



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Renaissance Charter School At West Palm Beach

1889 PALM BEACH LAKES BLVD

West Palm Beach, FL 33409

561-839-1994

westpalmcharter.org

School Demographics

School Type
Combination School

Title I
Yes

Free and Reduced Lunch Rate
69%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
93%

School Grades History

2013-14
C

2012-13
D

2011-12

2010-11

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	13
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	22
Part III: Coordination and Integration	26
Appendix 1: Professional Development Plan to Support Goals	27
Appendix 2: Budget to Support Goals	29

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Renaissance Charter School At West Palm Beach

Principal

Donna Paolini

School Advisory Council chair

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Donna Paolini	Principal
Sherly Laguerre	Guidance
Katrina Samuels	Assistant Principal

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

- D Paolini, principal
- C Edgar, teacher rep
- R. Davis
- D. Toro Thomas, parent (chair)
- C. Austin, parent

Involvement of the SAC in the development of the SIP

Input was rec'd from all parties regarding what the academic goals and vision of the school should be. Once that was determined the plan was developed.

Activities of the SAC for the upcoming school year

Parent involvement activities including grade level nights for parents specifically targetting on how they may help their children. We will be meeting on a monthly basis to update what is needed and requested

Projected use of school improvement funds, including the amount allocated to each project

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Donna Paolini

Principal

Years as Administrator: 20

Years at Current School: 0

Credentials

B.S., M.Ed., CAGS in Educational Administration

Performance Record

Massachusetts Central Office Administrator in prior years

Katrina Samuels

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

B.S., M.S. in Elem.Education, Certificate in Organizational Leadership

Performance Record

Benoist Farms 2011 School Grade A
Math proficient for all groups
Reading proficient for Hispanic and Economically Disadvantaged subgroups

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Dr Jacqueline Sanders

Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy, Mathematics, Science, Data	
Credentials		
Performance Record	Imagine Charter School 2011 School Grade A Made AYP for all subgroups in Reading except students with disabilities	

Classroom Teachers

of classroom teachers

48

receiving effective rating or higher

48, 100%

Highly Qualified Teachers

94%

certified in-field

45, 94%

ESOL endorsed

25, 52%

reading endorsed

2, 4%

with advanced degrees

, 0%

National Board Certified

, 0%

first-year teachers

10, 21%

with 1-5 years of experience

36, 75%

with 6-14 years of experience

2, 4%

with 15 or more years of experience

0, 0%

Education Paraprofessionals

of paraprofessionals

Highly Qualified

Other Instructional Personnel

of instructional personnel not captured in the sections above

receiving effective rating or higher

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Vacancies are posted in the company's website along with sources web sources, college career portals, the state's job boards etc. There is an annual career fair for principals to screen potential candidates. We have a mentor teacher coordinator who is responsible for working with our new teachers and that is our Assistant Principal. Our reading/math coach is responsible for providing support to teachers on a daily basis. Additionally we have a curriculum resource teacher who is from the corporate office and meets with all grade level teams once per week. This curriculum resource teacher is also responsible for conducting professional development to support high quality instructional practices.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Our Assistant Principal's primary responsibility is to support the teachers through classroom visits and conferencing. She will make weekly visits to the classrooms and follow up by meeting with the mentees on an individual basis. We will pair up our brand new teachers with veteran teachers and teachers who have been extremely successful over the past year

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school based team will analyze the previous year's state test and assess each student's reading level through assessments such as DIBELS, Benchmark tests and develop a list of students who need interventions.

Once the list of students has been determined, the team will determine the time and frequency of the intervention, curriculum that will be used, the teacher who will teach the intervention and a progress monitoring plan for the intervention..

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal: ensure the use of data when making decisions, ensure the Leadership Team attends professional development, communicates with parents regarding RTI plans and strategies as needed, communicates with team expectations

Teachers: serve on the team as appropriate; come to meetings with data prepared to discuss student

needs, participate in development of plans for interventions, assist with data collection and monitors progress of students

Intervention teachers(co-teachers): assist with data collection support the implementation of the Tier 1,2,3 interventions

RTI facilitator/ESE teacher: facilitates RTI meetings, develops plans for interventions, assists with data collections, supports the implementation of Tier 1,2,3 interventions

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Progress monitoring plans will be reviewed periodically

Data conferences with stakeholders to review intervention data

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Discovery Benchmark assessments, DIBELS, running records, discipline referrals

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Support for the MTSS will be established through learning team meetings, data chats and faculty and parent meetings

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 6,480

Create a strategic differentiated plan per grade level utilizing all instructional staff utilizing small group instruction with a specific focus for select students for 60 additional minutes twice a week after school in reading and math

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected from each student on a daily basis and a reviewed by staff after each session to determine the students progress.

Who is responsible for monitoring implementation of this strategy?

Principal/Assistant Principal

Strategy: Weekend Program

Minutes added to school year:

Create a strategic differentiated plan per grade level utilizing all instructional staff utilizing small group instruction with a specific focus for select students for 180 minutes on Saturday mornings in reading and math

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected from each student after each session and reviewed by staff after each session to determine the students progress.

Who is responsible for monitoring implementation of this strategy?

Principal/Assistant Principal

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Athena Matherly	Curriculum Specialist/corporate office
Nadia King	ESE Coordinator
Katrina Samuels	Assistant Principal
Donna Paolini	Principal
Rogerdean Davis	Team Lead
Victoria Condenzio	Team Lead
Christina Edgar	Team Lead
Carrie Newman	Reading Teacher
Christine Schettini	ESOL Teacher

How the school-based LLT functions

The LLT will meet at least one time monthly to focus on building a culture of literacy throughout the school and support the learning needs of students, teachers, and the community. the team meetings are open to all instructional staff and are led by the Principal/Asst. Principal. The agenda is driven by the needs of the school. The team identifies areas of weakness and works collaboratively to develop plans of student achievement.

Major initiatives of the LLT

The major initiative for the FY 2013-14 school year will be to provide ongoing professional development in small group instruction(guided reading, differentiated instruction, creating and developing challenging centers)

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The school utilizes Reading Across the Curriculum, which ensures that all content area teachers are teaching reading skills and strategies. The school also employs a Reading teacher at grades 6 and 7 who teaches a reading strategies class for all levels.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The school will inform parents of readiness skills during Kindergarten RoundUp.
The school will encourage classroom visitations for transitioning students and their parents.
The school will do outreach to local preschool programs to discuss readiness for transitioning students.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	26%	36%
Students scoring at or above Achievement Level 4	45	17%	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	65	54%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	18	61%	65%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	22	44%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	10	20%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	10	20%	25%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	46	69%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	29	43%	51%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	49	19%	30%
Students scoring at or above Achievement Level 4	48	19%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains			
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	25%	36%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	23%	30%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		6
Participation in STEM-related experiences provided for students	3	100%	100%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses			
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	6	1%	0%
Students retained, pursuant to s. 1008.25, F.S.	11	2%	0%
Students who are not proficient in reading by third grade	54	65%	0%
Students who receive two or more behavior referrals	6	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	15	2%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	25	17%	10%
Students who fail a mathematics course	5	3%	0%
Students who fail an English Language Arts course	19	13%	0%
Students who fail two or more courses in any subject	10	7%	0%
Students who receive two or more behavior referrals	15	1%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	12	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

The following are targets for the FY13-14 school year: Involve families and the community in decision making policies and planning thru the PTO, strategic planning committee and provide increased parent professional development

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
FCAT parent nights	2	100%	2%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
--------	---------------	---------------	---------------

Goals Summary

- G1.** Increase math proficiency for students in all grades by a minimum of 10% as measured by FCAT and Benchmark Assessments
- G2.** Increase reading proficiency for students in all grades by a minimum of 10% as measured by FCAT and Benchmark Assessments

Goals Detail

G1. Increase math proficiency for students in all grades by a minimum of 10% as measured by FCAT and Benchmark Assessments

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Classroom libraries that utilize math in the reading Supplemental materials aligned with the math program Teachers for math pull outs during the day, after school and Saturdays ESOL teacher Math coach RTI coaches

Targeted Barriers to Achieving the Goal

- Ensuring time to conference with teachers and analyze data in order to develop the Instructional focus program and Instructional calendars. A large number of new teachers to the profession Ability to differentiate instruction based on individual student needs Consistently incorporating higher order questions in lesson plans and lesson plan implementation with fidelity Need to provide additional, focused instructional time for targeted students

Plan to Monitor Progress Toward the Goal

Learning team meetings Grade level meetings Instructional focus calendars Informal/formal observations Data chats

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule:

Weekly Team Meetings

Evidence of Completion:

Formative assessment results Learning team meeting data results

G2. Increase reading proficiency for students in all grades by a minimum of 10% as measured by FCAT and Benchmark Assessments

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

Resources Available to Support the Goal

- Classroom libraries Supplemental materials aligned with balanced literacy program Teachers for reading tutoring pullouts after school and on Saturdays DIBELS RTI coaches ESOL teacher

Targeted Barriers to Achieving the Goal

- Ensuring time to conference with teachers and analyze data in order to develop the Instructional Focus Program and instructional focus calendars A large number of new teachers to the teaching profession Ability to differentiate instruction based on individual student needs Consistently incorporating higher order questions in lesson plans and lesson plan implementation with fidelity Need to provide additional, focused instructional time for targeted students

Plan to Monitor Progress Toward the Goal

Learning Team Meetings Grade Level Planning Instructional Focus calendars Informal and Formal Observations Data Chats

Person or Persons Responsible

Principal Assistant Principal Lead Teachers

Target Dates or Schedule:

Weekly Learning Team Meetings

Evidence of Completion:

Monthly formative assessment results Learning team meeting data results

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase math proficiency for students in all grades by a minimum of 10% as measured by FCAT and Benchmark Assessments

G1.B1 Ensuring time to conference with teachers and analyze data in order to develop the Instructional focus program and Instructional calendars. A large number of new teachers to the profession Ability to differentiate instruction based on individual student needs Consistently incorporating higher order questions in lesson plans and lesson plan implementation with fidelity Need to provide additional, focused instructional time for targeted students

G1.B1.S1 Teachers will meet during common planning with the curriculum resource teacher to effectively use data to plan and drive math instruction weekly resulting in a Instructional Focus program which is updated after each Benchmark Assessment. Teachers will receive support through the coaching cycle on how to effectively use data to drive instruction. Teachers will identify current and potential Level I and II students and provide small group instruction that focuses in greater depth on student weaknesses. Teachers will incorporate research based questioning strategies into all content areas. High order questioning will be included in every lesson plan. Teachers will develop personalized learning plans for each student. Small group instruction with specific focus for select student 30 minutes during the school day as well as 60 minutes twice a week after school and 180 minutes on Saturdays.

Action Step 1

Review grade level team meeting data Collect results of common formative assessments that assess math skills and disseminate this to grade level teams Data chats with all teachers at grade level meetings

Person or Persons Responsible

Principal Assistant Principal Curriculum Resource Teacher Lead Teachers Teachers

Target Dates or Schedule

Weekly Monthly

Evidence of Completion

Data binders Grade Level planning Classroom walk throughs Informal/formal observations Lesson plans Student personal learning plans

Facilitator:

Curriculum resource teacher

Participants:

Principal Assistant Principal Curriculum Resource Teacher Lead Teachers Teachers

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

Review grade level team meeting data Data chats with all teachers at grade level meetings

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

Weekly Monthly

Evidence of Completion

Notes from grade level meetings Data binders Walk through in classrooms

Plan to Monitor Effectiveness of G1.B1.S1

Benchmark Assessment results Monthly/weekly meetings Data chats with teachers

Person or Persons Responsible

Lead Teachers Teachers Curriculum Resource Teacher

Target Dates or Schedule

Weekly Quarterly Benchmark Assessments

Evidence of Completion

Benchmark results Lesson plans Data binders

G2. Increase reading proficiency for students in all grades by a minimum of 10% as measured by FCAT and Benchmark Assessments

G2.B1 Ensuring time to conference with teachers and analyze data in order to develop the Instructional Focus Program and instructional focus calendars A large number of new teachers to the teaching profession Ability to differentiate instruction based on individual student needs Consistently incorporating higher order questions in lesson plans and lesson plan implementation with fidelity Need to provide additional, focused instructional time for targeted students

G2.B1.S1 Teachers will meet during common planning with the curriculum resource teacher to effectively use data to plan and drive reading instruction weekly, resulting in an Instructional Focus Program which is updated after each Benchmark Assessment. Teacher will receive support through the coaching cycle on to effectively use data to drive instruction. Teachers will identify current and potential Level I and II students and provide small group instruction that focuses in greater depth on student weaknesses. Teachers will incorporate research based questioning strategies into all content areas. High order questioning will be included in every lesson plan. Teachers will develop personalized learning plans for each student. Small group instruction with specific focus for select students 30 minutes during the school day as well as 60 minutes twice a week after school and 180 minutes on Saturdays

Action Step 1

Review grade level team meeting data Collect results monthly of common formative assessments that assess reading skills and disseminate this to grade level teams Data chats with all teachers at grade level meetings

Person or Persons Responsible

Principal Assistant Principal Curriculum Resource Teacher Teacher

Target Dates or Schedule

Weekly and monthly

Evidence of Completion

Data Binders Grade Level Planning Classroom Walk-Throughs Informal and Formal Observations Lesson Plans Personal Learning Plans

Facilitator:

curriculum resource teacher

Participants:

Principal Assistant Principal Curriculum Resource Teacher Teacher

Action Step 2

Review grade level team meeting data Collect results monthly of common formative assessments that assess reading skills and disseminate this to grade level teams Data chats with all teachers at grade level meetings

Person or Persons Responsible

Principal Assistant Principal Curriculum Resource Teacher Teacher

Target Dates or Schedule

Weekly and monthly

Evidence of Completion

Data Binders Grade Level Planning Classroom Walk-Throughs Informal and Formal Observations Lesson Plans Personal Learning Plans

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

Review grade level team meeting data Data chats with all teachers at grade level meetings

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

Weekly and monthly

Evidence of Completion

Notes from grade level meetings Data binders Classroom walk throughs

Plan to Monitor Effectiveness of G2.B1.S1

Reading Challenge results Benchmark Assessment results Monthly and weekly formative assessment results Data chats

Person or Persons Responsible

Teachers Curriculum Resource Teachers

Target Dates or Schedule

Weekly Quarterly Benchmark Assessments

Evidence of Completion

Benchmark assessments Lesson plan analysis Data binders

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase math proficiency for students in all grades by a minimum of 10% as measured by FCAT and Benchmark Assessments

G1.B1 Ensuring time to conference with teachers and analyze data in order to develop the Instructional focus program and Instructional calendars. A large number of new teachers to the profession Ability to differentiate instruction based on individual student needs Consistently incorporating higher order questions in lesson plans and lesson plan implementation with fidelity Need to provide additional, focused instructional time for targeted students

G1.B1.S1 Teachers will meet during common planning with the curriculum resource teacher to effectively use data to plan and drive math instruction weekly resulting in a Instructional Focus program which is updated after each Benchmark Assessment. Teachers will receive support through the coaching cycle on how to effectively use data to drive instruction. Teachers will identify current and potential Level I and II students and provide small group instruction that focuses in greater depth on student weaknesses. Teachers will incorporate research based questioning strategies into all content areas. High order questioning will be included in every lesson plan. Teachers will develop personalized learning plans for each student. Small group instruction with specific focus for select student 30 minutes during the school day as well as 60 minutes twice a week after school and 180 minutes on Saturdays.

PD Opportunity 1

Review grade level team meeting data Collect results of common formative assessments that assess math skills and disseminate this to grade level teams Data chats with all teachers at grade level meetings

Facilitator

Curriculum resource teacher

Participants

Principal Assistant Principal Curriculum Resource Teacher Lead Teachers Teachers

Target Dates or Schedule

Weekly Monthly

Evidence of Completion

Data binders Grade Level planning Classroom walk throughs Informal/formal observations Lesson plans Student personal learning plans

G2. Increase reading proficiency for students in all grades by a minimum of 10% as measured by FCAT and Benchmark Assessments

G2.B1 Ensuring time to conference with teachers and analyze data in order to develop the Instructional Focus Program and instructional focus calendars A large number of new teachers to the teaching profession Ability to differentiate instruction based on individual student needs Consistently incorporating higher order questions in lesson plans and lesson plan implementation with fidelity Need to provide additional, focused instructional time for targeted students

G2.B1.S1 Teachers will meet during common planning with the curriculum resource teacher to effectively use data to plan and drive reading instruction weekly, resulting in an Instructional Focus Program which is updated after each Benchmark Assessment. Teacher will receive support through the coaching cycle on to effectively use data to drive instruction. Teachers will identify current and potential Level I and II students and provide small group instruction that focuses in greater depth on student weaknesses. Teachers will incorporate research based questioning strategies into all content areas. High order questioning will be included in every lesson plan. Teachers will develop personalized learning plans for each student. Small group instruction with specific focus for select students 30 minutes during the school day as well as 60 minutes twice a week after school and 180 minutes on Saturdays

PD Opportunity 1

Review grade level team meeting data Collect results monthly of common formative assessments that assess reading skills and disseminate this to grade level teams Data chats with all teachers at grade level meetings

Facilitator

curriculum resource teacher

Participants

Principal Assistant Principal Curriculum Resource Teacher Teacher

Target Dates or Schedule

Weekly and monthly

Evidence of Completion

Data Binders Grade Level Planning Classroom Walk-Throughs Informal and Formal Observations Lesson Plans Personal Learning Plans

Appendix 2: Budget to Support School Improvement Goals