Renaissance Elementary Charter School

2014-15 School Improvement Plan

Renaissance Elementary Charter School

10651 NW 19TH ST, Doral, FL 33172

http://www.recscharter.org

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	21%

Alternative/ESE Center	Charter School	Minority
No	Yes	95%

School Grades History

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

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mission: The mission of Renaissance Elementary Charter School (RECS) is to provide a foundation that will enable students to reach their highest potential in academics, citizenship and life skills.

Provide the school's vision statement

Vision: Renaissance Elementary Charter School (RECS) believes that all children can develop as intellectual learners, function as good citizens, and become academically successful.

School Environment

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

During the first week of the school year RECS teachers utilize activities that give insight to who the students are and their backgrounds. The Doral community is very diverse with various cultures from countries such as Colombia, Venezuela, Brazil, Cuba, China, etc. Teachers have the students write about their lives and experiences, their cultures, favorite activities, family members, sports, hobbies, talents and feelings about school and other aspects of their daily routines. They are encouraged to share with each other during class in an effort to build relationships with their peers; as well as, the teachers. The younger students that are not able to write to express themselves are encouraged to share verbally only as well as illustrate.

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

RECS places a safe and secure learning environment among one of its primary concerns. In the RECS vision statement, the first of six points is "to put students first by providing…a safe, secure and caring climate that allows students to learn and teachers to teach." In order to ensure a safe and secure learning environment, as the school has grown in the number of students it serves, so has the support team. There is a Principal, one Assistant Principal, one Curriculum Specialist, full-time and part time security officers, available to assist with arrival and dismissal of students. Additionally, RECS has increased the number of administrative staff available to ensure safety is a top priority. Students know that the teachers are the first person to speak to regarding any issues that arise, but also know that the administrative team has an open door policy. Dismissal and arrival time parent/ teachers are posted on the sidewalk to ensure that there are adults along the entrance to add a sense of security.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

RECS has a Pro-Active Discipline Plan, which is utilized throughout the school. This plan is implemented when a student's behavior needs to be changed from inappropriate to exemplary, where needed. We are never satisfied with merely stopping poor behavior; we desire to teach the student to do what is right. We do not discipline a student out of anger or for the sake of convenience, but with a loving desire to help the student do what is right and grow in a positive manner. In combination with

the school-wide pro-active discipline plan the Responsive Classroom program, which is a character education program, where character development lessons are infused into school-wide curriculum on a regular basis. RECS Teachers and staff consistently model and teach appropriate behavior to our students. Another element that we utilize is a monitoring system for tracking strikes. As children need to be held accountable for following rules and procedures the teachers give warnings in an effort to help redirect minor distractions and problems. If the behavior continues the child receives a strike. This is tracked on a shared on each student's agenda. All teachers have access to the agendas and parents must sign it on a nightly basis. When the student exceeds the number of strikes a parent conference is scheduled to enlist the support of the parents. When the parent comes to the school for the conference all teachers meet together with the parent and solutions are discussed. The student is also in attendance and it is made very clear to them that the group is there to help them understand that the goal is their success and the importance of them putting forth their best efforts.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

At RECS we use a team approach with our students. All grade level teachers meet on a weekly basis and discuss the student academic and social issues together and determine which students need extra support; as well as, any social issues that require attention. If teachers become concerned over a students social-emotional needs they will then refer the information to the administrative team. The administrative team will meet with the student or students to gather information, offer support and finally let the student know the importance including their parents.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Before the school year begins all data related to student performance is printed and reviewed. Teachers have informational articulation sheets that the prior year teachers fill out, which has performance, behavioral and social-emotional information used for placement, as well. Students that score level one or two on state assessments are identified and scheduled for after school tutorial programs based on their individual needs.

Teachers are required to call home when a student is absent more than one day of school. All students are required to bring a note for all absences. Our parent handbook and contract also discourages excessive absences. Any student that exceeds more than 20 combined absences, Tardies and early dismissals does not receive an automatic recommit the following school year. Due to the high performing status parents do not want to lose their seat and this helps limit the number of students with below 90% attendance.

Student grades are monitored on a weekly basis to identify any student that is in jeopardy of failure. If students are not passing the teachers are required to phone home and schedule a conference with the parents and grade level team. Strategies are discussed that a put into place to encourage student success.

RECS creates a Personalized Learning Plan (PLP) for every student, designed to track an individual student's strengths, weaknesses, and cumulative progress in attaining a year's worth of learning at a specific grade level. The PLP empowers students to track their own progress, which initiates student ownership of learning goals. The plan's development is a collaborative effort between the teacher, parent, student, and other staff involved with the student's academic achievement. Teachers will act as facilitators and coaches for the plans, aiding in creating, monitoring, and encouraging the students to challenge themselves to set and attain personal goals. The parents' role is to be a cheerleader or mentor, motivating and guiding the students in their endeavors. Most importantly, students are the producers of the plan, faced with the responsibility of understanding their data, making good

decisions as learners, and following through with expectations. The goals are measured and reviewed after each benchmark to check for progress.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	15	8	5	5	5	6	44
One or more suspensions	2	2	0	0	0	0	4
Course failure in ELA or Math	11	19	4	1	2	7	44
Level 1 on statewide assessment	0	0	0	3	3	10	16

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

Indicator	Grade Level				Total
	K	1	4	5	
Students exhibiting two or more indicators	2	3	1	1	7

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

Between diagnostic assessment periods, teachers will administer a variety of assessments to students in need of intervention.
• Fluency assessments – such as oral reading fluency checks and high frequency word checks to determine fluency progress.
• Running Records – periodic administration allows teachers to track instructional reading level progress.
• Reading Plus Data Tracking related to Text dependent comprehension
• Standards Assessments – used to measure mastery of Performance Standards. Standards assessments are formative assessments that are designed to evaluate whether a student has mastered a specific standard at the lowest level that was taught. Teachers provide each grade level with standards assessments that are aligned to the GVC. Each standards assessment measures the academic performance of each student on a particular standard that has been introduced and practiced multiple times.
• NWEA Benchmarks – administered to all grade levels to provide data regarding progress toward Performance Standards, reading stamina, and reading level.
All elements of progress monitoring will be shared with parents through the report card and data conferences, conducted at least quarterly. Parents will have the option to schedule conferences as needed with the teacher. This connection between home and will enhance students' ability to achieve annual progress. The school's Student Support Team/Response to Intervention/504 models are aligned with all federal and state laws to ensure all students, including students with disabilities, receive a free appropriate public education using a guaranteed and viable curriculum to ensure learning gains. The RtI model includes a multi-tiered model that has been adapted for the implementation of research-based instruction and intervention. At Tier 1, research-based core instructional and behavioral methodologies, practices and supports designed for all students provide the foundation in general education. Tier 2 consists of supplemental instruction and interventions that are provided in addition to and in alignment with core instruction and behavioral supports to targeted groups of students identified as needing additional assistance. Tier 3 is targeted for those students who require intensive instructional or behavioral intervention in addition to and in alignment with core

instruction. At this tier, instruction and intervention intensity is reflected in increased frequency, greater duration and/or more individualization. The following information lays out the process that is followed:

• Tier 1 RtI meetings in each school review the screening data and identify students in need of additional support through Tier 2 intervention. Those students who meet benchmark standards will continue to remain at Tier 1 and their progress monitored at the next benchmark assessment.

• While receiving intervention at Tier 2, a student's progress will be monitored by the RtI team to determine if progress is being made adequately. If a student is not progressing and the intervention has been implemented as designed, the student will be referred to the SST.

• The SST will review the screening and progress monitoring data and information provided from all other relevant records in order to develop more focused, intensive interventions for the student. Parent(s)/guardian(s) are integral team members and provide data regarding developmental history and current functioning within the family and community units. Barriers to learning are identified and strategies to overcome such barriers are developed. A progress-monitoring schedule is determined and responsible persons are designated for the implementation of interventions and progress monitoring.

• Interventions are implemented and monitored at Tier 3 interventions as designed.

• Progress monitoring data is collected a minimum of every two weeks and parents are notified of intervention implementation and student progress over time.

• If the focused, evidence-based interventions attempted at all tiers do not produce a satisfactory level of progress, as evidenced by review of the RtI data and an analysis of any existing barriers to learning, interventions are modified and a comprehensive evaluation may be requested. Documentation of the various strategies and interventions employed in Tiers 2 and 3, as well as all data pertaining to progress monitoring, become part of the referral packet.

RECS follows all procedures and processes that are required by Federal, State, and is monitored and works closely with the Staffing Specialists and personnel assigned by Miami Dade County Public Schools to ensure all RECS students are afforded all resources and accommodations for which they are eligible, always keeping in mind that the least restrictive environment is offered and students are able to reach their maximum potential. The following information from the FLDOE includes: Statutory and Regulatory Citations along with criterion set up for eligibility as well evaluation procedures

The school's curriculum resources for reading, mathematics, writing, and science are embedded with differentiated instructional lessons, strategies, and assessments that are associated with each RtI tier. The Supplemental Intervention Reading Program and Comprehensive Intervention Reading Program, both described above are aligned to meet the needs of the students in each tier and describe the resources used.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Parental involvement at RECS is more than conferences and advisory meetings. Parents participate in school-wide and individual class events as volunteers and chaperones. The faculty, staff, and

administration encourage all parents to become active members of the RECS community. RECS has an active Parent Teacher Organization (PTO) and School Advisory Council. Parents are encouraged to volunteer in classrooms, cafeteria, book fairs, Drop off duty, with fundraisers, and other special activities.

Active parental participation is required and encouraged. Parent participation is the key to the success of the overall program and is solicited for the development of academic performance goals and objectives. Parents must sign a contract agreeing to volunteer a minimum of thirty hours per school year. Parents are given access to PowerSchool which allows them to track their volunteer hours. The Principal verifies the completion of the hours and credit is applied to the parent account. At the time of recommitment (usually January) for the following school year, parents are sent a letter notifying them of their progress toward completion of their volunteer hours.

RECS communicates via email with parents regarding school-wide events through the school's student information system. Parents use PowerSchool, a web-based tool, to assist with the daily interactions of their child; as well as, access their grades. Parents can communicate with teachers via email and view their child's assignments in PowerSchool. In addition to this, a monthly newsletter is distributed to all students to inform parents of the various activities taking place in the school. Semi-annual parent surveys are distributed to all parents to receive input for school improvement and satisfaction. This supports continual and meaningful parental involvement in each student's education. Annual surveys are distributed to parents to receive input for school improvement and satisfaction.

The RECS PTO has been established as a 501C within the state of Florida and is a vital part of our success. The PTO coordinates fundraising and family events throughout the year. Some events include book fairs, family movie night and the holiday and spring festivals. These events require volunteers to ensure that they are successful. The PTO also holds several fundraisers throughout the year to raise funds for the teachers and classrooms so teachers have the opportunity to receive educational resources that are used in for instruction. Over the years PTO has helped purchase technology items such as Smart Boards computers, response clickers and other curricular materials such as books, educational magazines etc. Some fundraisers also give students the chance to reduce the cost of their yearly field trips. The PTO is a great forum for any parent that wants to be involved in their child's education and help support the needs of our school.

An Educational Excellence School Advisory Council (EESAC) has been established. The EESAC acts as a link between the administrative team, teachers, and the school community to discuss school-based issues. RECS EESAC meetings are held monthly and parents are encouraged to attend. Volunteer hours can also be earned for simply attending this monthly meeting.

Enrollment is a parent(s)/student cooperative choice, wherein a parent(s) contractually agrees to be responsible for their children abiding by the rules and regulations applicable to attendance, classroom participation, behavior, and the uniform policy. Failure to abide by that contract may result in a loss of re-enrollment opportunity the following year, as allowed by an Advisory Opinion of the Florida Department of Education General Counsel.

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

RECS takes every opportunity to reach out to build partnerships with the local community in an effort to support the school. Our annual career days are an example of the effort to bring in different community members to discuss their careers and the necessary educational and experiential requirements of their professions. The school has several functions throughout the year where we invite local businesses to participate either selling products or sharing information. Over the course of the school's existence we have had a strong relationship with The United States Southern Command and have benefitted from donations of furniture and other supplies that have been donated to the school. Another way we partner with our community is to participate in fundraising efforts for some of our charitable organizations. We have had students raise money, perform at Relay for Life, collect food donations for needy families and

collect and deliver toys to underprivileged children. The students learn so much about community involvement and the need to be caring individuals who are socially conscious.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Cordal, Ana	Principal
Thompson, Paul	Assistant Principal
Torres, Maria	Assistant Principal
Pena, Nathalie	Instructional Coach

Duties

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

RECS MTSS Team is made up of:
• Principal- The principal provides the team leadership through a process of problem solving issues and
concerns that arise through an ongoing, systematic examination of available data with the goal of impacting
student achievement, school safety, school culture, literacy, attendance, student social/emotional well being,
and prevention of student failure through early intervention. All aligned with the School-wide goals on School Improvement Plan.
• Assistant Principal - The assistant principal works with the team to ensure commitment to the goals set
forth at the meetings. Along with the principal and teachers, works on building staff support, internal capacity, and sustainability over time.
• Curriculum Resource Teacher -The curriculum resource teacher works with the administration and teachers to share the common goal of improving instruction for all students.
• Class Teachers - Each department selects a teacher to represent their grade level on the MTSS/RtI.
Special Area Teachers - This team of dedicated teachers meet and select 2/3 teachers to represent them on
the MTSS/RtI.

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

The following steps will be considered by the school's Leadership Team to meet the needs of all students and maximize desired student outcomes by use of data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.
The Leadership Team in conjunction with teacher(s) will:

1. Monitor academic and behavior data while evaluating progress by Standards based Curriculum and assessments. Implement Response to Intervention problem solving process and monitoring progress of interventions. Through enrichment opportunities beyond the Reading materials using accelerated computer programs.
2. Gather and analyze data to determine professional development for faculty as indicated by student remediation and enhancement needs.
3. Bi-monthly team meetings focusing on data with the Leadership Team.
The Leadership Team will meet on a bi-monthly basis with classroom teachers to engage in the following activities: review monthly test data to drive instruction, identify students who are meeting/exceeding benchmarks or at risk for not meeting benchmarks.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress through bi-monthly staff/Professional development meetings.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions grouping Kindergarten through second, third through five, monitored by the RtI liaisons.
6. Provide clear indicators of student need and student progress, assisting in examining data the validity and effectiveness of program delivery through walkthroughs and data results.
7. Monitor the reports on Reading Plus related to fluency and reading levels to ensure progress.
8. Monitor the use of Think Thru Math and the number of students that are making progress thru the available reports.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Elaine Castellanos	Teacher
Ana Cordal	Principal
Ana Vinageras	Teacher
Bibianna Cabrera	Teacher
Patricia Cabrera	Teacher
Shawn Koss	Teacher
Lori Warring	Education Support Employee
Tiffany Harrison	Parent
Belen Maria Gonzalez	Parent
Elizabeth Canchola	Parent
Jacqueline De los Rios	Parent
Mariejeanne Caro	Parent
Taileen Arias	Business/Community
	Student

Duties

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

Evaluation of last year's school improvement plan

The Renaissance Elementary Charter School Educational Excellence School Advisory Council met to discuss the 2013-2014 School Improvement Plan (SIP) and other school initiatives. The council reviewed and discussed the SIP goals that were demonstrated and those that were not met. They actively participated in reviewing our school data and developing strategies to increase student achievement for the upcoming school year SIP 14-15. This took place on October 08, 2014.

Development of this school improvement plan

The purpose of the Renaissance Elementary Charter School Educational Excellence School Advisory Council is to work to ensure improved student achievement. One of the ways the Council does this is by preparing and evaluating the school improvement plan. This took place on October 08, 2014. They actively participated in reviewing school data and developing strategies to increase student achievement during our meetings.

Preparation of the school's annual budget and plan

RECS EESAC after careful review and data analysis of the SIP it recommends what initiatives the school should address and what impact it will have on student achievement. They analyze the budget cycle and together they decide where the funds should be spent. They determined that it would be spent on the RECS Intervention Tutorial Programs Reading, Math & Science in order to increase student achievement.

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

The SAC will allocate $4,000.00 of the SIP funds for the RECS Intervention Tutorial programs in Reading, Math & Science.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Cordal, Ana	Principal
Torres, Maria	Assistant Principal
Dominguez, Lanny	Teacher, K-12
Cuesta, Lissette	Teacher, K-12
Garcia, Betsy	Teacher, K-12
Pena, Nathalie	Teacher, K-12
Rodriguez, Christine	Teacher, K-12
Valdes, Ania	Teacher, K-12
Vinageras, Anna	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Instructional focus lessons are developed through grade level meetings, vertical planning in conjunction with FAIR and NWEA Interim Assessments. Teachers will determine which lessons to implement according to student data results and needs. Teachers will include lessons in their lesson plans and will determine whether to apply lessons as class openers and/or supplemental resources. Content area teachers will teach focus lessons by applying benchmarks and lessons needed to develop student skills according to data results. The Literacy Leadership Team will be responsible for data analysis at the grade level and will be responsible for assisting in the dissemination of modifications and changes to be made. On a monthly basis, curricular adjustments/changes will be reviewed and determined if necessary during grade level and literacy team meetings. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students. Grade Level/Department Leads will play a vital role in the development of Instructional Focus. Their responsibilities will include sharing BEST Practices with teachers, modeling lessons, providing support to teachers and monitoring student progress through student assessments.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

RECS has high expectations for teachers and staff. Adults who have high expectations for themselves, lead students to also have high expectations. RECS staff is trained with Red Carpet strategies and taught philosophical approaches to creating a positive environment. The RECS Faculty Handbook and Charter Schools USA Employee handbooks set out clear expectations for professionals. Each year Charter Schools USA adopts a theme through best practices of high functioning organizations. This year the theme for RECS and Charter Schools USA schools is, "Great by Choice." Additionally, at RECS our theme is 100% Accountable. Our school community understands if we are going to reach our school goals, each and every person must be 100% accountable for fulfilling their roles. Leadership is expected to be role models for professionalism and must provide feedback and discipline when staff is not making the school a better place. RECS uses every early release Wednesday for Professional Development, Faculty Meetings, Parent Conference or Committees to ensure collaboration toward our goals is occurring. Every Teacher Planning Day is also used for high quality professional development and planning. The administration provides lunch to the faculty on these days in an effort to reward the teachers and give them an opportunity to socialize and get to know each other to develop fellowship. Teachers have 60 minutes per day for team planning and collaboration: teachers are expected to work longer days and go above and beyond to do what is best for our students. Weekly faculty meetings are held and each meeting two teachers are recognized for their contribution towards excellence.

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

1. We recruit teachers locally, out-of state, as well as out of the country. CSUSA continuously participates in local job fairs and national teacher job fairs. We are committed to developing a diverse group of
teachers, therefore offering them several opportunities for staff development.
CSUSA & RECS Leadership Team
2. RECS administration collaborates with the Leadership Team of Charter School USA (CSUSA). We are committed to hiring the best candidates for our teaching positions.
CSUSA & RECS Leadership Team
3. The RECS leadership team reviews resumes of potential candidates. After choosing the best candidates for
the positions available, we interview and we select the best candidate for the position.

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

All the grade levels have mentors/Leads which meet on daily basis during common planning times. The grade level mentors/Leads have extensive experience in the teaching field and have attended various trainings which provide them with the skills to assist any new or veteran teacher. These lead teachers will mentor the mentee on an ongoing basis with Classroom Management, Student information System -PowerSchool & PowerTeacher, Common Core Standards, Data Analysis, etc.
Kindergarten - Lanny Dominguez/Mari Maranges - Lead/Mentor for Kindergarten Teachers
Grade 1- Ania Valdes - Lead Teacher for 1st Grade Teachers
Grade 2 - Betsy Garcia - Lead Teacher for 2nd Grade Teachers
Grade 3 - Ana Vinegeras - Lead Teacher for 3rd Grade Teachers
Grade 4 - Lissette Cuesta - Lead Teacher for 4th Grade Teachers
Grade 5 - Zamilee Zapata/Chrisitne Rodriguez Lead Teachers for 5th Grade Teachers
Special Area - Elena Lopez - Lead Teacher for Special Area Teachers

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

RECS has adopted our curriculum and instructional techniques based on years of research and data collected and disseminated through the Association for Supervision and Curriculum Development. Focused on the literature of Robert Marzano's "What works in Schools", "The Art and Science of Teaching ", "Classroom Instruction That Works along with School Leadership That works. These resources based on his work establish programs and practices for K thru 12 classrooms that translate current research and theory in cognition, into instructional methods.
Education Model
RECS is using the Guaranteed and Viable Curriculum ensures academic excellence in every classroom and encourages steady academic progress as students build their knowledge and skills from one year to the next. After clear guidance is given to teachers regarding the content to be addressed in specific courses and at specific grade levels, the leadership team and curriculum resource teachers monitor learning so that the academic content necessary for achievement within each grade is not disregarded or replaced. Teachers focus on the attained curriculum through regular assessment to ensure that each student masters the content of every lesson.
Component 1: Baseline Assessment and Data
Baseline assessment provides all stakeholders with the information needed to identify students' strengths and weaknesses; to effectively target instruction; and to set school-level, classroom-level, and individual student-level goals. This starts at the beginning of the school year with the review of students' scores from the state-mandated assessment of the previous school year. Baseline data is obtained throughout the year with standards-aligned pre-tests that are utilized prior to each new unit of instruction.
Component 2: Data-Driven Instruction
The leaders and teachers of RECS analyze baseline data from the student information system, and then provide targeted professional development to support teachers' knowledge base of the best instructional strategies to employ, that best meet the needs of each student. Teachers then have the information needed to effectively adjust instructional focus through spiral teaching and employ regrouping and other differentiation strategies to ensure that each student is making progress towards mastery of specific skills and content. Using this innovative approach of data-driven instruction and ongoing teacher support within the network around meeting the needs of each

student, RECS ensures a culture of continuous improvement and increased student achievement.
Component 3: Assessment
After data-driven instruction, formative assessments are given to determine areas of growth and are used to continue to identify instructional priorities. Assessments measure instructional effectiveness and student achievement and are an integral part of the education model. Formative assessments, in particular, provide a systematic and regular measurement of students' progress in the classroom, and are the processes used to drive instructional practice. Further, timely and specific feedback, based upon formative assessments of student performance on grade level standards is given to establish individualized goals for all students.
Component 4: Grading
Grading of formative assessments is done through the Teacher eGrade Book on the Charter Schools USA's Student Information System (PowerSchool) graded at the most specific level of the state standards to facilitate data collection. As the data is collected, it is displayed within the Teacher eGrade Book in various formats for straightforward data analysis. The data is then reviewed at the specific standard to target individual student needs on specific skill expectations.
Component 5: Reporting
Reporting in the student information system offers RECS the capability of disaggregating data by individual student, by individual class, and by grade level. It also offers teachers, parents, and students online access to student data. Student achievement data is included in each student's file and makes year-to-year evaluation and tracking of benchmarks more efficient. It also provides students, parents, teachers and administrators information to make decisions about differentiating instruction for each student.
Component 6: Decision
Decision is the final action. Teachers and administrators, based on the data, make the decision to either move on to a new standard and begin with a baseline assessment, or revisit the same standard through data-driven instruction, reaching students who need remediation or acceleration through differentiated instruction. A unique and innovative aspect of this education model is the fact that teachers do not simply move on to the next standard after assessment, but may continue re-teaching based on students' needs. The teacher re-teaches, either by whole-class or small-group instruction, until all students have mastered the standard.
Through professional development, teachers continue this decision-making process of best meeting the needs of the students. The educator's critical role is to be the designer of student learning. The three-stage design process from Jay McTighe's Understanding by Design supports teachers working within the standards-driven curriculum to clarify learning goals, devise assessments revealing student understanding, and craft effective and engaging learning activities, aligned with real world experiences.
The review of data, through the use of the education model, guides RECS's learning plan by identifying the professional developmental needs of teachers through both student and administrator observational data. Through the cycle of revisions to the GVC based on the needs of the students recognized through data and observation; the alignment of professional development to the needs of teachers; and the revision of functionality within the student information system, the education model is the foundation that will drive continuous improvement within the school.
• To achieve our goal of meeting high standards of student achievement, we also use unique and innovative academic components to complement the comprehensive data-driven educational model. The components include the following:
• Goal Setting: at the year's onset, teachers and administrators analyze the previous year's data to set school-wide, class-level, and student-level improvement goals for the new school year.
• Personalized Learning Plans: designed for all students to track the individual student's strengths and weaknesses. The Plan is collaboratively developed between students, parents and teachers to empower students to track their own progress.
• Progress Monitoring and Assessment: tracks specific and measurable goals regarding attendance, test scores, graduation rates and teacher retention to inform data-driven decision making, with specific plans for students of concern and/or functioning below grade level).

• Focus on Academic Rigor/Innovative Learning Methods: utilizing critical thinking skills to prepare students to be college and career-ready.
• Innovative Measurement Tools to Drive Research-Based Instruction & Data Analysis: employs state-of-the art technology like the student information system, electronic grade book, and report card.
• Technology to Support Student Engagement: creating interactive classrooms and utilizing tablets, laptops, document cameras, etc. to further enhance the learning experience.

Instructional Strategies

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

The RECS education model itself is innovative in the sense that the core segments are consistent, but the instructional methods are dependent on the needs of the individual student. RECS does not utilize a one-size-fits-all component in any aspect. With that said, innovative learning methods that are utilized can range from any or all of the strategies listed below:
• Blended learning: the school offers the unique experience of blended learning for students, in which the online programs can range on a continuum of a part time embedded supplemental program to load-bearing courses taken independently. Blended learning can support any level of students, as some students can participate in enrichment programs, whereas others can get remedial support. RECS uses the following programs: Reading Plus, Study Island, Think Through Math, and FCAT Explorer, Journeys and all core classes use online Text support.
• Marzano's Thirteen High Probability instructional strategies: each of the thirteen strategies provides students with a learning opportunity that is academically rigorous, challenging, innovative, and focused on individual student learning needs. These strategies can be implemented across subject levels, and even throughout a lesson in various ways. The strategies include: 1) Tracking student progress; 2) Setting goals and objectives; 3) Building vocabulary; 4) Identifying similarities and differences; 5) Interactive academic games; 6) Summarizing; 7) Note-taking; 8) Non-linguistic representations; 9) Student discussions/chunking; 10) Homework; 11) Practice; 12) Effort and Recognition; 13) Graphic Organizers.
• Cross-curricular instruction and learning: This method of instruction requires a high level of collaboration among teachers, as content is connected across subjects. Teachers align their studies in more than one subject area to best make connections for students, creating the opportunity for deepened understanding. For example, students can easily utilize the strategy of identifying a main idea (reading) when reading a newspaper article containing information on global warming (science), which can also tie into the citizen's role in preventing global warming (social studies). With the proper planning and teamwork, entire units can be implemented throughout the year connecting all subjects.
• Multiple intelligences: Howard Gardner's Theory of Multiple Intelligences is based on the idea that all students have different types of minds, therefore they all process and remember information in various ways. The general types of learners include: visual-spatial, bodily kinesthetic, musical, interpersonal, intrapersonal, linguistic, and logical-mathematical. Teachers will plan and implement lessons with the various types of learners they have within their classes in mind. For example, for a lesson on the effect of earth's rotation, some students can be provided with a pictorial diagram (visual-spatial learners), whereas others can take part in acting out the rotation, with different students representing the sun, earth, and moon (bodily-kinesthetic learners).
• Project-based learning: This method provides students with the opportunity to learn content and master standards through real-world activities. Projects typically include activities in which students need to create, question, and revise knowledge, utilizing key critical thinking skills, which further prepare them for secondary and post-secondary studies. Often related to student interest, these activities can foster a higher desire for learning and develop better communication skills, as they frequently require students to work in teams or partnerships, though not necessarily for all projects.
• Cooperative learning: A strategy utilized by teachers to increase the rigor of an assignment, as it

increases the expectations of students in completing a task. Within cooperative learning, teachers strategically group students to complete an assignment, designating roles so all students are held accountable for providing input and holding ownership of learning. To complete the task of planning a vacation under a certain budget, for example, the roles can be designated as leader, recorder, timekeeper, task-manager, and presenter.

Differentiated instruction takes a little more time when planning but the benefit of teaching a lesson and having a variety of means for students to show mastery is also an effective strategy teachers utilize.

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

Strategy: Extended School Day

Minutes added to school year: 8,000

Instruction in core academic subjects, enrichment activities, teacher collaboration, planning and professional development.

Computer Labs and teacher classrooms are available before and after school for students to ework on individualized computer programs aimed at increasing student academic performance. (e.g. Study Island, Reading Plus, Voyager etc.)

Also, our academic daily core program is an extended day for all of our students.

Kinder - 1st grade students receive an extra 45 minutes each day. They attend school from 8:30 am - 2:45 p.m.

2nd - 3rd grade students receive an extra 15 minutes each day. They attend school from 8:30 am - 3:05 p.m.

4th - 5th grade students receive an extra 20 minutes each day. They attend school from 8:30 am - 3:25 p.m.

Strategy Rationale

Research demonstrates that students that are below grade level need more one on one direct instruction of reading in order to increase reading abilities.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Data is collected regularly through, PMRN, NWEA Benchmarks, Reading Plus, Study Island and Voyager reports.

Monitor attendance and participation of theses programs throughout the year.

Determine the of students moving from below grade level to proficiency.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Prior to the opening of school, tours as well an orientation are conducted providing families the opportunity to visit their future school. We host a "Meet & Greet" the Friday prior to the first day of school. This provides students, teachers and parents to meet before the first day of school. All incoming Kindergarten students are assessed upon entering. Assessments used are FAIR, FLKRS, ESOL, NWEA Benchmarks, etc. After careful review of data, the LLT Team determines and identifies areas of strengths and weakness. Strategies for intervention and enrichment are implemented. Fifth grade teachers prepare articulation information to forward to Renaissance Middle Charter school which contains critical data for successful transition.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To Increase student achievement by improving core instruction in all content areas through writing strategies.

G2.   To decrease the number of students demonstrating Early Warning Signs in attendance, behavior and academic performance.

G3.   To increase the opportunities for students using STEM initiatives within our core curriculum.

G4.   To continue building strong parental participation with school activities and informing parents about our academic programs.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To Increase student achievement by improving core instruction in all content areas through writing strategies. 1a

G050970

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	85.0
AMO Math - SWD	76.0
AMO Reading - All Students	88.0
AMO Math - All Students	87.0
FCAT 2.0 Science Proficiency	83.0

Resources Available to Support the Goal 2

- Classroom Instruction that Works, Research-Based Strategies for Increasing Student Achievement, The Core Six Essential Strategies for Achieving Excellence, FSA Writing Specifications, CSUSA Monthly Writing Assessments, Professional Development in Common Core Writing across the curriculum and the "Write to Learn" writing program.

Targeted Barriers to Achieving the Goal 3

- ELL students lack in-depth vocabulary and have difficulty reading comprehending at grade level and students with disabilities lack math concepts

Plan to Monitor Progress Toward G1. 8

NWEA Benchmarks, Teacher generated and Formative assessments, Weekly Writing Samples, FSA.

Person Responsible
Nathalie Pena

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

Evidence of Completion
Student data, report cards, writing samples, NWEA results

G2. To decrease the number of students demonstrating Early Warning Signs in attendance, behavior and academic performance. 1a

🔑 G050786

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	10.0
Retained Students	2.0

Resources Available to Support the Goal 2

- Attendance Records, Tardy Records, PowerSchools and ISIS, NWEA Benchmarks, RECS Intervention Program, Think Through Math, Reading Plus, Ticket to Read

Targeted Barriers to Achieving the Goal 3

- Students not attending school and not arriving on time.

- Students unable to perform on grade level.

Plan to Monitor Progress Toward G2. 8

Tardy records, Absentee records, & low performing student's records will be reviewed.

Person Responsible

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

Evidence of Completion
Students tardy records, absentee records, student report cards, NWEA benchmarks.

G3. To increase the opportunities for students using STEM initiatives within our core curriculum. 1a

🔍 G051183

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	83.0

Resources Available to Support the Goal 2

- Fairchild Challenge, Think Through Math, Science Fair, Study Island

Targeted Barriers to Achieving the Goal 3

- Students lack experiences with Science, Technology, Engineering and Math.

Plan to Monitor Progress Toward G3. 8

All student Science Fair projects.

Person Responsible
Maria Torres

Schedule
Monthly, from 3/2/2015 to 3/6/2015

Evidence of Completion
Student Science Fair Projects and assessments.

G4. To continue building strong parental participation with school activities and informing parents about our academic programs. 1a

🔍 G050781

Targets Supported 1b

Indicator	Annual Target
Attendance rate	81.0

Resources Available to Support the Goal 2

- Parentlink, Marquee and Parent Notices

Targeted Barriers to Achieving the Goal 3

- Parents not participating in school activities and academic instructional events.

Plan to Monitor Progress Toward G4. 8

Parent attendance Logs will be collected and counted after each curriculum night and all school functions.

Person Responsible
Ana Cordal

Schedule
Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion
Student Goal Sheets, Student Assessments, Reading Plus Reports,

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =**   **S** = Strategy
                      Barrier

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. To Increase student achievement by improving core instruction in all content areas through writing strategies. `1`

🔑 G050970

G1.B1 ELL students lack in-depth vocabulary and have difficulty reading comprehending at grade level and students with disabilities lack math concepts `2`

🔑 B127979

G1.B1.S1 Teachers will use high yield instructional strategies outlined in Classroom Instruction that Works and the Write To Learn" writing program. `4`

🔑 S140119

Strategy Rationale

Research demonstrates that the following strategies increase student achievement: identifying similarities and differences, Summarizing and note taking and the use of advanced Organizers as indicated by Marzano.

Action Step 1 `5`

Teachers will be provided professional development incorporating the high yielding instructional strategies outlined by Marzano; as well as, the "Write to Learn" writing program across all content areas and students will implement these strategies.

Person Responsible

Ana Cordal

Schedule

On 10/2/2014

Evidence of Completion

Lesson Plans and Classroom observations using the "Write to Learn" writing program weekly.

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

Teachers are using the research based High Yielding instructional Strategies and the Write to Learn program strategies during classroom instruction in all content ares.

Person Responsible

Nathalie Pena

Schedule

Weekly, from 9/2/2014 to 6/1/2015

Evidence of Completion

Weekly review of lesson plans and classroom walk-thrus

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

NWEA Benchmarks, Teacher generated and Formative assessments, Weekly Writing Samples, FSA.

Person Responsible

Ana Cordal

Schedule

Monthly, from 9/10/2014 to 6/1/2015

Evidence of Completion

Student assessments, NWEA Benchmarks, Teacher generated and Formative assessments, Weekly Writing Samples, FSA.

G2. To decrease the number of students demonstrating Early Warning Signs in attendance, behavior and academic performance. `1`

`G050786`

G2.B1 Students not attending school and not arriving on time. `2`

`B127338`

G2.B1.S1 Parents will be called by school personnel when student is absent more than 3 days. `4`

`S139411`

Strategy Rationale

Parents need to take responsibility for their child not arriving to school on time.

Action Step 1 `5`

Parents will be called by school personnel when student is absent more than 3 days.

Person Responsible

Ana Cordal

Schedule

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

Evidence of Completion

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

Attendance reports will be collected and log of phone calls to parents of students missing 3 days will be compared.

Person Responsible

Ana Cordal

Schedule

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

Evidence of Completion

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

Make sure front office staff is notifying administration about the parents not signing in students that are tardy and log.

Person Responsible

Ana Cordal

Schedule

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

Evidence of Completion

G2.B1.S2 Parents will be required to park and sign-in students when arriving tardy. `4`

🔑 S140122

Strategy Rationale

Parents need to take responsibility for their child not arriving to school on time.

Action Step 1 `5`

Parents need to park and sign-in student on the tardy roster.

Person Responsible

Ana Cordal

Schedule

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

Evidence of Completion

Tardy roster and PowerSchool attendance.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Front office will list students arriving late and not signed in by parent and compare to prior lists. Parent will be contacted by school personnel.

Person Responsible

Ana Cordal

Schedule

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

Evidence of Completion

Student Tardy roster and parent signatures.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Make sure front office staff is notifying administration about the parents not signing in students that are tardy and log.

Person Responsible

Ana Cordal

Schedule

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

Evidence of Completion

Tardy roster and parent signatures

G2.B2 Students unable to perform on grade level. `2`

`B128788`

G2.B2.S1 Students performing below grade level and or retained, will be placed in Rti and intervention programs. `4`

`S141209`

Strategy Rationale

Students need extra time and resources in order to become proficient.

Action Step 1 `5`

Students will be assigned to intervention programs.

Person Responsible

Maria Torres

Schedule

Daily, from 10/1/2014 to 6/1/2015

Evidence of Completion

Student Data, report cards, Ticket to Read reports, Reading Plus reports, NWEA benchmarks, Think Through Math, FSA, RECS Tutorial Program

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

Students attendance and academic progress will be monitored.

Person Responsible

Maria Torres

Schedule

Weekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Student attendance sheets, web-based reports for Reading Plus, Ticket-to-read, Think Through Math

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

Student data will be analyzed for academic progress.

Person Responsible

Maria Torres

Schedule

Biweekly, from 10/10/2014 to 6/1/2015

Evidence of Completion

Student formative and summative assessments, NWEA Reports, attendance records

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G3. To increase the opportunities for students using STEM initiatives within our core curriculum. `1`

🔑 G051183

G3.B1 Students lack experiences with Science, Technology, Engineering and Math. `2`

🔑 B128585

G3.B1.S1 Students will participate in the School wide Science Fair as well as the CSUSA Science Fair. `4`

🔑 S140722

Strategy Rationale

Preparing a science fair project is an excellent example of what education experts call active learning or inquiry (also "hands-on" learning). It is a very effective instructional method; indeed, it is recommended as a cornerstone of successful science teaching. Yet, according to the National Research Council, active learning is not employed often enough in the classroom and its absence is seen as one of the key factors behind kids losing interest in science and not performing to their potential.

Action Step 1 `5`

All students will complete a Science Fair project.

Person Responsible

Nathalie Pena

Schedule

Monthly, from 11/3/2014 to 3/2/2015

Evidence of Completion

All Science teachers will provide students with the Science Fair rubric.

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

Ensure teachers are monitoring the students while the Science Fair projects are being completed.

Person Responsible

Nathalie Pena

Schedule

Biweekly, from 11/10/2014 to 3/2/2015

Evidence of Completion

Teacher Lesson Plans, Walk throughs and Grade level meeting Agendas

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

Teachers will track students progress with the Science Fair Projects.

Person Responsible

Maria Torres

Schedule

Monthly, from 11/10/2014 to 3/3/2015

Evidence of Completion

Student assignments, student presentations, student rubric checklist.

G4. To continue building strong parental participation with school activities and informing parents about our academic programs. 1

🔑 G050781

G4.B1 Parents not participating in school activities and academic instructional events. 2

🔑 B127326

G4.B1.S1 Parents will be notified of school events and curriculum nights via ParentLink. 4

🔑 S139403

Strategy Rationale

Keeping parents informed using the internet and phone system will increase parental participation.

Action Step 1 5

Administration will create messages and emails within the ParentLink web-based program.

Person Responsible

Ana Cordal

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Parentlink reports and messages.

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

Parent attendance logs will be collected for all school events.

Person Responsible

Ana Cordal

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Parents sign-in logs, Parent involvement with schools activities, and ParentLink delivery reports.

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

Attendance Logs will be signed by parents attending all school functions collected and tallied.

Person Responsible

Ana Cordal

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Saved messages, update with upcoming events, parent participation logs/attendance.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Parents will be called by school personnel when student is absent more than 3 days.	Cordal, Ana	9/1/2014		6/1/2015 weekly
G4.B1.S1.A1	Administration will create messages and emails within the ParentLink web-based program.	Cordal, Ana	8/18/2014	Parentlink reports and messages.	6/1/2015 weekly
G1.B1.S1.A1	Teachers will be provided professional development incorporating the high yielding instructional strategies outlined by Marzano; as well as, the "Write to Learn" writing program across all content areas and students will implement these strategies.	Cordal, Ana	9/2/2014	Lesson Plans and Classroom observations using the "Write to Learn" writing program weekly.	10/2/2014 one-time
G2.B1.S2.A1	Parents need to park and sign-in student on the tardy roster.	Cordal, Ana	9/1/2014	Tardy roster and PowerSchool attendance.	6/1/2015 biweekly
G3.B1.S1.A1	All students will complete a Science Fair project.	Pena, Nathalie	11/3/2014	All Science teachers will provide students with the Science Fair rubric.	3/2/2015 monthly
G2.B2.S1.A1	Students will be assigned to intervention programs.	Torres, Maria	10/1/2014	Student Data, report cards, Ticket to Read reports, Reading Plus reports, NWEA benchmarks, Think Through Math, FSA, RECS Tutorial Program	6/1/2015 daily
G1.MA1	NWEA Benchmarks, Teacher generated and Formative assessments, Weekly Writing Samples, FSA.	Pena, Nathalie	9/1/2014	Student data, report cards, writing samples, NWEA results	6/1/2015 biweekly
G1.B1.S1.MA1	NWEA Benchmarks, Teacher generated and Formative assessments, Weekly Writing Samples, FSA.	Cordal, Ana	9/10/2014	Student assessments, NWEA Benchmarks, Teacher generated and Formative assessments, Weekly Writing Samples, FSA.	6/1/2015 monthly
G1.B1.S1.MA1	Teachers are using the research based High Yielding instructional Strategies and the Write to Learn program strategies during classroom instruction in all content ares.	Pena, Nathalie	9/2/2014	Weekly review of lesson plans and classroom walk-thrus	6/1/2015 weekly
G2.MA1	Tardy records, Absentee records, & low performing student's records will be reviewed.		9/1/2014	Students tardy records, absentee records, student report cards, NWEA benchmarks.	6/1/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Make sure front office staff is notifying administration about the parents not signing in students that are tardy and log.	Cordal, Ana	9/1/2014		6/1/2015 biweekly
G2.B1.S1.MA1	Attendance reports will be collected and log of phone calls to parents of students missing 3 days will be compared.	Cordal, Ana	9/1/2014		6/1/2015 biweekly
G2.B2.S1.MA1	Student data will be analyzed for academic progress.	Torres, Maria	10/10/2014	Student formative and summative assessments, NWEA Reports, attendance records	6/1/2015 biweekly
G2.B2.S1.MA1	Students attendance and academic progress will be monitored.	Torres, Maria	10/1/2014	Student attendance sheets, web-based reports for Reading Plus, Ticket-to-read, Think Through Math	6/5/2015 weekly
G2.B1.S2.MA1	Make sure front office staff is notifying administration about the parents not signing in students that are tardy and log.	Cordal, Ana	9/1/2014	Tardy roster and parent signatures	6/1/2015 biweekly
G2.B1.S2.MA1	Front office will list students arriving late and not signed in by parent and compare to prior lists. Parent will be contacted by school personnel.	Cordal, Ana	9/1/2014	Student Tardy roster and parent signatures.	6/1/2015 biweekly
G3.MA1	All student Science Fair projects.	Torres, Maria	3/2/2015	Student Science Fair Projects and assessments.	3/6/2015 monthly
G3.B1.S1.MA1	Teachers will track students progress with the Science Fair Projects.	Torres, Maria	11/10/2014	Student assignments, student presentations, student rubric checklist.	3/3/2015 monthly
G3.B1.S1.MA1	Ensure teachers are monitoring the students while the Science Fair projects are being completed.	Pena, Nathalie	11/10/2014	Teacher Lesson Plans, Walk throughs and Grade level meeting Agendas	3/2/2015 biweekly
G4.MA1	Parent attendance Logs will be collected and counted after each curriculum night and all school functions.	Cordal, Ana	8/18/2014	Student Goal Sheets, Student Assessments, Reading Plus Reports,	6/1/2015 monthly
G4.B1.S1.MA1	Attendance Logs will be signed by parents attending all school functions collected and tallied.	Cordal, Ana	8/18/2014	Saved messages, update with upcoming events, parent participation logs/attendance.	6/5/2015 monthly
G4.B1.S1.MA1	Parent attendance logs will be collected for all school events.	Cordal, Ana	8/18/2014	Parents sign-in logs, Parent involvement with schools activities, and ParentLink delivery reports.	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. To Increase student achievement by improving core instruction in all content areas through writing strategies.

G1.B1 ELL students lack in-depth vocabulary and have difficulty reading comprehending at grade level and students with disabilities lack math concepts

G1.B1.S1 Teachers will use high yield instructional strategies outlined in Classroom Instruction that Works and the Write To Learn" writing program.

PD Opportunity 1

Teachers will be provided professional development incorporating the high yielding instructional strategies outlined by Marzano; as well as, the "Write to Learn" writing program across all content areas and students will implement these strategies.

Facilitator

Ana Cordal

Participants

All teachers

Schedule

On 10/2/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: To Increase student achievement by improving core instruction in all content areas through writing strategies.	900
Goal 2: To decrease the number of students demonstrating Early Warning Signs in attendance, behavior and academic performance.	13,281
Goal 3: To increase the opportunities for students using STEM initiatives within our core curriculum.	2,435
Grand Total	**16,616**

Goal 1: To Increase student achievement by improving core instruction in all content areas through writing strategies.		
Description	**Source**	**Total**
B1.S1.A1 - The Core Six: Essential Strategies for Achieving Excellence with the Common Core	General Fund	900
Total Goal 1		**900**

Goal 2: To decrease the number of students demonstrating Early Warning Signs in attendance, behavior and academic performance.		
Description	**Source**	**Total**
B1.S1.A1 - ParentLink Communication System	General Fund	1,000
B2.S1.A1 - Ticket-to-read & Voyager		4,386
B2.S1.A1 - Think Through Math		3,895
B2.S1.A1 - ESSAC - RECS Tutorial Program	School Improvement Funds	4,000
Total Goal 2		**13,281**

Goal 3: To increase the opportunities for students using STEM initiatives within our core curriculum.		
Description	**Source**	**Total**
B1.S1.A1 - Study Island	General Fund	2,435
Total Goal 3		**2,435**