strategic Planning, Supervision, Monitoring

Miriam Tirado, AP - Strategic Planning, Supervision, Monitoring, MTSS, Data Management System

Ekiba Smith, Dean - Documentation, Assessment, District MTSS/RtI Liaison

Jimmie Farren, ESE and Title 1 Compliance

Leon Martin, Student Services - Monitoring, Processes, Protocol, Scheduling, Fidelity

Yadira Hernandez, Curriculum Resource Teacher - ESOL, Data Analysis, Assessment, Professional Development, Coaching, Monitoring

Lisa Cochran, Curriculum Resource Teacher - Data Analysis, Assessment, Professional Development, Coaching, Monitoring

Heather A. Paden, Lead Teacher On Assignment- Teaching and Learning Community Coordinator, New Teacher Mentor, support for all teachers as needed regarding classroom instruction and classroom management

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

Student FCAT/FSA/NWEA Benchmark scores are analyzed by the MTSS Team using MTSS standard problem solving protocol to determine which students are in the most need of targeted interventions (Lowest 25%). These students begin receiving interventions through the following research-based intervention programs:

K-2 - Wonders (Tier 2/Supplemental) / Voyager (Tier 3/Intensive)

3-5 - Wonders, , Envision (Tier 2) / Plato, Triumph and Coach

MS - Plato, Math Triumphs, iReady Florida and Coach,

K-5, 6-8 students receive Tier 2 small group targeted interventions within the classroom, and are "pulled out" for individualized Tier 3 interventions.

Student progress monitoring and data tracking take place through weekly assessments/probes, and are recorded and graphed through an internal, server based data filing system. The MTSS team holds monthly meetings to analyze and desegregate student data. The information is used to determine program implementation fidelity, effectiveness, student progress, and intervention adjustments.

Core instruction (Tier 1/Core) is monitored and assessed for effectiveness using classroom walkthroughs, and formal and informal observations. Renaissance Charter School at Poinciana offers

a guaranteed and viable curriculum through Robert Marzano's research paradigm. Through this framework, the support team analyzes the curriculum implementation fidelity, adjusting professional development efforts and support structures towards a true GVC. Each classroom is observed at least once per week through scheduled classroom walkthroughs.

Our school will have professional development activities that will be coordinated and monitored by the leadership team with a specific focus on increasing and enhancing parental involvement throughout the school. Title I funds will be used where applicable to increase parent participation in school events that are targeting student achievement. For Title I, Part C we will work with all other schools within the district to ensure that all migrant students records are transferred in a timely manner, so that the student can gain access to the least restrictive educational environment. Funds will be used to identify students who are at risk of dropping out due to academic or behavioral issues. Our ESOL population will be provided with resources and information throughout the year at various evening and parent events. Coordination of all programs will be a joint effort between school level staff and district level representatives.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Common Core Standards curriculum/behavior assessment and intervention approaches

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met. The school district does not have enough of a population of migrant students to have a Migrant subgroup. migrant students would be found within the following subgroups; Hispanic, English Language Learners, Economically Disadvantaged and sometimes Students with Disabilities.

Title I Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation

Title X

To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Randi Davidson	Teacher
Jennifer Ramos	Parent
Michelle Spangler	Parent
Ruebin Cain	Parent
Caroline Torres	Parent
James DiCoio	Parent
Edrin Logan-Briscoe	Education Support Employee
Paula Healy	Parent
Kimyatta Ray	Parent
Kellien Rodriguez	Parent
Jodi Evans	Principal
Maxine Chambers	Teacher
Regina Johnson	Teacher
Lisa Cochran	Teacher
Elsa Vizcarra	Business/Community
LaRaine Berkley	Parent
Touria Ankab	Parent
Brenda Persaud	Parent
Mary Maloney	Parent

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 2013-2014 school improvement plan was met last year. The school improved the overall performance in each grade level and subject area. Learning gains is where the school had its largest impact with school accountability. The school went from a D to an A.

Development of this school improvement plan

The SAC will assist the Principal with the development of goals and targets for this school year pertaining to increasing student achievement and proficiency. The SAC will also assist in budget item approvals as pertinent to this SIPs strategies to achieve set goals.

Preparation of the school's annual budget and plan

Analyze previous years expenditures to determine if allocations needs to be shifted for program integrity.

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

School improvement funds

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
Cochran, Lisa	Instructional Coach
Tirado, Miriam	Assistant Principal
Evans, Jodi	Principal
Paden, Heather	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

To enhance classrooms with more nonfiction text and leveled readers.
Focus on reading application with an emphasis on vocabulary.
Teachers will be reading "role models" in the classroom and practice close reading strategies.
Reading Challenge goals, incentives and tracking progress per student throughout the year.
Reading Eggs and Reading Plus used in collaboration with instruction focus goals in the classrooms.
Pizza Hut's Book It program
Reading across the content area and specials areas.
Tutoring based on skill deficits as identified using the data from our Common Monthly Assessments.

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

Our school has implemented a specific matrix for monthly meetings that supports our school wide initiative to foster positive working relationships among teachers. In order to accomplish these initiatives, we have monthly staff meetings, weekly team and grade level meetings, and monthly TLC meetings that identify to provide opportunities for positive working relationships among all teachers.

- Our Red Carpet Team provides professional development and follow up activities for staff as needed.

The

Red Carpet Team consistently provides positive feedback to support staff moral and staff collaboration.

- Our TLC Coordinator monitors new teachers and closely monitors our Mentor Tiering Program. This program

supports professional growth for New Teachers and provides valuable resources for obtaining the most current

information as it pertains to educator certification and professional growth in our school district.

- Weekly Grade level meetings support professional collaboration among grade level teams. Items such as

weekly lesson plans, classroom management, positive reinforcement, and analyzing data are addressed at

these meetings.

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

Charter Schools USA in collaboration with Renaissance offers highly competitive salaries and benefits to recruit high quality staff members. Charter Schools USA has a team of highly qualified individuals who recruit talent in each region. We also offer teachers performance based bonuses, and incentives throughout the year. We have a comprehensive system of staff recognition/appreciation consisting of: New American Hero, Our Teacher of the Year Award, New Teacher of the Year, Osceola County Teacher of the Year, D.O.G. (Doers of Greatness) Awards, Teacher of the Month, and Support Person of the Month. Teachers are also encouraged to participate in surveys twice a year to measure the morale and culture of the staff. The information gathered is shared with the administrative team to help maintain awareness and assist with retaining teachers.

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

All teachers are placed within a tier through the Teacher Learning Community (TLC), based on their current certification and level of need. New teachers are paired with experienced teachers based on their certification, experience, and what they need to most focus on, regarding best teaching practices, classroom management, subject area, and grade level being taught. Teachers are grouped into these categories: AA=needs a professional certificate; A=new to the classroom; B new to Charter Schools USA; C=CSUSA Transfer; D=Not new to CSUSA or the classroom.

Support will occur throughout the school year up to and including: classroom observations, support throughout the school day when needed, specific training on school technology, analyzing student data, TLC support to complete district mandated binders and requirements, monthly meetings to answer questions and provide professional development to new teachers, and ongoing administrative support. This year our Lead Teacher on Assignment will be primarily focused on providing ongoing instructional support to new teachers focused specifically on data tracking, classroom management, and positive feedback to encourage new teachers to achieve success as evidenced through student academic achievement.

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

Our school ensures that instruction is aligned to Common Core Standards by holding teachers accountable in the following ways:

- Our CSUSA Corporate office uses a specific matrix to identify curriculum and assessments that are aligned to the Florida Standards and are research based.
- Our teachers are held accountable for aligning instruction to Common Core Standards using a Curriculum Map as a guide.
- Use of Common Monthly Assessments to ensure classroom instruction is aligned to Curriculum Maps, which provides data regarding student progress towards mastery of the Florida Standards.
- Teachers self-reflect using diary mapping. At the conclusion of each Unit Teachers must adjust or modify instruction as needed to ensure the instructional strategies and core content being presented is aligned directly to our curriculum map and identify student's individual academic needs.

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

Our school utilizes weekly and monthly assessment data for instructional planning in the following ways:

- Identify individual strengths and weaknesses of students using specific and measurable data.
- Adjust content and provide enrichment and challenging instruction for students in the top 25 percentile.
- modify instruction by chunking and differentiating activities for students whom are performing below proficient.
(specific examples include high yield teaching strategies and identifying individual student learning styles).
- for students whom are not able to master content at their current grade level, personal learning plans are used to maximize individual opportunity for academic proficiency.

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: 60

Based on data from the Common Monthly Assessments, teachers create an instructional focus plan to target specific skills that have not been mastered. Next, a pre-test is administered to determine the actual level of proficiency for each skill that has not been mastered. Over the next three school days, specific activities are used to support student mastery for the area deemed deficient. A post-test is then administered on day five. Students scoring below 75% proficient are then encouraged to attend after school tutoring for further academic remediation. An administrative approved form is sent home to parents requesting their permission to allow their child to attend academic tutoring sessions after school. Tutoring occurs for a minimum of two days, the following week. Timely assessments are administered during tutoring to identify the progress for each student, specific to the deficient skills identified. In conjunction with after school tutoring, diligent efforts to support student mastery of specific skills is supported during the class day using differentiated instruction.

Strategy Rationale

Growth for all students.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Evans, Jodi, jevans@poincianacharter.org

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

Data is collected through our Tutoring Data Tracker filing and graphing system housed in our intranet server. Teachers must assess and file results each week based on the findings of the post tutoring assessment.

Strategy: Weekend Program

Minutes added to school year: 960

Saturday Enrichment Camp November through March-Students who are above proficiency are invited to Saturday Enrichment Camp where students will be involved in project based learning and enrichment activities.

Strategy Rationale

Provide rigorous activities and enrichment opportunities for our high performing students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Evans, Jodi, jevans@poincianacharter.org

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

Rubrics will be created for each project and project completion will be analyzed by the teacher and administration.

Strategy: Weekend Program

Minutes added to school year: 120

NTI Saturdays - Students who do not turn in their work are required to come on a Saturday to do this work. Help/tutoring is provided for these students to complete their required missing work. Parents are notified by the teacher of the missing assignment.
Saturday tutoring- tutoring is available for students who are working below grade level. Parents are notified by letter for students who are invited to attend the tutoring. January through April the tutoring is opened up to all students who a deficient in skills and benchmarks.

Strategy Rationale

Assist students with more academic time to master standards and reach grade level expectations.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Evans, Jodi, jevans@poincianacharter.org

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

Data is collected using tracking sheets; students progress monitoring (CMAs/NWEA) assessments.

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

Renaissance Charter School at Poinciana invites parents and students to visit the school for a tour. We also incorporate Kindergarten Round Up events in the spring that allows our incoming students to meet with the teachers, visit the classrooms, and participate in age appropriate activities. The parents are supplied with information that students will be learning in Kindergarten and what to expect for the upcoming year. In preparing students for high school, eighth grade students are provided opportunities to explore and research scholarship programs and community involvement projects. Eighth Grade students are encouraged to expand upon individual academic strengths and extracurricular interests that foster positive social emotional growth. Consistent emphasis is placed on helping our students acquire necessary skills to enable them to become productive members of society and prepare them for future success.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will increase rigorous standards based instruction in reading and math based on the new florida standards as observed by data tracking, classroom walk-throughs, and increased school-wide proficiency on student assessments.
- G2.** Increase standards based instruction in science and provide additional hands on experiences to students to increase proficiency.
- G3.** Increase proficiency of ELL/ESOL students using a research based curriculum and targeted instruction.

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. Teachers will increase rigorous standards based instruction in reading and math based on the new florida standards as observed by data tracking, classroom walk-throughs, and increased school-wide proficiency on student assessments. **1a**

G046663

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	75.0
Math Gains	71.0
ELA/Reading Lowest 25% Gains	79.0
AMO Reading - All Students	58.0
Math Lowest 25% Gains	70.0
AMO Math - All Students	52.0

Resources Available to Support the Goal **2**

- Teacher professional development on new florida standards
- New curriculum resources for teachers related to florida standards
- Increase scheduling of model lessons by curriculum resource teachers and lead teachers
- Increase in walk through observation to provide continuous feedback of instructional delivery based on new standards and content

Targeted Barriers to Achieving the Goal **3**

- Teachers lack of understanding as it pertains to the new standards or content knowledge
- Teachers are not analyzing data effectively in order to meet individual student achievement needs.
- Instructional Resources are not being used accurately.

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

Weekly assessments and monthly unit assessments tied to the Florida State Standards are used to monitor academic progress toward our goal.

Person Responsible

Jodi Evans

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Interim reports and quarterly grade reports will be used to measure progress toward the goal and annual targets. In addition, IFP's support instructional fidelity aligned to standards on the curriculum map. Using IFP's we are able to identify achievement gaps and plan for individual student remediation.

G2. Increase standards based instruction in science and provide additional hands on experiences to students to increase proficiency. 1a

G048561

Targets Supported 1b

Indicator	Annual Target
	49.0

Resources Available to Support the Goal 2

- Gizmos Software
- Fusion Science
- I Science
- Lab Materials

Targeted Barriers to Achieving the Goal 3

- Teachers not finding time to allow students hands on experiences
- Science vocabulary not acquired by students
- Instructional time in science not being maximized

Plan to Monitor Progress Toward G2. 8

increased student proficiency in science

Person Responsible

Jodi Evans

Schedule

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

Evidence of Completion

data tracking folders; benchmark assessment data

G3. Increase proficiency of ELL/ESOL students using a research based curriculum and targeted instruction.

1a

G049168

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	36.0

Resources Available to Support the Goal 2

- ESL Reading Smart
- Voyager
- Reading Plus

Targeted Barriers to Achieving the Goal 3

- New ESOL teachers and increases in LY students
- New standards and assessment requirements with new vocabulary

Plan to Monitor Progress Toward G3. 8

Data tracking will be kept by all classroom teachers; ESOL team members and reviewed with administration on a biweekly basis to create action plans for individual students

Person Responsible

Jodi Evans

Schedule

Biweekly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Data tracking folders and meetings

Plan to Monitor Progress Toward G3. 8

ESL Reading smart program will be implemented providing data to ESOL and administrative team to track progress towards our targets and goals

Person Responsible

Jodi Evans

Schedule

Biweekly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Increase in student achievement based on individual student goals

Plan to Monitor Progress Toward G3. 8

Vocabulary acquisition of the ELL students increasing based on reading plus data, reading smart and classroom observations

Person Responsible

Jodi Evans

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Data tracking through software programs

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. Teachers will increase rigorous standards based instruction in reading and math based on the new florida standards as observed by data tracking, classroom walk-throughs, and increased school-wide proficiency on student assessments. **1**

 G046663

G1.B1 Teachers lack of understanding as it pertains to the new standards or content knowledge **2**

 B115836

G1.B1.S1 Standards have changed **4**

 S127604

Strategy Rationale

Teachers understanding new content and vocabulary and able to deliver it appropriately in the classroom

Action Step 1 **5**

Teachers understanding of new standards and vocabulary

Person Responsible

Miriam Tirado

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Rigorous lesson plans, student progress monitoring, diary mapping, standards tracking, instructional delivery as evidenced through teacher observations

Action Step 2 5

Lead teachers and CRTs providing professional development on vocabulary instruction and implementing the new terminology in daily instruction

Person Responsible

Jodi Evans

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Observation of teachers through classroom walk throughs, student data tracking folders

Action Step 3 5

Teachers will participate in professional development at the Kagan Summer Workshop

Person Responsible

Jodi Evans

Schedule

On 8/1/2014

Evidence of Completion

Attendance and implementation of instructional strategies in the classroom

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

Weekly team meetings monitored by leadership team

Person Responsible

Jodi Evans

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Team meeting minutes, student data and assessments

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

Based on classroom walk through data and student academic progress, further support will be provided to teachers as needed

Person Responsible

Jodi Evans

Schedule


Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Students progress towards mastery of standards

G1.B2 Teachers are not analyzing data effectively in order to meet individual student achievement needs.

2

 B115839

G1.B2.S1 Teachers will be required to input data on standard tracking sheets related to standards taught and student goals on a weekly basis 4

 S127606

Strategy Rationale

Teachers are not currently keeping up to date on tracking and progress monitoring

Action Step 1 5

Teachers will analyze data by identifying individual levels of academic proficiency as it relates to each standard and record this data on a tracking sheet.

Person Responsible

Lisa Cochran

Schedule

On 5/29/2015

Evidence of Completion

Standard Tracking sheets

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

Biweekly data chats with teachers to review academic progress and review student tracking data sheets

Person Responsible

Jodi Evans

Schedule

On 5/29/2015

Evidence of Completion

Each student and teacher will have a data folder and track individual progress and goals throughout the school year

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

Analyzing data and creating action plans for classes and individual students to maximize student progress

Person Responsible

Jodi Evans

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Data tracking folders

G1.B3 Instructional Resources are not being used accurately. 2

 B115840

G1.B3.S1 new resources will be given to teachers that recognize the academic content tied to each standard 4

 S127607

Strategy Rationale

not understanding new content

Action Step 1 5

Reading Plus Online Software

Person Responsible

Lisa Cochran

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Reading plus tracking and student data

Action Step 2 5

Think Through Math

Person Responsible

Heather Paden

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Data tracking through Think Through Math

Action Step 3 5

New Reading Curriculum

Person Responsible

Jodi Evans

Schedule

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

Evidence of Completion

Lesson Plan and instructional delivery monitored during classroom walk throughs

Action Step 4 5

Reflex Math Software

Person Responsible

Miriam Tirado

Schedule

On 10/8/2014

Evidence of Completion

Program implementation and data

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

Classroom walk throughs and lesson plans will be used consistently to monitor fidelity of implementation.

Person Responsible

Lisa Cochran

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Increased academic achievement of individual students as evidenced through weekly and quarterly assessments of content standards.

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

Individual learning student learning gains will be monitored to measure effectiveness of implementation.

Person Responsible

Jodi Evans


Schedule

On 5/29/2015


Evidence of Completion

Student class work, homework and quizzes

G2. Increase standards based instruction in science and provide additional hands on experiences to students to increase proficiency. 1

 G048561

G2.B1 Teachers not finding time to allow students hands on experiences 2

 B122003

G2.B1.S1 Lesson plans checked weekly for hands on experiments in all grade levels 4

 S133973

Strategy Rationale

More hands on science experiments will allow students to engage in the scientific method allowing for better understanding of standards

Action Step 1 5

Lesson plans and hands on experiments done with fidelity

Person Responsible

Lisa Cochran

Schedule

On 6/3/2015

Evidence of Completion

Lesson plans and increased science proficiency based on standard assessments

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

Monitoring of lesson plans, instructional delivery and hands on experiments

Person Responsible

Jodi Evans

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

lesson plans, classroom walk throughs; increased proficiency in science

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

Increased proficiency in science

Person Responsible

Miriam Tirado

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

standards data tracking; lesson plans; science experiments tracked and feedback given

G2.B2 Science vocabulary not acquired by students 2

 B122004

G2.B2.S1 Students will have daily science vocabulary words, words of the week, tracking and contests related to science vocabulary during lunch 4

 S133984

Strategy Rationale

Students will have more opportunities to comprehend and acquire science terminology

Action Step 1 5

Science vocabulary will be introduced to students on a weekly basis, along with review daily.

Person Responsible

Miriam Tirado

Schedule

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

Evidence of Completion

Frayer models, vocabulary posted on words walls; agendas updated weekly with science terms

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

Classroom walk throughs indicating vocabulary instruction being delivered and data tracking through NWEA

Person Responsible

Miriam Tirado

Schedule

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

Evidence of Completion

Classroom walk throughs; biweekly data chats with teachers; assessment data

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

Students will be able to articulate science terminology

Person Responsible

Miriam Tirado

Schedule

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


Evidence of Completion

Classroom walk through data, science NWEA assessments, increase proficiency on state wide exams

G2.B3 Instructional time in science not being maximized 2

 B122043

G2.B3.S1 Classroom teachers will teach science block and use cross curricular instruction to enhance content knowledge 4

 S134080

Strategy Rationale

More instructional minutes in science will increase proficiency

Action Step 1 5

Teachers will implement cross curricular science in reading and language arts, and add software programs for students to have access at school and home for more interaction with science

Person Responsible

Jodi Evans

Schedule

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

Evidence of Completion

Lesson plans; classroom walk throughs; QUEST visit data

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

Classroom walk through data and QUEST site visit data will be analyzed monthly to determine what action steps may need to be taken

Person Responsible

Jodi Evans

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Improvements in cross curricular instruction evidenced through classroom observations and QUEST visit data.

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

During classroom observations cross curricular instructional time and science blocks will be tracked and monitored

Person Responsible

Miriam Tirado

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Walk through data and site visit data

G3. Increase proficiency of ELL/ESOL students using a research based curriculum and targeted instruction. 1

G049168

G3.B1 New ESOL teachers and increases in LY students 2

B122874

G3.B1.S1 Professional development on new programs and ESOL requirements. 4

S134789

Strategy Rationale

New team members will learn new standards and curriculum and assist students in comprehension of content

Action Step 1 5

New team members participate in professional development in relation to new standards, ESOL requirements and small group instruction.

Person Responsible

Miriam Tirado

Schedule

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

Evidence of Completion

Implementation of programs, increase in proficiency in reading

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

Monthly ELI/ESOL meetings will be held to review data and tracking of students identified

Person Responsible

Miriam Tirado

Schedule

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

Evidence of Completion

Data tracking sheets; ESL software tracking

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

Scheduled walk throughs during ESOL instruction and small group pull out will assist in monitoring effectiveness of instruction by the team

Person Responsible

Jodi Evans

Schedule

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

Evidence of Completion

Observations and classroom walk through data, increase in proficiency

G3.B2 New standards and assessment requirements with new vocabulary 2

 B122876

G3.B2.S1 vocabulary being used in classrooms; 4

 S134844

Strategy Rationale

Students acquiring new vocabulary will assist in comprehension of standards

Action Step 1 5

Increase instructional time spent with vocabulary

Person Responsible

Miriam Tirado

Schedule

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

Evidence of Completion

Lesson plans; Frayer models;

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

The ESOL coordinator will review lesson plans and data in reference to standards and vocabulary to ensure implementation of Frayer models and vocabulary instruction with pull out groups.

Person Responsible

Schedule

Evidence of Completion

Lesson plans, classroom observation forms

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Classroom observations and walk throughs will be completed for each ELL group

Person Responsible

Miriam Tirado

Schedule

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

Evidence of Completion

Classroom walk through forms and observations

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 understanding of new standards and vocabulary	Tirado, Miriam	8/11/2014	Rigorous lesson plans, student progress monitoring, diary mapping, standards tracking, instructional delivery as evidenced through teacher observations	5/29/2015 weekly
G1.B3.S1.A1	Reading Plus Online Software	Cochran, Lisa	9/1/2014	Reading plus tracking and student data	5/29/2015 weekly
G1.B2.S1.A1	Teachers will analyze data by identifying individual levels of academic proficiency as it relates to each standard and record this data on a tracking sheet.	Cochran, Lisa	8/18/2014	Standard Tracking sheets	5/29/2015 one-time
G2.B1.S1.A1	Lesson plans and hands on experiments done with fidelity	Cochran, Lisa	9/1/2014	Lesson plans and increased science proficiency based on standard assessments	6/3/2015 one-time
G2.B2.S1.A1	Science vocabulary will be introduced to students on a weekly basis, along with review daily.	Tirado, Miriam	8/18/2014	Frayer models, vocabulary posted on words walls; agendas updated weekly with science terms	6/3/2015 daily

Osceola - 0149 - Renaissance Charter School At Poinciana - 2014-15 SIP
Renaissance Charter School At Poinciana

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A1	Teachers will implement cross curricular science in reading and language arts, and add software programs for students to have access at school and home for more interaction with science	Evans, Jodi	8/18/2014	Lesson plans; classroom walk throughs; QUEST visit data	6/3/2015 weekly
G3.B1.S1.A1	New team members participate in professional development in relation to new standards, ESOL requirements and small group instruction.	Tirado, Miriam	9/1/2014	Implementation of programs, increase in proficiency in reading	6/3/2015 weekly
G3.B2.S1.A1	Increase instructional time spent with vocabulary	Tirado, Miriam	9/1/2014	Lesson plans; Frayer models;	6/3/2015 daily
G1.B1.S1.A2	Lead teachers and CRTs providing professional development on vocabulary instruction and implementing the new terminology in daily instruction	Evans, Jodi	8/11/2014	Observation of teachers through classroom walk throughs, student data tracking folders	5/29/2015 monthly
G1.B3.S1.A2	Think Through Math	Paden, Heather	9/1/2014	Data tracking through Think Through Math	5/29/2015 weekly
G1.B3.S1.A3	New Reading Curriculum	Evans, Jodi	8/18/2014	Lesson Plan and instructional delivery monitored during classroom walk throughs	6/3/2015 daily
G1.B1.S1.A3	Teachers will participate in professional development at the Kagan Summer Workshop	Evans, Jodi	7/21/2014	Attendance and implementation of instructional strategies in the classroom	8/1/2014 one-time
G1.B3.S1.A4	Reflex Math Software	Tirado, Miriam	10/8/2014	Program implementation and data	10/8/2014 one-time
G1.MA1	Weekly assessments and monthly unit assessments tied to the Florida State Standards are used to monitor academic progress toward our goal.	Evans, Jodi	8/18/2014	Interim reports and quarterly grade reports will be used to measure progress toward the goal and annual targets. In addition, IFP's support instructional fidelity aligned to standards on the curriculum map. Using IFP's we are able to identify achievement gaps and plan for individual student remediation.	5/29/2015 monthly
G1.B1.S1.MA1	Based on classroom walk through data and student academic progress, further support will be provided to teachers as needed	Evans, Jodi	8/18/2014	Students progress towards mastery of standards	5/29/2015 monthly
G1.B1.S1.MA1	Weekly team meetings monitored by leadership team	Evans, Jodi	8/18/2014	Team meeting minutes, student data and assessments	5/29/2015 weekly
G1.B2.S1.MA1	Analyzing data and creating action plans for classes and individual students to maximize student progress	Evans, Jodi	9/1/2014	Data tracking folders	5/29/2015 biweekly
G1.B2.S1.MA1	Biweekly data chats with teachers to review academic progress and review student tracking data sheets	Evans, Jodi	9/1/2014	Each student and teacher will have a data folder and track individual progress and goals throughout the school year	5/29/2015 one-time
G1.B3.S1.MA1	Individual learning student learning gains will be monitored to measure effectiveness of implementation.	Evans, Jodi	8/18/2014	Student class work, homework and quizzes	5/29/2015 one-time
G1.B3.S1.MA1	Classroom walk throughs and lesson plans will be used consistently to monitor fidelity of implementation.	Cochran, Lisa	8/18/2014	Increased academic achievement of individual students as evidenced through weekly and quarterly assessments of content standards.	5/29/2015 monthly
G2.MA1	increased student proficiency in science	Evans, Jodi	8/18/2014	data tracking folders; benchmark assessment data	6/3/2015 biweekly
G2.B1.S1.MA1	Increased proficiency in science	Tirado, Miriam	9/1/2014	standards data tracking; lesson plans; science experiments tracked and feedback given	5/29/2015 weekly
G2.B1.S1.MA1	Monitoring of lesson plans, instructional delivery and hands on experiments	Evans, Jodi	9/1/2014	lesson plans, classroom walk throughs; increased proficiency in science	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1	Students will be able to articulate science terminology	Tirado, Miriam	9/1/2014	Classroom walk through data, science NWEA assessments, increase proficiency on state wide exams	6/3/2015 daily
G2.B2.S1.MA1	Classroom walk throughs indicating vocabulary instruction being delivered and data tracking through NWEA	Tirado, Miriam	8/18/2014	Classroom walk throughs; biweekly data chats with teachers; assessment data	6/3/2015 weekly
G2.B3.S1.MA1	During classroom observations cross curricular instructional time and science blocks will be tracked and monitored	Tirado, Miriam	9/1/2014	Walk through data and site visit data	5/29/2015 monthly
G2.B3.S1.MA1	Classroom walk through data and QUEST site visit data will be analyzed monthly to determine what action steps may need to be taken	Evans, Jodi	9/1/2014	Improvements in cross curricular instruction evidenced through classroom observations and QUEST visit data.	5/29/2015 monthly
G3.MA1	Data tracking will be kept by all classroom teachers; ESOL team members and reviewed with administration on a biweekly basis to create action plans for individual students	Evans, Jodi	10/1/2014	Data tracking folders and meetings	5/29/2015 biweekly
G3.MA2	ESL Reading smart program will be implemented providing data to ESOL and administrative team to track progress towards our targets and goals	Evans, Jodi	10/1/2014	Increase in student achievement based on individual student goals	5/29/2015 biweekly
G3.MA3	Vocabulary acquisition of the ELL students increasing based on reading plus data, reading smart and classroom observations	Evans, Jodi	10/1/2014	Data tracking through software programs	5/29/2015 monthly
G3.B1.S1.MA1	Scheduled walk throughs during ESOL instruction and small group pull out will assist in monitoring effectiveness of instruction by the team	Evans, Jodi	9/1/2014	Observations and classroom walk through data, increase in proficiency	6/3/2015 weekly
G3.B1.S1.MA1	Monthly ELI/ESOL meetings will be held to review data and tracking of students identified	Tirado, Miriam	9/1/2014	Data tracking sheets; ESL software tracking	6/3/2015 biweekly
G3.B2.S1.MA1	Classroom observations and walk throughs will be completed for each ELL group	Tirado, Miriam	9/1/2014	Classroom walk through forms and observations	6/3/2015 biweekly
G3.B2.S1.MA1	The ESOL coordinator will review lesson plans and data in reference to standards and vocabulary to ensure implementation of Frayer models and vocabulary instruction with pull out groups.		Lesson plans, classroom observation forms	one-time	

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. Teachers will increase rigorous standards based instruction in reading and math based on the new florida standards as observed by data tracking, classroom walk-throughs, and increased school-wide proficiency on student assessments.

G1.B1 Teachers lack of understanding as it pertains to the new standards or content knowledge

G1.B1.S1 Standards have changed

PD Opportunity 1

Teachers understanding of new standards and vocabulary

Facilitator

Osceola County (Go Vertical) and RCSP (returning teacher orientation/new teacher induction)

Participants

Teachers

Schedule

Weekly, from 8/11/2014 to 5/29/2015

PD Opportunity 2

Lead teachers and CRTs providing professional development on vocabulary instruction and implementing the new terminology in daily instruction

Facilitator

Administration and Leadership Team

Participants

Teachers

Schedule

Monthly, from 8/11/2014 to 5/29/2015

PD Opportunity 3

Teachers will participate in professional development at the Kagan Summer Workshop

Facilitator

Kagan Trainers

Participants

Teachers

Schedule

On 8/1/2014

G1.B2 Teachers are not analyzing data effectively in order to meet individual student achievement needs.

G1.B2.S1 Teachers will be required to input data on standard tracking sheets related to standards taught and student goals on a weekly basis

PD Opportunity 1

Teachers will analyze data by identifying individual levels of academic proficiency as it relates to each standard and record this data on a tracking sheet.

Facilitator

Lisa Cochran and Yadira Hernandez

Participants

Teachers and Students

Schedule

On 5/29/2015

G1.B3 Instructional Resources are not being used accurately.

G1.B3.S1 new resources will be given to teachers that recognize the academic content tied to each standard

PD Opportunity 1

Reading Plus Online Software

Facilitator

Reading Plus Representatives

Participants

Teachers and Administration

Schedule

Weekly, from 9/1/2014 to 5/29/2015

PD Opportunity 2

Think Through Math

Facilitator

Think Through Math

Participants

Teachers and Administration

Schedule

Weekly, from 9/1/2014 to 5/29/2015

PD Opportunity 3

New Reading Curriculum

Facilitator

Heather Paden

Participants

Teachers

Schedule

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

PD Opportunity 4

Reflux Math Software

Facilitator

Reflux math training

Participants

teachers and administration

Schedule

On 10/8/2014

G2. Increase standards based instruction in science and provide additional hands on experiences to students to increase proficiency.

G2.B3 Instructional time in science not being maximized

G2.B3.S1 Classroom teachers will teach science block and use cross curricular instruction to enhance content knowledge

PD Opportunity 1

Teachers will implement cross curricular science in reading and language arts, and add software programs for students to have access at school and home for more interaction with science

Facilitator

Gizmos representative

Participants

Teachers and administrators

Schedule

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

G3. Increase proficiency of ELL/ESOL students using a research based curriculum and targeted instruction.

G3.B1 New ESOL teachers and increases in LY students

G3.B1.S1 Professional development on new programs and ESOL requirements.

PD Opportunity 1

New team members participate in professional development in relation to new standards, ESOL requirements and small group instruction.

Facilitator

Osceola County ESOL classes and training for ESOL teams

Participants

ESOL team and coordinator

Schedule

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

G3.B2 New standards and assessment requirements with new vocabulary

G3.B2.S1 vocabulary being used in classrooms;

PD Opportunity 1

Increase instructional time spent with vocabulary

Facilitator

Yadira Hernandez

Participants

ELL/ESOL teachers

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Teachers will increase rigorous standards based instruction in reading and math based on the new florida standards as observed by data tracking, classroom walk-throughs, and increased school-wide proficiency on student assessments.	25,068
Goal 2: Increase standards based instruction in science and provide additional hands on experiences to students to increase proficiency.	1,800
Grand Total	26,868

Goal 1: Teachers will increase rigorous standards based instruction in reading and math based on the new florida standards as observed by data tracking, classroom walk-throughs, and increased school-wide proficiency on student assessments.

Description	Source	Total
B1.S1.A1 - Kagan Summer Workshop	Title I Part A	10,000
B1.S1.A3 - Kagan Summer Workshop	Title I Part A	10,468
B3.S1.A1 - Reading Plus Software	Title I Part A	3,800
B3.S1.A4 - Reflex math training for teachers		800
Total Goal 1		25,068

Goal 2: Increase standards based instruction in science and provide additional hands on experiences to students to increase proficiency.

Description	Source	Total
B3.S1.A1 - Gizmos Science Software Training	General Fund	1,800
Total Goal 2		1,800