



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Renaissance Charter School At Poinciana

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Kissimmee, FL 34758

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www.osceola.k12.fl.us

School Demographics

School Type
Combination School

Title I
Yes

Free and Reduced Lunch Rate
82%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
83%

School Grades History

2013-14
A

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.

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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 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 Poinciana

Principal

Jodi Evans

School Advisory Council chair

Randi Davidson

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

Name	Title
Jodi Evans	Principal

District-Level Information

District

Osceola

Superintendent

Mrs. Melba Luciano

Date of school board approval of SIP

Pending

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

The membership of the SAC committee is set up using an election and appointment procedure that is discussed at the first meeting of each school year. The members are nominated and ballots and voting are prepared and voted on at the following meeting. Any open position is discussed at the first meeting and members are nominated for election to the open position. Each respective position is nominated by that party, for example, teachers nominate teachers and parents nominate parents. The majority of the SAC membership are comprised of non-school employees. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (middle school), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. The positions include the Principal, Chair, Co-Chair, Secretary and voting members.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The SAC will monitor and evaluate the schools achievement of the goals and targets made on the School Improvement Plan. The principal attends these meetings monthly and provides the council with a monthly update on all school-related objectives and targets. The governing board of the school has final approval on all financial and operational concerns.

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

N/A

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:

Jodi Evans

Principal

Years as Administrator: 4

Years at Current School: 1

Credentials

Master's in Educational Leadership
Certified in: Educational Leadership (All Levels), Elementary Education (K-6)

Performance Record

Renaissance Charter School at Poinciana: School Grade 2012-2013 D
% Meeting High Standards: Reading 49%; Math 42%; Writing 40% Science 46%. % of Students making Learning Gains: Reading 51%, Math 58%; % of Students Lowest 25%: Reading 66%, Math 58%
North Broward Academy of Excellence AP: School Grade 2011-2012 A; 2010-2011 A

Jason Gines		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
Credentials	Master's in Educational Leadership Certified in: Educational Leadership (All Levels), ESOL (K-12) and Social Science (6-12)	
Performance Record	First Year Administrator	

Asst Principal	Years as Administrator:	Years at Current School:
Credentials		
Performance Record		

Instructional Coaches

of instructional coaches
2
receiving effective rating or higher
(not entered because basis is < 10)
Instructional Coach Information:

Yadira Hernandez		
Full-time / School-based	Years as Coach: 5	Years at Current School: 1
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	Master's in ESOL Certified in: English	
Performance Record	Renaissance Charter School at Poinciana: School Grade 2012-2013 D	

Lisa Cochran		
Full-time / School-based	Years as Coach: 0	Years at Current School: 1
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	Bachelor's in Elementary Education Certified in: Elementary Education K-6, ESOL K-12	
Performance Record	First year Instructional Coach	

Classroom Teachers

of classroom teachers
44

receiving effective rating or higher

36, 82%

Highly Qualified Teachers

80%

certified in-field

44, 100%

ESOL endorsed

17, 39%

reading endorsed

5, 11%

with advanced degrees

7, 16%

National Board Certified

0, 0%

first-year teachers

3, 7%

with 1-5 years of experience

29, 66%

with 6-14 years of experience

12, 27%

with 15 or more years of experience

0, 0%

Education Paraprofessionals**# of paraprofessionals**

0

Highly Qualified

0

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

3

receiving effective rating or higher

(not entered because basis is < 10)

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

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, S.T.R.I.V.E. 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.

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

Teachers are a part of the Teacher Learning Community (TLC) and placed in a tier system based on their level of needs. Teachers are paired with experienced teachers based on their levels and what they need the most focus on with their skills. Teachers are grouped in 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, training based on school specific technology, professional development in areas of weakness based on benchmark data scores and observations, 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.

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

Student FCAT/Discovery Benchmark scores are analyzed by the MTSS/RtI Team using MTSS/RtI 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, Imagine It, Envision (Tier 2) / Plato, Study Island & Discovery Education (Tier 3)

MS - Plato, Study Island, Discovery Education, SRA (Tiers 2 & 3)

K-2, 5, 6, & 7 students receive Tier 2 small group targeted interventions within the classroom, and are "pulled out" for individualized Tier 3 interventions. 3rd and 4th grade students are "pulled out" for both tier 2 and Tier 3 targeted 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/RtI team holds monthly meetings to analyze and disaggregate student data, to determine program implementation fidelity, effectiveness, student progress, and intervention adjustments and modifications.

Core instruction (Tier 1/Core) is monitored and assessed for effectiveness using 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 visited at least once per week through scheduled observations/walkthroughs.

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

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

Jodi Evans, Principal - Strategic Planning, Supervision, Monitoring

Jason Gines, AP - Strategic Planning, Supervision, Monitoring, MTSS/RtI Data Management System

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

Jimmie Farren, ESE - Data Analysis, Professional Development, Monitoring, Title I

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

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

Observations & Walkthroughs - The MTSS/RtI Team monitors and assesses for intervention program implementation fidelity through scheduled systematic walkthroughs, observations, evaluations, and data analysis techniques. Encountered issues are corrected through training, mentoring, and coaching.

Data Analysis - Through the analysis of walkthrough, observation, and evaluation data, the MTSS/RtI Team determines the effectiveness and fidelity of implementation of its intervention system. Student progress/monitoring/tracking data is also analyzed for evidence of intervention program implementation fidelity.

MTSS Data Management System - The MTSS/RtI Team also monitors the documentation and tracking process through our server based filing and data management system.

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

CSUSA Student Information System includes:

Behavior input, disaggregation, and analysis

Walkthrough, observation, and evaluation input, disaggregation, and analysis

Enrolment management/support

Powerschool/Powerteacher school management system includes input, disaggregation, and analysis systems for the following:

Grades

Attendance

Demographics

Lunch management

Discovery Education:

Benchmark Assessment creation, scoring, analysis, graphing and support

MTSS/RtI analysis, reports, graphing and support

Curriculum, support content, and probe creation and support

MTSS/RtI Data Tracking System:

Internal server based data monitoring tracking filing and graphing system.

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

The MTSS/RtI Team has already conducted a staff MTSS/RtI training, and will offer several professional development pieces in October, consisting of the overall process and protocol, and the specific documentation required by the district.

RCSP has also conducted specific training on all of the above mentioned intervention programs used for our intervention system.

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: 60

After school tutoring for all low achieving students. Tutoring focuses on specific sub-skill benchmark areas and student specific deficiency standards. Tutoring consists of 60 minute periods. Students are given a pretest in their content area classes as a warm-up activity on a specific skill. For the next five days they are taught this skill as a warm-up activity if they did not score the recommended percentage. A post-test is then administered. Students scoring below 75% are then invited to tutoring that is based on that skill. Letters and phone messages go home to the parents. Tutoring occurs on two days for the skill deficit the following week. A post-test is then given to the student after tutoring, if the student is still not at an acceptable proficiency percentage, the teacher will differentiate in the classroom to give the student more focus on that specific skill.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Who is responsible for monitoring implementation of this strategy?

Lisa Cochran, CRT

Strategy: Before or After School Program**Minutes added to school year:** 280

Teachers participate in weekly professional development given by CSUSA Curriculum Specialist and taught back to the faculty through our Curriculum Resource Teachers. Teachers also collaborate with their grade level teams on a weekly basis to share best practices.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

Teachers receive weekly feedback through classroom observations by CRTs and Administration.

Who is responsible for monitoring implementation of this strategy?

Jason Gines, AP
Jodi Evans, Principal

Strategy: Weekend Program**Minutes added to school year:** 960

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

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

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

Who is responsible for monitoring implementation of this strategy?

Randi Davidson, Classroom Teacher; Timothy Wall, Classroom Teacher, Lisa Cochran CRT

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 Purpose(s)

- Instruction in core academic subjects

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

Data is collected using Powerschool.

Who is responsible for monitoring implementation of this strategy?

Ekiba Smith, Dean

Lisa Cochran, CRT

Jason Gines, AP

Jodi Evans, Principal

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Yadira Hernandez	Curriculum Resource Teacher
Lisa Cochran	Curriculum Resource Teacher
Jason Gines	Assistant Principal
Jodi Evans	Principal
Maxine Chambers	MS Reading Teacher
Jim Farren	ESE Coordinator
Grade Level Leadership	Lead Teacher per grade level

How the school-based LLT functions

The Literacy Leadership team will meet on a bi-weekly basis to:

- discuss the school's current goals and needs as it relates to moving all students to proficiency
- guide and support effective instructional practices
- support teachers in the implementation of reading and literacy in their classrooms
- assist in the analysis of assessment data
- problem solve with teachers to ensure the best delivery of instruction
- plan school wide initiatives and events that promote literacy
- develop and schedule professional development based on the needs of the students and teachers

Major initiatives of the LLT

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 incentive programs "Treasures" created for students to track progress in reading along with monitoring class and school goals.

Reading Eggs, Study Island and FCAT Explorer 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 and the lowest 25% of readers.

Every Teacher Contributes to Reading Instruction

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

Data chats with every teacher occurs on a bi-weekly basis. During data chats specific interventions and goals are made with the teachers in relation to student achievement. Personalized Learning Plans are also developed with each teacher and student based on the students data and goals for the year. These plans are reviewed twice a quarter and tracked with the students. Students who are struggling in reading are invited to after school tutoring by the classroom teacher where smaller group instruction can be provided. Pull-out groups are also created to ensure students needs are individualized based on their skill level.

RCSP implemented a Reading Challenge with grade specific reading goals of 50 books per student to be read in each grade level based on the students reading level. Teachers also participate by reading 30 books per year.

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

Renaissance 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.

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	70	21%	26%
Students scoring at or above Achievement Level 4	90	27%	32%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	20	86%	95%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		5%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	183	55%	64%
Students in lowest 25% making learning gains (FCAT 2.0)	54	61%	71%

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)	110	74%	76%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	63	42%	45%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	65	44%	46%

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	31	44%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics**Elementary and Middle School Mathematics****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	28%	33%
Students scoring at or above Achievement Level 4	49	14%	20%

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	180	54%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	100	54%	62%

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	15	21%	26%
Students scoring at or above Achievement Level 4	22	22%	27%

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%

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)	5		10
Participation in STEM-related experiences provided for students	6	75%	80%

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	64	11%	8%
Students retained, pursuant to s. 1008.25, F.S.	20	4%	3%
Students who are not proficient in reading by third grade	45	60%	55%
Students who receive two or more behavior referrals	22	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	57	9%	7%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	22	19%	12%
Students who fail a mathematics course	1	1%	1%
Students who fail an English Language Arts course	3	2%	1%
Students who fail two or more courses in any subject	2	1%	1%
Students who receive two or more behavior referrals	10	8%	6%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	44	37%	35%

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

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 and with OASIS in with 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 assist teachers at home. We have a steady core group of parents.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of volunteer hours completed by parents	1525	70%	75%
Increase number of parent engagement opportunities offered in the school year.	44	88%	90%
Implement a Parent Resource Center where parents can procure educational resources free of charge. Our target is at least 5% participation.	0	0%	5%

Goals Summary

- G1.** Improve data tracking of teachers and students.
- G2.** Increase student proficiency in reading.
- G3.** Improve MTSS interventions monitoring/data tracking management.
- G4.** Maintain and/or increase level 4 and 5 students in reading.
- G5.** Increase learning gains for the lowest 25% of students.
- G6.** Increase MTSS interventions to meet all Tier 2 and 3 student population.
- G7.** Increase writing proficiency by implementing the Top Score writing program.
- G8.** Increase student proficiency in math receiving a level 3 or higher.
- G9.** Increase the number of students scoring a level 3 in science.
- G10.** Increase the number of STEM experiences for students.
- G11.** Decrease the number of students who are not proficient in reading by 3rd grade.
- G12.** Decrease the number of discipline referrals.
- G13.** Increase the number of parent volunteer and engagement activities.

Goals Detail

G1. Improve data tracking of teachers and students.**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- 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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Student Personalized Learning Plans
- Goals and Data Tracking Charts in Classrooms
- Weekly Standard Assessments
- Discovery Assessments-Benchmark Tests

- Tutoring and Saturday Camp Tracking Sheet
- Instructional Focus Program Tracking Sheet
- Student Progress Reports
- Data Tracking Form for Tier 2 and Tier 3

Targeted Barriers to Achieving the Goal

- Students and teachers not using the resources appropriately.
- Teachers not keeping up with the data and monitoring tracking resources.

Plan to Monitor Progress Toward the Goal

Data tracking

Person or Persons Responsible

Students, teachers and leadership

Target Dates or Schedule:

continually throughout the year, bimonthly

Evidence of Completion:

tracking completed and data monitored and tracked throughout the year through classroom observations and evaluations

G2. Increase student proficiency in reading.

Targets Supported

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

Resources Available to Support the Goal

- McGraw-Hill Reading Wonders; SRA Imagine It; PLATO; Voyager; Reading Eggs

Targeted Barriers to Achieving the Goal

- Differentiated instruction for students on all grade levels.
- Teachers new to grade levels and content of grade level expectations.
- Students acquiring language and reading skills
- Students may experience challenges with more complex reading materials and vocabulary

Plan to Monitor Progress Toward the Goal

Benchmark scores, weekly standards assessments, and tracking progress throughout the year.

Person or Persons Responsible

Grade level teachers, CRTs, Administration

Target Dates or Schedule:

Biweekly, quarterly

Evidence of Completion:

FCAT Reading

G3. Improve MTSS interventions monitoring/data tracking management.

Targets Supported

- Reading (FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Shared P Drive; Rtl/MTSS Data Tracker Filing/Graphing System

Targeted Barriers to Achieving the Goal

- Lack of knowledge on system use.

Plan to Monitor Progress Toward the Goal

Continuous monitoring of the data tracking system for use, graphing, and intervention frequency.

Person or Persons Responsible

Instructional Coaches; Assistant Principal

Target Dates or Schedule:

Every two weeks.

Evidence of Completion:

Student folders, graphing sheets, intervention assessment jpegs, and student intervention work samples included in the data management system.

G4. Maintain and/or increase level 4 and 5 students in reading.

Targets Supported

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

Resources Available to Support the Goal

- Donated books
- Reading Challenge Classroom Tracking Posters
- Wonders Curriculum
- PLATO

Targeted Barriers to Achieving the Goal

- Students may not attend enrichment functions.
- Resources for Reading Challenge available to students.
- Training on PLATO curriculum

Plan to Monitor Progress Toward the Goal

Discovery Benchmark Data, Reading Goal Monthly Checkpoints

Person or Persons Responsible

Principal; Assistant Principal; Instructional Coaches; Dean

Target Dates or Schedule:

Ongoing - Monthly

Evidence of Completion:

Walkthroughs; Data Chats; Benchmark Assessments

G5. Increase learning gains for the lowest 25% of students.**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- 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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Plato
- Study Island
- Reading Eggs
- Wonders

- Envision
- Imagine It
- FCAT Coach

Targeted Barriers to Achieving the Goal

- Difficulty in monitoring.
- Students not attending tutoring sessions.

Plan to Monitor Progress Toward the Goal

Student scheduled into tutoring and monitored through a google docs document. Students progress monitored through the use of the tutoring data tracker. Attendance and incentive tracking done.

Person or Persons Responsible

Lisa Cochran - Instructional Coach

Target Dates or Schedule:

Ongoing - Bi-Weekly

Evidence of Completion:

Google Docs documents check, and evidence of the usage of our data tracking filing system.

G6. Increase MTSS interventions to meet all Tier 2 and 3 student population.**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- 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)
- Science
- Science - Elementary School
- Parental Involvement

Resources Available to Support the Goal

- Pull-out staff.

Targeted Barriers to Achieving the Goal

- Not enough pull-out staff.
- Know-how on how to carry out the actual interventions / fidelity.

Plan to Monitor Progress Toward the Goal

Monitoring pull-out staff schedules and Tiers 2 and 3 interventions.

Person or Persons Responsible

Instructional coaches; Jason Gines - Assistant Principal; Jodi Evans - Principal

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Successfully reaching academic targets set forth in the SIP.

G7. Increase writing proficiency by implementing the Top Score writing program.

Targets Supported

- Writing

Resources Available to Support the Goal

- Top Score writing program
- State Writing Rubric

Targeted Barriers to Achieving the Goal

- Teachers not trained on program.
- Teachers not familiar with writing rubric and scoring.

Plan to Monitor Progress Toward the Goal

Teachers will implement Top Score Writing program with fidelity, and score writing prompts according to rubrics and guidelines

Person or Persons Responsible

Jason Gines, AP-Jodi Evans, Principal

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Benchmark data; FCAT data

G8. Increase student proficiency in math receiving a level 3 or higher.

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

- enVision Math Series by Pearson
- PLATO
- Math Connects
- FCAT Coach
- Florida Ready
- Study Island and FCAT Explorer

Targeted Barriers to Achieving the Goal

- Teachers new to grade level expectations.
- Language Barrier
- Prerequisite content not yet mastered.
- Students have difficulty with problem solving and math vocabulary

Plan to Monitor Progress Toward the Goal

Increase of math proficiency by 6% for all students.

Person or Persons Responsible

Discovery Benchmark Testing, Grade level progress

Target Dates or Schedule:

quarterly

Evidence of Completion:

increase proficiency on FCAT

G9. Increase the number of students scoring a level 3 in science.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- IFusion Science; FCAT Science Boot Camp

Targeted Barriers to Achieving the Goal

- Science Vocabulary
- Science Labs
- Lab resources

Plan to Monitor Progress Toward the Goal

Students will increase proficiency by increased usage of vocabulary; increased labs and more resources available to them.

Person or Persons Responsible

Jason Gines, AP; Jodi Evans Principal

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Walk throughs; FCAT Science Scores

G10. Increase the number of STEM experiences for students.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal**Targeted Barriers to Achieving the Goal**

- Student and parent participation in events.
- Teachers willing to run events and programs.
- Funding

Plan to Monitor Progress Toward the Goal

Students will be involved in science fairs, math competitions, additional enrichments through afterschool clubs.

Person or Persons Responsible

Jason Gines, AP; Jodi Evans Principal

Target Dates or Schedule:

ongoing throughout the year

Evidence of Completion:

Increased number of STEM opportunities, calendar and sign in sheets of events.

G11. Decrease the number of students who are not proficient in reading by 3rd grade.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Wonders McGraw Hill
- SRA Imagine It
- Reading Eggs
- Study Island

Targeted Barriers to Achieving the Goal

- Students coming into the school without prerequisite skills or reading below grade level.
- Language Barrier

Plan to Monitor Progress Toward the Goal

Reading proficiency by grade 3

Person or Persons Responsible

grade level teachers, CRTs, administration

Target Dates or Schedule:

ongoing

Evidence of Completion:

increase in FCAT reading proficiency in grade 3

G12. Decrease the number of discipline referrals.

Targets Supported

- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Osceola County Code of Conduct
- Anti-bullying campaign
- New referral process

Targeted Barriers to Achieving the Goal

- Teachers not understanding the new referral process
- Students not understanding the expectations or the Code of Conduct
- Additional 300 students added to enrollment

Plan to Monitor Progress Toward the Goal

Number of referrals and suspensions decreased

Person or Persons Responsible

Ekiba Smith Dean Jason Gines AP Jodi Evans Principal

Target Dates or Schedule:

ongoing

Evidence of Completion:

Discipline Reports

G13. Increase the number of parent volunteer and engagement activities.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- OASIS
- PowerSchools

Targeted Barriers to Achieving the Goal

- Transportation and parent work hours

Plan to Monitor Progress Toward the Goal

Increase in volunteer hours and activities

Person or Persons Responsible

Jodi Evans, Principal

Target Dates or Schedule:

ongoing

Evidence of Completion:

OASIS and PowerSchool reporting

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Improve data tracking of teachers and students.

G1.B1 Students and teachers not using the resources appropriately.

G1.B1.S1 Professional Development conducted on the Personalized Learning Plans for students and the expectations of each teacher regarding tracking and data chats for students.

Action Step 1

Personalized Learning Plans

Person or Persons Responsible

Teachers; students

Target Dates or Schedule

twice a quarter

Evidence of Completion

Personalized Learning Plans completed.

Facilitator:

Jodi Evans Principal

Participants:

All teachers, administrators

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

Personalized Learning Plans

Person or Persons Responsible

Jodi Evans, Principal Jason Gines, AP Lisa Cochran, Curriculum Resource Teacher Yadira Hernandez, Curriculum Resource Teacher

Target Dates or Schedule

Plans will be reviewed at the end of each quarter for completion

Evidence of Completion

Completed Personalized Learning Plans with student goals monitored and tracked.

Plan to Monitor Effectiveness of G1.B1.S1

Personalized Learning Plans and Goal Setting

Person or Persons Responsible

Students and Teacher will complete the Personalized Learning Plans

Target Dates or Schedule

It will be monitored quarterly

Evidence of Completion

progress toward goals being tracked and met by students

G1.B1.S2 Data chats with students who will set goals and monitor their goals on their PLP. Data chats will happen after Discovery Benchmark Data is received and at the end of each quarter.

Action Step 1

Data chats

Person or Persons Responsible

students and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

completed PLP

Facilitator:

CRTs

Participants:

teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S2

data chats and goal setting with students

Person or Persons Responsible

students and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

PLP and goal setting

Plan to Monitor Effectiveness of G1.B1.S2

Data chats and goal setting with students

Person or Persons Responsible

students and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student achievements and progress on goals/completed PLP

G1.B1.S3 Professional Development given to staff to introduce the new data tracker form for MTSS and portfolios.

Action Step 1

MTSS data tracker

Person or Persons Responsible

classroom teachers, pull out teachers

Target Dates or Schedule

pre-planning

Evidence of Completion

completed data tracking sheet

Facilitator:

Jason Gines, AP

Participants:

teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S3

professional development on new data tracker for MTSS

Person or Persons Responsible

teachers; administration

Target Dates or Schedule

ongoing

Evidence of Completion

completed tracking form and student progress monitoring

Plan to Monitor Effectiveness of G1.B1.S3

data tracking for MTSS

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

increased achievement and completion of tracking forms

G1.B2 Teachers not keeping up with the data and monitoring tracking resources.

G1.B2.S1 Monitor through classroom walkthroughs goals and data of each class after benchmark and weekly assessments progress is posted and kept up to date.

Action Step 1

Data Tracking in classrooms

Person or Persons Responsible

teachers and administration

Target Dates or Schedule

grade level benchmarks, discovery assessments, reading challenge

Evidence of Completion

tracking current progress towards goals monitored

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

Data Tracking

Person or Persons Responsible

Administration, Curriculum Resource Teachers

Target Dates or Schedule

Weekly walk throughs, site visits

Evidence of Completion

completed data trackers and progress toward goals

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2.S2 Data from site visits and teacher data binder checks is current and checked on a monthly basis.

Action Step 1

teacher binder checks

Person or Persons Responsible

curriculum resource teachers, administration

Target Dates or Schedule

monthly

Evidence of Completion

completed check list and data from site visits

Plan to Monitor Fidelity of Implementation of G1.B2.S2

teacher data binders

Person or Persons Responsible

administration

Target Dates or Schedule

monthly

Evidence of Completion

completed binders, student achievement

Plan to Monitor Effectiveness of G1.B2.S2

teacher binders

Person or Persons Responsible

curriculum resource teachers, administration

Target Dates or Schedule

CSUSA QUEST visits, teacher data chats

Evidence of Completion

improve data from site visits and binder fidelity checks

G1.B2.S3 Personalized Learning Plans submitted and current.

Action Step 1

Personalized Learning Plans

Person or Persons Responsible

teachers, students and parents

Target Dates or Schedule

twice a quarter to monitor progress toward goals

Evidence of Completion

completed PLP per student with reflection of goals

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Personalized Learning Plans

Person or Persons Responsible

Administration

Target Dates or Schedule

once a quarter

Evidence of Completion

completed PLP per student per quarter

Plan to Monitor Effectiveness of G1.B2.S3

Personalized Learning Plans

Person or Persons Responsible

Teachers, students

Target Dates or Schedule

twice a quarter

Evidence of Completion

growth being made toward goals

G1.B2.S4 Training on all new data tracking expectations through professional development opportunities.

Action Step 1

Data tracking professional development

Person or Persons Responsible

Curriculum Resource Teachers, Curriculum Specialist, Administration

Target Dates or Schedule

ongoing

Evidence of Completion

new tracking implemented and completed

Facilitator:

Yadira Hernandez, Lisa Cochran, Krista Holycross, Jason Gines, Jodi Evans

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S4

data tracking

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

tracking evident in classrooms and data sheets

Plan to Monitor Effectiveness of G1.B2.S4

data tracking pd

Person or Persons Responsible

CRTs, Curriculum Specialist, Administration

Target Dates or Schedule

preplanning, ongoing

Evidence of Completion

tracking accurate and up to date

G2. Increase student proficiency in reading.

G2.B1 Differentiated instruction for students on all grade levels.

G2.B1.S1 Teachers will use data from FCAT, Discovery Assessment, and FAIR to create a plan for each skill deficit of their students along with administration. Groups and personalized learning plans will be created to meet the needs of each student using the Wonders and SRA series in both intervention and challenge activities. The reading strategies stressed will be phonemic awareness, phonics, fluency, comprehension and vocabulary.

Action Step 1

Conduct biweekly data meetings to analyze and disaggregate data to ensure students needs are being met. Training to teachers on Instructional Focus Calendars based on data meetings.

Person or Persons Responsible

Curriculum Resource Teachers, Teachers, Administration

Target Dates or Schedule

BiWeekly

Evidence of Completion

Weekly data tracking; weekly standards assessments; benchmarks; FCAT

Facilitator:

Yadira Hernandez, CRT and Lisa Cochran CRT

Participants:

Grade Level Teachers

Action Step 2

Conduct small group instruction based on data analysis making accommodations in both rigor and pace to meet the instructional needs of each group. Training on Instructional Focus Calendars and Differentiated Instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Weekly standard assessments and data tracking; benchmark test; FCAT

Facilitator:

Yadira Hernandez CRT; Lisa Cochran CRT; KAGAN Strategies

Participants:

Grade Level Teachers

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

Classroom observations and evaluations; School Site visits (QUEST)

Person or Persons Responsible

Administration; CSUSA Education Team members

Target Dates or Schedule

Weekly and quarterly

Evidence of Completion

Teacher evaluation; FCAT data

Plan to Monitor Effectiveness of G2.B1.S1

Students academic performance is increased.

Person or Persons Responsible

Teachers, Administrators

Target Dates or Schedule

biweekly

Evidence of Completion

Increased academic performance on benchmark and state assessments.

G2.B1.S2 Pull out groups, after school tutoring, and Saturday Camps are created based on student skill deficits and/or enrichment opportunities.

Action Step 1

Student MTSS Pull-Out Interventions, after school tutoring groups based on Instructional Focus Calendars and Skill deficits

Person or Persons Responsible

Pull-out resource personnel, grade level tutoring teachers

Target Dates or Schedule

During specials classes

Evidence of Completion

Weekly assessments and data tracking

Facilitator:

Lisa Cochran CRT; Yadira Hernandez CRT (IFC Calendars, MTSS pull out schedules, and Afterschool Tutoring lessons)

Participants:

Grade level teams

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2 Teachers new to grade levels and content of grade level expectations.

G2.B2.S1 Professional development in curriculum resources such as Wonders and SRA. Training in the grade level expectations and test specification per grade level.

Action Step 1

Professional development in Wonders and SRA and CRISS Reading Strategies

Person or Persons Responsible

McGraw Hill Representative, CRISS Reading Strategies (project CRISS Representative) CSUSA Curriculum Specialist, Yadira Hernandez (CRT), Lisa Cochran (CRT)

Target Dates or Schedule

Returning and New Teacher Orientation, ongoing in grade level team meetings through team leads and CRT's, CRISS strategies in November

Evidence of Completion

Lesson Plans, classroom observations, student mastery of standards on assessments, FCAT Reading

Facilitator:

CRISS Reading Strategies Representative; CRT's, Wonders SRA Representative

Participants:

Grade Level Teachers

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

Grade level instruction

Person or Persons Responsible

Yadira Hernandez (CRT), Lisa Cochran (CRT)

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Classroom Walk Throughs, Assessment Scores, FCAT Reading

Plan to Monitor Effectiveness of G2.B2.S1

Grade level instruction

Person or Persons Responsible

CRTs and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly standard assessments, benchmarks, FCAT Reading

G2.B3 Students acquiring language and reading skills

G2.B3.S1 Adding additional ESOL teachers to ensure small group instruction

Action Step 1

Hire and train additional support staff

Person or Persons Responsible

Jodi Evans, principal; Yadira Hernandez ESOL Coordinator

Target Dates or Schedule

August and training ongoing throughout the school year

Evidence of Completion

Increased scores on FCAT Reading

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

Acquisition of language and reading skills

Person or Persons Responsible

Administration and Yadira Hernandez ESOL Coordinator

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased FCAT Reading Scores

Plan to Monitor Effectiveness of G2.B3.S1

Language acquisition

Person or Persons Responsible

ESOL Team members

Target Dates or Schedule

Ongoing

Evidence of Completion

increase language acquisition and FCAT Reading Scores

G2.B3.S2 Professional development of all teachers in ESOL strategies and reading strategies

Action Step 1

ESOL Strategies Training

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Early-Wednesday after school - October

Evidence of Completion

Exit Slips/Informal Assessment

Plan to Monitor Fidelity of Implementation of G2.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B4 Students may experience challenges with more complex reading materials and vocabulary

G2.B4.S1 Teachers will attend professional development on vocabulary instruction and develop a plan to increase development and utilize the core reading programs.

Action Step 1

Plans and professional development will be provide to teachers. Vocabulary assessments will be provided to determine if the students are retaining information. Vocabulary words posted throughout the school. The Core Six: Write to Learn, Vocabulary's CODE

Person or Persons Responsible

Yadira Hernandez CRT, Lisa Cochran CRT, Jason Gines AP, Jodi Evans Principal

Target Dates or Schedule

Returning teacher orientation,

Evidence of Completion

plans are developed, more interactive word walls, vocabulary enhances, FCAT Reading scores

Facilitator:

CSUSA Curriculum Specialist

Participants:

All Grade Level Teachers

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

Lexile levels will be monitored through Reading Eggs. Vocabulary assessments, and visibility to vocabulary throughout the school.

Person or Persons Responsible

Grade level teachers, Yadira Hernandez CRT, Lisa Cochran CRT, Jason Gines AP, Jodi Evans Principal

Target Dates or Schedule

ongoing

Evidence of Completion

FCAT reading scores

Plan to Monitor Effectiveness of G2.B4.S1

vocabulary development

Person or Persons Responsible

Yadira Hernandez CRT, Lisa Cochran CRT, Jason Gines AP, Jodi Evans Principal

Target Dates or Schedule

ongoing

Evidence of Completion

FCAT Reading

G3. Improve MTSS interventions monitoring/data tracking management.

G3.B1 Lack of knowledge on system use.

G3.B1.S1 Teacher training on system usage.

Action Step 1

Teachers will be given a training on how to use the data tracking and graphing system.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

October

Evidence of Completion

Exit Slips; system usage.

Facilitator:

Jason Gines - Assistant Principal

Participants:

Teachers/Resource Personnel

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

Exit slips/teacher sign-in sheets

Person or Persons Responsible

Jason Gines - Assistant Principal

Target Dates or Schedule

October

Evidence of Completion

Exit slips/teacher sign-in sheets

Plan to Monitor Effectiveness of G3.B1.S1

Successful implementation will be evident through evidence on the use of the actual system.

Person or Persons Responsible

Instructional Coaches; Student Services; Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Reporting

G4. Maintain and/or increase level 4 and 5 students in reading.

G4.B1 Students may not attend enrichment functions.

G4.B1.S1 Advertise and provide parents insight on enrichment opportunities in project based learning assignments.

Action Step 1

Ongoing communication with parents on all school activities. This includes teacher/admin contact, a monthly newsletter, email communications, SIS, incentives, etc.

Person or Persons Responsible

All Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent contact logs, monthly checks, monthly newsletter,

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

Project based learning assignments documented, after school clubs and enrichment activities logged;
Parent log checks; email checks

Person or Persons Responsible

Administration; Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Reporting

Plan to Monitor Effectiveness of G4.B1.S1

Parent contact log/email checks

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Ongoing - Bi-Monthly

Evidence of Completion

Reporting and tracking

G4.B2 Resources for Reading Challenge available to students.

G4.B2.S1 purchase additional chapter books for advanced students

Action Step 1

Reading Challenge details trained; appropriate grade level books for all students researched and purchased.

Person or Persons Responsible

grade level teachers, CRTs, Business Manager

Target Dates or Schedule

ongoing

Evidence of Completion

new resources available to students

Facilitator:

Lisa Cochran CRT;

Participants:

Grade Level Teachers

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

students will create book reports and submit to grade level teachers

Person or Persons Responsible

Grade Level teachers, CRTs

Target Dates or Schedule

ongoing

Evidence of Completion

more chapter books

Plan to Monitor Effectiveness of G4.B2.S1

Number of students meeting goals and books read

Person or Persons Responsible

Lisa Cochran, CRT; Jason Gines AP; Jodi Evans Principal

Target Dates or Schedule

ongoing

Evidence of Completion

tracking progress charts

G4.B3 Training on PLATO curriculum

G4.B3.S1 Train teachers on the use of PLATO for students who are working above grade level.

Action Step 1

Schedule training for teachers on PLATO and its uses

Person or Persons Responsible

Jodi Evans, Principal

Target Dates or Schedule

September

Evidence of Completion

Completion of training, number of students using program; tracking

Facilitator:

Dr. Ashlee Wood

Participants:

Grade level teachers

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Teachers trained on PLATO and using program effectively.

Person or Persons Responsible

Lisa Cochran, CRT

Target Dates or Schedule

ongoing

Evidence of Completion

number of students using program

Plan to Monitor Effectiveness of G4.B3.S1

using PLATO as an enrichment for students working above grade level.

Person or Persons Responsible

Jason Gines, AP

Target Dates or Schedule

ongoing

Evidence of Completion

number of students using program, number of students who maintain level 4 and 5

G5. Increase learning gains for the lowest 25% of students.

G5.B1 Difficulty in monitoring.

G5.B1.S1 Tutoring Data Tracker

Action Step 1

Tutoring Data Tracker will be created for progress monitoring.

Person or Persons Responsible

Jason Gines - Assistant Principal

Target Dates or Schedule

September

Evidence of Completion

System in place.

Plan to Monitor Fidelity of Implementation of G5.B1.S1

System completion

Person or Persons Responsible

Jodi Evans - Principal

Target Dates or Schedule

September

Evidence of Completion

System in place.

Plan to Monitor Effectiveness of G5.B1.S1

Bi-monthly system checks to ensure usage.

Person or Persons Responsible

Instructional Coaches; Jason Gines- Assistant Principal

Target Dates or Schedule

Ongoing - Bi-Monthly

Evidence of Completion

System usage.

G5.B1.S2 Tutoring Walkthroughs/Observations

Action Step 1

Set tutoring parameters based on Benchmark scores and Instructional Focus Calendars.

Person or Persons Responsible

Lisa Cochran - Instructional Coach

Target Dates or Schedule

September

Evidence of Completion

Reporting

Facilitator:

Lisa Cochran

Participants:

Tutoring teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S2

SIS walkthrough report analysis.

Person or Persons Responsible

Jodi Evans - Principal; Jason Gines - Assistant Principal

Target Dates or Schedule

Ongoing - Bi-Weekly

Evidence of Completion

SIS walkthrough report completion.

G5.B2 Students not attending tutoring sessions.

G5.B2.S1 Attendance taken and incentives created for students who attend tutoring sessions.

Action Step 1

Attendance sheets will be made in google docs for teachers to track attendance of tutoring sessions.

Person or Persons Responsible

CRTs will create and grade level team will track and complete

Target Dates or Schedule

ongoing

Evidence of Completion

Google Doc tutoring sheet

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Attendance sheets, permission slips and incentive plans

Person or Persons Responsible

Lisa Cochran, CRT

Target Dates or Schedule

ongoing

Evidence of Completion

increase in number of students attending tutoring

Plan to Monitor Effectiveness of G5.B2.S1

Tutoring attendance

Person or Persons Responsible

Jason Gines AP; Jodi Evans Principal

Target Dates or Schedule

ongoing

Evidence of Completion

Increase in number of students tutoring

Plan to Monitor Fidelity of Implementation of G5.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6. Increase MTSS interventions to meet all Tier 2 and 3 student population.

G6.B1 Not enough pull-out staff.

G6.B1.S1 Increase the number of pull-out staff.

Action Step 1

Hire additional pull-out staff.

Person or Persons Responsible

Jodi Evans - Principal

Target Dates or Schedule

September

Evidence of Completion

Adequate number of pull-out staff relative to quantity of Tiers 2 and 3 students.

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Oversight of Interviews/hires.

Person or Persons Responsible

Jodi Evans - Principal

Target Dates or Schedule

September

Evidence of Completion

Correct ratio of students to pull-out personnel.

Plan to Monitor Effectiveness of G6.B1.S1

Maintain adequate ratio of students to pull-out staff.

Person or Persons Responsible

Jodi Evans - Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Adequate number of pull-outs for Tiers 2 and 3 student population.

G6.B2 Know-how on how to carry out the actual interventions / fidelity.

G6.B2.S1 Professional development/training on successful pull-out strategies, scheduling, and tracking.

Action Step 1

Set training dates, schedule, and agenda.

Person or Persons Responsible

Jason Gines - Assistant Principal

Target Dates or Schedule

September

Evidence of Completion

Reporting

Facilitator:

Jason Gines - Assistant Principal

Participants:

Pull-Out Staff; Leon Martin - Student Services

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Assuring training covers all details of the pull-out operation.

Person or Persons Responsible

Leon Martin - Student Services; Jason Gines - Assistant Principal

Target Dates or Schedule

September

Evidence of Completion

Reporting

Plan to Monitor Effectiveness of G6.B2.S1

The successful scheduling of pull-outs to encompass all Tier 2 and 3 students during specified periods.

Person or Persons Responsible

Leon Martin - Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

Intervention records and reporting.

G7. Increase writing proficiency by implementing the Top Score writing program.

G7.B1 Teachers not trained on program.

G7.B1.S1 Schedule teacher for professional development/training.

Action Step 1

Professional development training for new 4th grade writing program.

Person or Persons Responsible

Instructional Coaches, Grade Level Team

Target Dates or Schedule

August

Evidence of Completion

Evidence of programs actual use in classrooms through walkthroughs/observations.

Facilitator:

Instructional Coaches

Participants:

4th Grade Teachers

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Evidence of training: exit slips; sign-in sheets.

Person or Persons Responsible

Jason Gines- AP; Jodi Evans - Principal

Target Dates or Schedule

August

Evidence of Completion

Program use.

Plan to Monitor Effectiveness of G7.B1.S1

Walkthroughs/Observations; Benchmark Data; Writing Prompts

Person or Persons Responsible

Instructional Coaches; Jason Gines - Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough/Observation Data

G7.B2 Teachers not familiar with writing rubric and scoring.

G7.B2.S1 Teachers will be trained on how to properly score student writing prompts using the writing rubric.

Action Step 1

Professional development on writing rubric and how to use correctly.

Person or Persons Responsible

Grade level team members, coaches

Target Dates or Schedule

August

Evidence of Completion

Sign in sheets

Facilitator:

Mrs. Cullum from Top Score Writing

Participants:

4th grade teachers and Curriculum Resource Teachers

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Writing Prompts

Person or Persons Responsible

Monthly scoring audits by Curriculum Resource Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Writing Prompt Spreadsheet

Plan to Monitor Effectiveness of G7.B2.S1

Writing Prompts

Person or Persons Responsible

Jason Gines AP; Jodi Evans Principal

Target Dates or Schedule

Data Chats and Team meetings

Evidence of Completion

Improved scores on FCAT Writing

G8. Increase student proficiency in math receiving a level 3 or higher.

G8.B1 Teachers new to grade level expectations.

G8.B1.S1 Provide professional development and workshops to enhance instructional delivery of program.

Action Step 1

Schedule workshops for enVision, Study Island and other resources used in the classrooms.

Person or Persons Responsible

Pearson Representative, Curriculum Resource Teachers

Target Dates or Schedule

August/September

Evidence of Completion

Sign in sheets, classroom walk throughs

Facilitator:

Pearson Representative; Yadira Hernandez and Lisa Cochran, Curriculum Resource Teachers

Participants:

Grade level teams

Plan to Monitor Fidelity of Implementation of G8.B1.S1

curriculum resources used correctly.

Person or Persons Responsible

Curriculum Resource Teachers, Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Weekly standard assessments, classroom walk throughs, study island reports

Plan to Monitor Effectiveness of G8.B1.S1

increase in scores related to benchmarks

Person or Persons Responsible

Jason Gines AP; Jodi Evans Principal

Target Dates or Schedule

ongoing

Evidence of Completion

increase in proficiency in math

G8.B2 Language Barrier

G8.B2.S1 Provide ESOL students with interventions and strategies to use in the classroom.

Action Step 1

teachers given strategies to use in the classrooms

Person or Persons Responsible

ESOL Coordinator, Yadira Hernandez

Target Dates or Schedule

August

Evidence of Completion

Strategies listed on lesson plans and evident in the classrooms, classroom walk through

Action Step 2

ESOL intervention team teachers

Person or Persons Responsible

ESOL team

Target Dates or Schedule

ongoing

Evidence of Completion

ESOL schedules met

Plan to Monitor Fidelity of Implementation of G8.B2.S1

ESOL strategies implemented and interventions

Person or Persons Responsible

Jason Gines, AP; Jodi Evans Prinicipal

Target Dates or Schedule

ongoing

Evidence of Completion

classroom walk throughs

Plan to Monitor Effectiveness of G8.B2.S1

ESOL students will have increase in math scores

Person or Persons Responsible

Jodi Evans, Prinicipal

Target Dates or Schedule

ongoing

Evidence of Completion

increase scores in sub groups on FCAT Math

G8.B3 Prerequisite content not yet mastered.

G8.B3.S1 Tutoring and pull out groups will be determined based on student skill deficits.

Action Step 1

Student data will be analyzed and given to teachers, skill deficits will be identified in data

Person or Persons Responsible

Jim Farren, Co-Teacher; Jason Gines AP; Jodi Evans Principal

Target Dates or Schedule

August and ongoing based on benchmark data

Evidence of Completion

Tutoring groups and pull out schedules and lesson plans

Plan to Monitor Fidelity of Implementation of G8.B3.S1

students mastering prerequisites, math skills

Person or Persons Responsible

grade level teachers, CRTS, administrations

Target Dates or Schedule

ongoing

Evidence of Completion

mastery of standards, benchmarks and goal tracking

Plan to Monitor Effectiveness of G8.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G8.B4 Students have difficulty with problem solving and math vocabulary

G8.B4.S1 post problem solving strategies in classrooms and hallways

Action Step 1

Training on anchor charts, problem solving charts and graphic organizers, Singapore Math Strategies

Person or Persons Responsible

Grade level teams, CRTs

Target Dates or Schedule

Ongoing based on skill focus

Evidence of Completion

Posters in halls and classrooms

Facilitator:

Curriculum Resource Teachers

Participants:

Grade level teachers

Plan to Monitor Fidelity of Implementation of G8.B4.S1

students using skills to solve problems

Person or Persons Responsible

Grade level teachers, CRT, Administration

Target Dates or Schedule

ongoing

Evidence of Completion

academic notebooks, word walls, posters

Plan to Monitor Effectiveness of G8.B4.S1

Center activities and students working independently to solve word problems. Real world math projects.

Person or Persons Responsible

grade level teachers

Target Dates or Schedule

ongoing

Evidence of Completion

increase in FCAT scores for math

G8.B4.S2 post math vocabulary in hallways, use Frayer models in class for math vocabulary, increase use of math academic notebooks

Action Step 1

Professional development on academic notebooks, vocabulary cards and Frayer model; The Core Six: Vocabulary CODE

Person or Persons Responsible

Grade level teams, CRTs

Target Dates or Schedule

Ongoing based on skill focus

Evidence of Completion

Increase in scores, vocabulary charts and Frayer models posted

Facilitator:

CSUSA Curriculum Specialist, Administration

Participants:

Grade Level Teams

Plan to Monitor Fidelity of Implementation of G8.B4.S2

increase of vocabulary, posters and vocabulary words in halls

Person or Persons Responsible

Jason Gines, AP; Jodi Evans principal

Target Dates or Schedule

ongoing based on skill focus

Evidence of Completion

vocabulary posted, increased FCAT math scores

Plan to Monitor Effectiveness of G8.B4.S2

Math Vocabulary

Person or Persons Responsible

CRTs, Administration

Target Dates or Schedule

ongoing

Evidence of Completion

FCAT math proficiency

G9. Increase the number of students scoring a level 3 in science.

G9.B1 Science Vocabulary

G9.B1.S1 Post vocabulary words on word wall, have a word of the week, use Frayer models, more frequent assessments related to vocabulary

Action Step 1

vocabulary posted and given to students; Frayer model and vocabulary training

Person or Persons Responsible

Grade Level Teachers, CRTs, AP and Principal

Target Dates or Schedule

ongoing

Evidence of Completion

increased proficiency on science FCAT

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Science vocabulary

Person or Persons Responsible

Jason Gines, AP; Jodi Evans Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase scores on benchmarks, FCAT Science scores

Plan to Monitor Effectiveness of G9.B1.S1

Science vocabulary

Person or Persons Responsible

Jason Gines, AP; Jodi Evans Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk Throughs and increased proficiency on FCAT

G9.B2 Science Labs

G9.B2.S1 Teachers will create and conduct labs weekly related to topics and lessons. Scientific notebooks will be used for students to have all content to review through the year. Student worksheets on scientific method for each lab conducted.

Action Step 1

increase in science lab activities

Person or Persons Responsible

5th grade team

Target Dates or Schedule

Ongoing throughout academic year

Evidence of Completion

weekly science labs and worksheets

Plan to Monitor Fidelity of Implementation of G9.B2.S1

increase in science labs

Person or Persons Responsible

grade level team, Jason Gines AP, Jodi Evans Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

walk through; weekly standard assessments; FCAT Science

Plan to Monitor Effectiveness of G9.B2.S1

Science Labs

Person or Persons Responsible

Grade Level teams

Target Dates or Schedule

Ongoing

Evidence of Completion

increased scores on weekly benchmark assessments

G9.B3 Lab resources

G9.B3.S1 Fundraising for more science resources, perhaps make a connection to a business partner for donations

Action Step 1

Fundraiser will be determined by 5th grade team

Person or Persons Responsible

team members

Target Dates or Schedule

quarterly

Evidence of Completion

increase of equipment and lab usage

Plan to Monitor Fidelity of Implementation of G9.B3.S1

science labs

Person or Persons Responsible

5th grade team

Target Dates or Schedule

ongoing

Evidence of Completion

more resources for labs

Plan to Monitor Effectiveness of G9.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G10. Increase the number of STEM experiences for students.

G10.B1 Student and parent participation in events.

G10.B1.S1 advertise events in advance so parents are aware of math and science curriculum nights, science fairs, science and math clubs, math competition nights, and other events.

Action Step 1

place in newsletter and calendar all STEM related events.

Person or Persons Responsible

Doris Torres, Admin. Asst.; Marilyn Mandry Media Clerk

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

increased participation

Plan to Monitor Fidelity of Implementation of G10.B1.S1

increased participation

Person or Persons Responsible

Jason Gines, AP; Jodi Evans, Principal

Target Dates or Schedule

ongoing

Evidence of Completion

more participation in STEM events

Plan to Monitor Effectiveness of G10.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G10.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G10.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G10.B2 Teachers willing to run events and programs.

G10.B2.S1 Give incentives for teachers who are willing to run and assist students in STEM related events

Action Step 1

more STEM events available for students

Person or Persons Responsible

Grade level teachers; administration

Target Dates or Schedule

ongoing

Evidence of Completion

increase participation and STEM events

Plan to Monitor Fidelity of Implementation of G10.B2.S1

Increase the number of STEM related events for students

Person or Persons Responsible

grade level teachers; Jason Gines AP, Jodi Evans Principal

Target Dates or Schedule

ongoing

Evidence of Completion

more STEM activities for students

Plan to Monitor Effectiveness of G10.B2.S1

STEM Events

Person or Persons Responsible

Jason Gines, AP; Jodi Evans Principal

Target Dates or Schedule

ongoing

Evidence of Completion

increased number of STEM events

G10.B3 Funding

G10.B3.S1 Fundraising for STEM related events and trips

Action Step 1

Science and Math clubs fundraising events

Person or Persons Responsible

Science and Math Club

Target Dates or Schedule

quarterly

Evidence of Completion

increase in activity and events

Plan to Monitor Fidelity of Implementation of G10.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G10.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G11. Decrease the number of students who are not proficient in reading by 3rd grade.

G11.B1 Students coming into the school without prerequisite skills or reading below grade level.

G11.B1.S1 Students will attend after school and Saturday tutoring. They will also be placed in the MTSS process and pulled out for additional instruction.

Action Step 1

Teachers will be trained in reading strategies and new MTSS/RTI model. Take attendance in tutoring programs and pull out intervention strategies. Data tracking will be taken biweekly with these students.

Person or Persons Responsible

Classroom teachers, pull out teachers, Administration

Target Dates or Schedule

ongoing

Evidence of Completion

sign in sheets; data tracker;

Facilitator:

CRISS reading program and representative; Mr. Martin for MTSS

Participants:

All staff

Plan to Monitor Fidelity of Implementation of G11.B1.S1

classroom walk throughs, benchmark/data tracking of students

Person or Persons Responsible

CRTs and Administration

Target Dates or Schedule

ongoing

Evidence of Completion

data trackers, increase in benchmark and FCAT scores

Plan to Monitor Effectiveness of G11.B1.S1

Students reading on grade level by third grade

Person or Persons Responsible

grade level teachers, CRTs, Administration

Target Dates or Schedule

ongoing

Evidence of Completion

FCAT Reading proficiency

G11.B2 Language Barrier

G11.B2.S1 Classroom teachers will label classrooms with words. Additional pull out staff will be hired to assist students.

Action Step 1

Language acquisition will be monitored by ESOL intervention team

Person or Persons Responsible

ESOL team, Administration

Target Dates or Schedule

ongoing

Evidence of Completion

improved language acquisition

Plan to Monitor Fidelity of Implementation of G11.B2.S1

ESOL strategies on lesson plans, pull out schedules, vocabulary with pictures posted around the school

Person or Persons Responsible

All staff

Target Dates or Schedule

ongoing

Evidence of Completion

ESOL students making learning gains in reading

Plan to Monitor Effectiveness of G11.B2.S1

ESOL students reading on grade level by grade 3

Person or Persons Responsible

ESOL Coordinator and Administration

Target Dates or Schedule

ongoing

Evidence of Completion

ESOL students making learning gains in reading

G12. Decrease the number of discipline referrals.

G12.B1 Teachers not understanding the new referral process

G12.B1.S1 Teachers will be trained in the new referral process and the code of conduct.

Action Step 1

Professional Development on the new referral process and code of conduct.

Person or Persons Responsible

Ekiba Smith

Target Dates or Schedule

Returning Teacher Orientation and as needed

Evidence of Completion

sign in sheets; sign off sheets in reference to code of conduct

Facilitator:

Ekiba Smith

Participants:

All Staff

Plan to Monitor Fidelity of Implementation of G12.B1.S1

Number of referrals monitored quarterly

Person or Persons Responsible

Ekiba Smith, Dean; Jason Gines AP; Jodi Evans Principal

Target Dates or Schedule

quarterly

Evidence of Completion

discipline reports

Plan to Monitor Effectiveness of G12.B1.S1

number of written referrals

Person or Persons Responsible

Ekiba Smith

Target Dates or Schedule

ongoing

Evidence of Completion

Referrals and suspensions

G12.B2 Students not understanding the expectations or the Code of Conduct

G12.B2.S1 All student will attend an assembly explaining expectations

Action Step 1

Assembly scheduled

Person or Persons Responsible

Ekiba Smith, Dean

Target Dates or Schedule

August 2013

Evidence of Completion

All students attend meeting

Plan to Monitor Fidelity of Implementation of G12.B2.S1

number of referrals

Person or Persons Responsible

Ekiba Smith

Target Dates or Schedule

ongoing

Evidence of Completion

Discipline Report

Plan to Monitor Effectiveness of G12.B2.S1

Number of suspensions and referrals

Person or Persons Responsible

Ekiba Smith Dean; Jason Gines AP; Jodi Evans Principal

Target Dates or Schedule

ongoing

Evidence of Completion

discipline report

G12.B3 Additional 300 students added to enrollment

G12.B3.S1 Assembly for all students to review Positive Behavior System, referral process, and Code of Conduct.

Action Step 1

assemblies on processes

Person or Persons Responsible

Ekiba Smith, Dean; Jason Gines AP

Target Dates or Schedule

August 2013; ongoing

Evidence of Completion

discipline reports

Plan to Monitor Fidelity of Implementation of G12.B3.S1

Number of referrals and suspensions

Person or Persons Responsible

Ekiba Smith, Dean; Jason Gines AP; Jodi Evans Principal

Target Dates or Schedule

ongoing

Evidence of Completion

discipline reports

Plan to Monitor Effectiveness of G12.B3.S1

referrals and suspensions

Person or Persons Responsible

Ekiba Smith Dean Jason Gines AP

Target Dates or Schedule

ongoing

Evidence of Completion

discipline reports

G13. Increase the number of parent volunteer and engagement activities.

G13.B1 Transportation and parent work hours

G13.B1.S1 Encourage parents to car pool to events and to volunteer at the school. Provide events and opportunities at various times of the day.

Action Step 1

Provide a variety of times for parents to attend activities and events.

Person or Persons Responsible

Doris Torres, OASIS coordinator; classroom teachers; administration

Target Dates or Schedule

ongoing

Evidence of Completion

increase in hours on volunteer reports

Plan to Monitor Fidelity of Implementation of G13.B1.S1

Volunteer hours and school activities

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

OASIS and PowerSchool reports

Plan to Monitor Effectiveness of G13.B1.S1

Increase in volunteer hours and engagement.

Person or Persons Responsible

Doris Torres OASIS, Jodi Evans Principal

Target Dates or Schedule

ongoing

Evidence of Completion

Report from OASIS and PowerSchools

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

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 address the needs of 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.

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.

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. Improve data tracking of teachers and students.

G1.B1 Students and teachers not using the resources appropriately.

G1.B1.S1 Professional Development conducted on the Personalized Learning Plans for students and the expectations of each teacher regarding tracking and data chats for students.

PD Opportunity 1

Personalized Learning Plans

Facilitator

Jodi Evans Principal

Participants

All teachers, administrators

Target Dates or Schedule

twice a quarter

Evidence of Completion

Personalized Learning Plans completed.

G1.B1.S2 Data chats with students who will set goals and monitor their goals on their PLP. Data chats will happen after Discovery Benchmark Data is received and at the end of each quarter.

PD Opportunity 1

Data chats

Facilitator

CRTs

Participants

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

completed PLP

G1.B1.S3 Professional Development given to staff to introduce the new data tracker form for MTSS and portfolios.

PD Opportunity 1

MTSS data tracker

Facilitator

Jason Gines, AP

Participants

teachers

Target Dates or Schedule

pre-planning

Evidence of Completion

completed data tracking sheet

G1.B2 Teachers not keeping up with the data and monitoring tracking resources.

G1.B2.S4 Training on all new data tracking expectations through professional development opportunities.

PD Opportunity 1

Data tracking professional development

Facilitator

Yadira Hernandez, Lisa Cochran, Krista Holycross, Jason Gines, Jodi Evans

Participants

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

new tracking implemented and completed

G2. Increase student proficiency in reading.**G2.B1 Differentiated instruction for students on all grade levels.**

G2.B1.S1 Teachers will use data from FCAT, Discovery Assessment, and FAIR to create a plan for each skill deficit of their students along with administration. Groups and personalized learning plans will be created to meet the needs of each student using the Wonders and SRA series in both intervention and challenge activities. The reading strategies stressed will be phonemic awareness, phonics, fluency, comprehension and vocabulary.

PD Opportunity 1

Conduct biweekly data meetings to analyze and disaggregate data to ensure students needs are being met. Training to teachers on Instructional Focus Calendars based on data meetings.

Facilitator

Yadira Hernandez, CRT and Lisa Cochran CRT

Participants

Grade Level Teachers

Target Dates or Schedule

BiWeekly

Evidence of Completion

Weekly data tracking; weekly standards assessments; benchmarks; FCAT

PD Opportunity 2

Conduct small group instruction based on data analysis making accommodations in both rigor and pace to meet the instructional needs of each group. Training on Instructional Focus Calendars and Differentiated Instruction.

Facilitator

Yadira Hernandez CRT; Lisa Cochran CRT; KAGAN Strategies

Participants

Grade Level Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Weekly standard assessments and data tracking; benchmark test; FCAT

G2.B1.S2 Pull out groups, after school tutoring, and Saturday Camps are created based on student skill deficits and/or enrichment opportunities.

PD Opportunity 1

Student MTSS Pull-Out Interventions, after school tutoring groups based on Instructional Focus Calendars and Skill deficits

Facilitator

Lisa Cochran CRT; Yadira Hernandez CRT (IFC Calendars, MTSS pull out schedules, and Afterschool Tutoring lessons)

Participants

Grade level teams

Target Dates or Schedule

During specials classes

Evidence of Completion

Weekly assessments and data tracking

G2.B2 Teachers new to grade levels and content of grade level expectations.

G2.B2.S1 Professional development in curriculum resources such as Wonders and SRA. Training in the grade level expectations and test specification per grade level.

PD Opportunity 1

Professional development in Wonders and SRA and CRISS Reading Strategies

Facilitator

CRISS Reading Strategies Representative; CRT's, Wonders SRA Representative

Participants

Grade Level Teachers

Target Dates or Schedule

Returning and New Teacher Orientation, ongoing in grade level team meetings through team leads and CRT's, CRISS strategies in November

Evidence of Completion

Lesson Plans, classroom observations, student mastery of standards on assessments, FCAT Reading

G2.B4 Students may experience challenges with more complex reading materials and vocabulary

G2.B4.S1 Teachers will attend professional development on vocabulary instruction and develop a plan to increase development and utilize the core reading programs.

PD Opportunity 1

Plans and professional development will be provide to teachers. Vocabulary assessments will be provided to determine if the students are retaining information. Vocabulary words posted throughout the school. The Core Six: Write to Learn, Vocabulary's CODE

Facilitator

CSUSA Curriculum Specialist

Participants

All Grade Level Teachers

Target Dates or Schedule

Returning teacher orientation,

Evidence of Completion

plans are developed, more interactive word walls, vocabulary enhances, FCAT Reading scores

G3. Improve MTSS interventions monitoring/data tracking management.

G3.B1 Lack of knowledge on system use.

G3.B1.S1 Teacher training on system usage.

PD Opportunity 1

Teachers will be given a training on how to use the data tracking and graphing system.

Facilitator

Jason Gines - Assistant Principal

Participants

Teachers/Resource Personnel

Target Dates or Schedule

October

Evidence of Completion

Exit Slips; system usage.

G4. Maintain and/or increase level 4 and 5 students in reading.

G4.B2 Resources for Reading Challenge available to students.

G4.B2.S1 purchase additional chapter books for advanced students

PD Opportunity 1

Reading Challenge details trained; appropriate grade level books for all students researched and purchased.

Facilitator

Lisa Cochran CRT;

Participants

Grade Level Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

new resources available to students

G4.B3 Training on PLATO curriculum

G4.B3.S1 Train teachers on the use of PLATO for students who are working above grade level.

PD Opportunity 1

Schedule training for teachers on PLATO and its uses

Facilitator

Dr. Ashlee Wood

Participants

Grade level teachers

Target Dates or Schedule

September

Evidence of Completion

Completion of training, number of students using program; tracking

G5. Increase learning gains for the lowest 25% of students.

G5.B1 Difficulty in monitoring.

G5.B1.S2 Tutoring Walkthroughs/Observations

PD Opportunity 1

Set tutoring parameters based on Benchmark scores and Instructional Focus Calendars.

Facilitator

Lisa Cochran

Participants

Tutoring teachers

Target Dates or Schedule

September

Evidence of Completion

Reporting

G6. Increase MTSS interventions to meet all Tier 2 and 3 student population.

G6.B2 Know-how on how to carry out the actual interventions / fidelity.

G6.B2.S1 Professional development/training on successful pull-out strategies, scheduling, and tracking.

PD Opportunity 1

Set training dates, schedule, and agenda.

Facilitator

Jason Gines - Assistant Principal

Participants

Pull-Out Staff; Leon Martin - Student Services

Target Dates or Schedule

September

Evidence of Completion

Reporting

G7. Increase writing proficiency by implementing the Top Score writing program.

G7.B1 Teachers not trained on program.

G7.B1.S1 Schedule teacher for professional development/training.

PD Opportunity 1

Professional development training for new 4th grade writing program.

Facilitator

Instructional Coaches

Participants

4th Grade Teachers

Target Dates or Schedule

August

Evidence of Completion

Evidence of programs actual use in classrooms through walkthroughs/observations.

G7.B2 Teachers not familiar with writing rubric and scoring.

G7.B2.S1 Teachers will be trained on how to properly score student writing prompts using the writing rubric.

PD Opportunity 1

Professional development on writing rubric and how to use correctly.

Facilitator

Mrs. Cullum from Top Score Writing

Participants

4th grade teachers and Curriculum Resource Teachers

Target Dates or Schedule

August

Evidence of Completion

Sign in sheets

G8. Increase student proficiency in math receiving a level 3 or higher.

G8.B1 Teachers new to grade level expectations.

G8.B1.S1 Provide professional development and workshops to enhance instructional delivery of program.

PD Opportunity 1

Schedule workshops for enVision, Study Island and other resources used in the classrooms.

Facilitator

Pearson Representative; Yadira Hernandez and Lisa Cochran, Curriculum Resource Teachers

Participants

Grade level teams

Target Dates or Schedule

August/September

Evidence of Completion

Sign in sheets, classroom walk throughs

G8.B4 Students have difficulty with problem solving and math vocabulary

G8.B4.S1 post problem solving strategies in classrooms and hallways

PD Opportunity 1

Training on anchor charts, problem solving charts and graphic organizers, Singapore Math Strategies

Facilitator

Curriculum Resource Teachers

Participants

Grade level teachers

Target Dates or Schedule

Ongoing based on skill focus

Evidence of Completion

Posters in halls and classrooms

G8.B4.S2 post math vocabulary in hallways, use Frayer models in class for math vocabulary, increase use of math academic notebooks

PD Opportunity 1

Professional development on academic notebooks, vocabulary cards and Frayer model; The Core Six: Vocabulary CODE

Facilitator

CSUSA Curriculum Specialist, Administration

Participants

Grade Level Teams

Target Dates or Schedule

Ongoing based on skill focus

Evidence of Completion

Increase in scores, vocabulary charts and Frayer models posted

G11. Decrease the number of students who are not proficient in reading by 3rd grade.

G11.B1 Students coming into the school without prerequisite skills or reading below grade level.

G11.B1.S1 Students will attend after school and Saturday tutoring. They will also be placed in the MTSS process and pulled out for additional instruction.

PD Opportunity 1

Teachers will be trained in reading strategies and new MTSS/RTI model. Take attendance in tutoring programs and pull out intervention strategies. Data tracking will be taken biweekly with these students.

Facilitator

CRISS reading program and representative; Mr. Martin for MTSS

Participants

All staff

Target Dates or Schedule

ongoing

Evidence of Completion

sign in sheets; data tracker;

G12. Decrease the number of discipline referrals.

G12.B1 Teachers not understanding the new referral process

G12.B1.S1 Teachers will be trained in the new referral process and the code of conduct.

PD Opportunity 1

Professional Development on the new referral process and code of conduct.

Facilitator

Ekiba Smith

Participants

All Staff

Target Dates or Schedule

Returning Teacher Orientation and as needed

Evidence of Completion

sign in sheets; sign off sheets in reference to code of conduct

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Increase student proficiency in reading.	\$78,920
G4.	Maintain and/or increase level 4 and 5 students in reading.	\$13,400
G7.	Increase writing proficiency by implementing the Top Score writing program.	\$1,620
G8.	Increase student proficiency in math receiving a level 3 or higher.	\$7,183
G11.	Decrease the number of students who are not proficient in reading by 3rd grade.	\$7,500
Total		\$108,623

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Personnel	Professional Development	Other	Total
School Budget Funded and Title 1	\$44,000	\$0	\$0	\$0	\$0	\$44,000
School Account	\$0	\$0	\$0	\$0	\$0	\$0
School budget Item and Title 1	\$0	\$0	\$34,920	\$0	\$0	\$34,920
Budgeted Item	\$23,210	\$5,000	\$0	\$0	\$0	\$28,210
Budgeted	\$0	\$0	\$0	\$810	\$0	\$810
	\$0	\$0	\$0	\$0	\$0	\$0
School Budget	\$0	\$0	\$0	\$533	\$150	\$683
Total	\$67,210	\$5,000	\$34,920	\$1,343	\$150	\$108,623

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. Increase student proficiency in reading.

G2.B1 Differentiated instruction for students on all grade levels.

G2.B1.S2 Pull out groups, after school tutoring, and Saturday Camps are created based on student skill deficits and/or enrichment opportunities.

Action Step 1

Student MTSS Pull-Out Interventions, after school tutoring groups based on Instructional Focus Calendars and Skill deficits

Resource Type

Personnel

Resource

Teachers paid for afterschool tutoring and Saturday Camps

Funding Source

School budget Item and Title 1

Amount Needed

\$34,920

G2.B2 Teachers new to grade levels and content of grade level expectations.

G2.B2.S1 Professional development in curriculum resources such as Wonders and SRA. Training in the grade level expectations and test specification per grade level.

Action Step 1

Professional development in Wonders and SRA and CRISS Reading Strategies

Resource Type

Evidence-Based Program

Resource

Wonders, CRISS Reading Strategies Training

Funding Source

School Budget Funded and Title 1

Amount Needed

\$44,000

G2.B4 Students may experience challenges with more complex reading materials and vocabulary

G2.B4.S1 Teachers will attend professional development on vocabulary instruction and develop a plan to increase development and utilize the core reading programs.

Action Step 1

Plans and professional development will be provide to teachers. Vocabulary assessments will be provided to determine if the students are retaining information. Vocabulary words posted throughout the school. The Core Six: Write to Learn, Vocabulary's CODE

Resource Type

Evidence-Based Materials

Resource

The book The Core Six written by Harvey F Silver; R. Thomas Dewing; and Matthew J Perini

Funding Source

School Account

Amount Needed**G4.** Maintain and/or increase level 4 and 5 students in reading.**G4.B2** Resources for Reading Challenge available to students.

G4.B2.S1 purchase additional chapter books for advanced students

Action Step 1

Reading Challenge details trained; appropriate grade level books for all students researched and purchased.

Resource Type

Evidence-Based Materials

Resource

Scholastic grade appropriate classroom libraries

Funding Source

Budgeted Item

Amount Needed

\$5,000

G4.B3 Training on PLATO curriculum

G4.B3.S1 Train teachers on the use of PLATO for students who are working above grade level.

Action Step 1

Schedule training for teachers on PLATO and its uses

Resource Type

Evidence-Based Program

Resource

PLATO curriculum and PD

Funding Source

Budgeted Item

Amount Needed

\$8,400

G5. Increase learning gains for the lowest 25% of students.

G5.B2 Students not attending tutoring sessions.

G5.B2.S1 Attendance taken and incentives created for students who attend tutoring sessions.

Action Step 1

Attendance sheets will be made in google docs for teachers to track attendance of tutoring sessions.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G7. Increase writing proficiency by implementing the Top Score writing program.

G7.B1 Teachers not trained on program.

G7.B1.S1 Schedule teacher for professional development/training.

Action Step 1

Professional development training for new 4th grade writing program.

Resource Type

Evidence-Based Program

Resource

Top Score Writing Program

Funding Source

Budgeted Item

Amount Needed

\$810

G7.B2 Teachers not familiar with writing rubric and scoring.

G7.B2.S1 Teachers will be trained on how to properly score student writing prompts using the writing rubric.

Action Step 1

Professional development on writing rubric and how to use correctly.

Resource Type

Professional Development

Resource

Included in purchase of Top Score Writing

Funding Source

Budgeted

Amount Needed

\$810

G8. Increase student proficiency in math receiving a level 3 or higher.

G8.B1 Teachers new to grade level expectations.

G8.B1.S1 Provide professional development and workshops to enhance instructional delivery of program.

Action Step 1

Schedule workshops for enVision, Study Island and other resources used in the classrooms.

Resource Type

Evidence-Based Program

Resource

Study Island

Funding Source

Budgeted Item

Amount Needed

\$6,500

G8.B4 Students have difficulty with problem solving and math vocabulary

G8.B4.S1 post problem solving strategies in classrooms and hallways

Action Step 1

Training on anchor charts, problem solving charts and graphic organizers, Singapore Math Strategies

Resource Type

Other

Resource

Chart Paper for Teachers

Funding Source

School Budget

Amount Needed

\$150

G8.B4.S2 post math vocabulary in hallways, use Frayer models in class for math vocabulary, increase use of math academic notebooks

Action Step 1

Professional development on academic notebooks, vocabulary cards and Frayer model; The Core Six: Vocabulary CODE

Resource Type

Professional Development

Resource

The Core Six Book

Funding Source

School Budget

Amount Needed

\$533

G11. Decrease the number of students who are not proficient in reading by 3rd grade.

G11.B1 Students coming into the school without prerequisite skills or reading below grade level.

G11.B1.S1 Students will attend after school and Saturday tutoring. They will also be placed in the MTSS process and pulled out for additional instruction.

Action Step 1

Teachers will be trained in reading strategies and new MTSS/RTI model. Take attendance in tutoring programs and pull out intervention strategies. Data tracking will be taken biweekly with these students.

Resource Type

Evidence-Based Program

Resource

Triumph Learning

Funding Source

Budgeted Item

Amount Needed

\$7,500