FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: RENAISSANCE ELEMENTARY CHARTER SCHOOL

District Name: Dade

Principal: Ana Cordal

SAC Chair: Elizabeth Canchola

Superintendent: Alberto M. Carvalho

Date of School Board Approval: PENDING

Last Modified on: 10/18/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Ana Cordal	Master of Science in Education from Florida International University Educational Leadership all grades – from Florida Atlantic University Bachelor of Science in Communication from Florida International University	11	11	'12 11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 82 93 95 96 92 High Standards Math 77 92 95 97 97 '12 11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 82 93 95 96 92 High Standards Math 77 92 95 97 97 Lrng Gains-Rdg. 78 76 74 77 75 Lrng Gains-Math 70 73 66 80 85 Gains-Rdg-25% 77 79 88 86 81 Gains-Math-25% 82 88 82 86 86
		Bachelor of			

		Science in Education from Florida International University	13	2	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 82 93 95 96 92 High Standards Math 77 92 95 97 97 Lrng Gains-Rdg. 78 76 74 77 75 Lrng Gains-Math 70 73 66 80 85 Gains-Rdg-25% 77 79 88 86 81
Assis Principal	Maria Torres	Master of Science in Educational Leadership from Nova Southeastern University			Gains-Math-25% 82 88 82 86 86

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
NA					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	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/Leadership Team	ongoing	
2	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/Leadership Team	ongoing	
3	3. The 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.	Leadership Team	ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
45	11.1%(5)	42.2%(19)	42.2%(19)	0.0%(0)	17.8%(8)	91.1%(41)	4.4%(2)	0.0%(0)	86.7%(39)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Lanny Dominguez	Ms. Barros	Ms. Dominguez has extensive experience in the teaching field and has attended various trainings which provide her with the skills to assist any new or veteran teacher.	The teacher will mentor the mentee on an ongoing basis with Classroom Management, Student information System, Data Analysis, etc.
Ania Almaguer	Ms. Roche	Ms. Almaguer has extensive experience in the teaching field and has attended various trainings which provide her with the skills to assist any new or veteran teacher.	The teacher will mentor the mentee on an ongoing basis with Classroom Management, Student information System, Data Analysis, etc
Betsy Garcia	Ms. Diaz	Ms. Garcia has extensive experience in the teaching field and has attended various trainings which provide her with the skills to assist any new or veteran teacher.	The teacher will mentor the mentee on an ongoing basis with Classroom Management, Student information System, Data Analysis, etc.
Lissette Cuesta	Ms. Nunez	Ms. Cuesta has extensive experience in the teaching field and has attended various trainings which provide her with the skills to assist any new or veteran teacher.	The teacher will mentor the mentee on an ongoing basis with Classroom Management, Student information System, Data Analysis, etc.
Shawn Koss	Ms. Westall & Ms. Gonzalez	Mr. Koss has extensive experience in the teaching field and has attended various trainings which provide her with the skills to assist any new or veteran teacher.	The teacher will mentor the mentee on an ongoing basis with Classroom Management, Student Information System, Data Analysis, etc.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

> NA

Title I, Part C- Migrant

> NA

Title I, Part D

> NA

Title II

> NA

Title III

> NA

Title X- Homeless

> NA

Supplemental Academic Instruction (SAI)

> NA

Violence Prevention Programs

> NA

Nutrition Programs

> NA

Housing Programs

> NA

Head Start

> NA

Adult Education

> NA

Career and Technical Education

> NA

Job Training

> NA

Other

> NA

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

Identify the school-based MTSS leadership team.

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.
• 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 Specialist -The curriculum specialist 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 how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The school-based MTSS/RtI meets a minimum of once a month. The principal chairs the meetings but ideas and responsibilities are shared among staff and leadership team members. The ideas discussed include instructional and behavioral methodologies, practices, and support for all students. Focus calendars are developed at the school site. This ensures that all students are involved in curriculum based standards and that there is a common assessment for students including subgroups and standard curriculum students. Interventions and enrichment opportunities are available to students

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The MTSS/RtI assists in the development of the School Improvement Plan. In addition, the EESAC committee is asked for input. The RtI provides data on all students and suggestions for student achievement

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Data is reviewed and monitored for Tier I, Tier 2, and Tier 3 students. Gifted students' data is also reviewed to ensure that the curriculum is challenging. Progress Monitoring and Reporting Network (PMRN) Assessment and FAIR scores are also reviewed. Interim Assessment data is reviewed in the fall and winter. FAIR will also be used for data review and adjustments to the curriculum. This occurs weekly by the reading coach and administration and twice a month for the staff.

Describe the plan to train staff on MTSS.

Professional Development will be provided during teachers' common planning time and small sessions will occur throughout the year. In addition, one faculty meeting a month will be devoted to professional development. Best Practices will be shared at faculty meetings. A survey will be completed by teachers indicating needs for professional development. Grade/Department Chairs will also meet with teachers to review data and instructional focus. The MTSS/RtI Team will evaluate additional professional development needs.

Describe the plan to support MTSS.

The MTSS/RtI Team will meet on a biweekly basis to determine the progress of students. Administration will be part of the decision making. Data from various sources will be looked at and instructional focus will be adjusted accordingly.

Literacy Leadership Team (LLT)

Identify the school-based Literacy Leadership Team (LLT).

Identify the school-based Literacy Leadership Team (LLT).
• Identify the school-based Literacy Leadership Team (LLT). Ana Cordal, 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.
• Maria Torres, 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, they work on building staff support, internal capacity, and sustainability over time.
• Class Teachers - Each Grade Level selects a teacher to represent their grade level on the LLT. These teachers are: Kindergarten – Lanny Dominguez, 1st Grade – Ania Almaguer, 2nd Grade – Betsy Garcia, 3rd Grade – Anna Vinegeras, 4th Grade – Lissette Cuesta, and 5th Grade – Shawn Koss.
• Special Area Teachers - This team of dedicated teachers is lead by Elena Onorati. They meet and select 2/3 teachers to represent them on the LLT.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

Professional Development will be provided during teachers' common planning time and small sessions will occur throughout the year. In addition, one faculty meeting a month will be devoted to professional development. Best Practices will be shared at faculty meetings. A survey will be completed by teachers indicating needs for professional development. Teachers will meet with department colleagues and grade level colleagues to review delivery of instruction.

What will be the major initiatives of the LLT this year?

Instructional focus lessons are developed through grade level meetings, vertical planning in conjunction with FAIR and 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 School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

NA

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

NA

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

NA

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

NA

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Our goal for the 2012 -2013 school year is to increase Level 3 student proficiency by 9 percentage points to 97%
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (88)	27% (97)

<table>
<tr><th colspan="5">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Our goal for the 2012-2013 school year is to increase Levels 4 and 5 student proficiency by 2 percentage points to 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (198)	57% (204)

<table>
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</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Our goal for the 2012-2013 school year is to increase Levels 4 and 5 student proficiency by 2 percentage points to 57%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (198)	57% (204)

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Our goal for the 2011-2012 school year is to increase Student achievement Learning Gains by 5 percentage points to 81%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (147)	83% (157)

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Test indicate that of students in the lowest 25% made Learning Gains. Our goal for the 2012-2013 school year is to increase the lowest 25% achieving Learning Gains by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (31)	82% (33)

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : Our goal from 2012-2017 is to reduce the percent of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT Reading Test indicate that 91% of students in the White sub group achieved proficiency. Our goal for the 2012 – 2013 school year is to increase student proficiency by 3 percentage points to 94 %. The results of the 2012 FCAT Reading Test indicate that 79 % of students in the Hispanic sub group achieved proficiency. Our goal for the 2012 – 2013 school year is to increase student proficiency by 4 percentage points to 83 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 91% (43) Black: NA Hispanic: 79% (239) Asian: NA American Indian: NA	White: 94% (44) Black: NA Hispanic: 83% (247) Asian: NA American Indian: NA

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. White: Black: Hispanic: Asian: American Indian: White & Hispanic: As noted on the administration of the 2012 FCAT Reading Test, the White & Hispanic subgroup did not make sufficient progress. Appropriate placement of students in interventions has been a challenge. 5B.1. Formative: CAP – Computer-Assisted Programs reports generated from Reading Plus & Success Maker Bi-weekly assessments, Mini-assessments, Interim Assessments Summative: 2013 FCAT 2.0 Assessment	5B.1. Identify Tier 2 and 3 students and place in appropriate interventions within the first two weeks of the 2012-2013 school year. Monitor biweekly student progress using data	5B.1. Administration, RTI and LLT Teams	5B.1. Review monthly reports generated from computer programs such as Reading+ and SuccessMaker.	Formative: CAP – Computer-Assisted Programs reports generated from Reading Plus & Success Maker Bi-weekly assessments, Mini-assessments, Interim Assessments Summative: 2013 FCAT 2.0 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:			The results of the 2012 FCAT 2.0 Reading Test indicate that 79% of students in the ELL sub group achieved proficiency. Our goal for the 2012 – 2013 school year is to increase student proficiency by 11 percentage points		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
70% (20)			81% (23)		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. ELL: As noted on the administration of the 2012 FCAT Reading Test, the ELL subgroup did not make sufficient progress. The ELL subgroup has lacked an understanding of Reading application in the English language which has impeded student progress.	5C.1. ELL: Computer lab usage will increase due to availability of computer lab for ELL students at the middle school. This will increase the implementation of the Success Maker program usage and Reading Plus program.	5C.1. RtI Leadership Team	5C.1. Review monthly reports generated from computer programs such as Reading+ and Success Maker.	5C.1. Formative: CAP – Computer-Assisted Programs reports generated from Reading Plus and Success Maker, Bi-weekly assessments, Mini-assessments, Interim Assessments Summative: 2013 FCAT 2.0 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:			The results of the 2012 FCAT Reading Test indicate that 29 % of students in the Students with Disabilities subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 18 percentage points to 47 %.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
29%(7)			47% (11)		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5D.1. As noted on the administration of the 2012 FCAT 2.0 Reading	5D.1. Identify Tier 2 and Tier 3 students and place in appropriate interventions	5D.1. LLT Leadership Team	5D.1. RtI Leadership Team will meet monthly to monitor student progress and the	5D.1. Formative: FAIR, CSUSA Benchmarks and School-site

1	Test, Students with Disabilities subgroup did not make sufficient progress.

Untimely placement of students in Tier 2 and Tier 3 hindered learning gains. | within the first two of the 2012 – 2013 school year.

Students' progress will be monitored on an ongoing basis.

Appropriate interventions will be used with students in this subgroup. | | effectiveness of program delivery using data. | assessment data.

Summative 2013 FCAT 2.0 Reading Assessment |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading.

Reading Goal #5E: | The results of the 2012 FCAT Reading Test indicate that 67 % of students in the Economically Disadvantaged subgroup achieved proficiency.

Our goal for the 2012-2013 school year is to increase student proficiency by 10 percentage points to 77%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 67% (46) | 77% (53) |

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1.

As noted on the administration of the 2012 FCAT 2.0 Reading Test, Economically Disadvantaged subgroup did not achieve proficiency.

Untimely placement of students in Tier 2 and Tier 3 hindered learning gains.
Students' progress will be monitored.

Appropriate interventions will be used with students in this subgroup. | 5E.1.

Identify Tier 2 and Tier 3 students and place in appropriate interventions within the first two of the 2012 – 2013 school year. | 5E.1.

LLT Leadership Team | 5E.1.

LLT Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data. | 5E.1.

FAIR, CSUSA Benchmarks and School-site assessment data.

Summative 2013 FCAT Reading Assessment |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-	Target Dates (e.g., early release) and Schedules (e.g., frequency of	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

				wide)	meetings)	
SuccessMaker	Reading	Administration	School-wide	September 2012-March 2013	Check reports on management system	Administration/Facilitator, Grade Level/Dept Chairs
Discovery Ed	All Subjects	Administration	School-wide	September 2012-March 2013	Independent activities and data chats Administration/Facilitator, Grade Level/Dept Chairs Check reports on management system	Administration/Facilitator, Grade Level/Dept Chairs
Differentiated Instruction	All Subjects	Administration	School-wide	September 2012-March 2013	Independent activities and classroom observations (both formal/informal)	Administration/Facilitator, Grade Level/Dept Chairs

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
SRA Imagine it	Reading Materials	FTE	$14,645.00
Treasures	Reading Materials	FTE	$5,400.00
Harcourt Achieve	Reading Material	FTE	$6,314.00
			Subtotal: $26,359.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reading	Tutoring Program	SAC	$2,000.00
			Subtotal: $2,000.00
			Grand Total: $28,359.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Based on the 2012 CELLA data, 70% of students were proficient in Oral Skills (Listening and speaking).
2012 Current Percent of Students Proficient in listening/speaking:	
70% (121)	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students' limited language understanding would be an anticipated barrier.	1.1. Implement the Language experience Approach in the classroom such as: Provide students with the Experience/Motivation-An experience story is based on an experience the teacher and student share.	1.1. Administration, Grade Level Team Leads	1.1. Implementing the FCIM by reviewing data found on computer-based programs such as SuccessMaker , Reading + and CSUSA Benchmark reports.	1.1. Formative: CELLA, CSUSA Benchmarks and School-site assessment data. Summative 2013 FCAT 2.0 Reading and CELLA Assessment

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	Based on the 2012 CELLA data, 46% of students were proficient in Reading.
2012 Current Percent of Students Proficient in reading:	
46% (79)	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Accessing prior knowledge from students is a barrier since students come from diverse background and knowledge levels.	2.1. Students need to be provided with meaningful activities to relate to existing prior knowledge. Teachers must plan activities to provide students relevant context.	2.1. Administration, Grade Level Team Leads	2.1. Implementing the FCIM by reviewing data found on computer-based programs such as Success Maker, Reading + and CSUSA Benchmark reports.	2.1. Formative: CELLA, CSUSA Benchmarks and School-site assessment data. Summative 2013 FCAT 2.0 Reading and CELLA Assessment

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	Based on the 2012 CELLA data, 40% of students were proficient in Writing.
2012 Current Percent of Students Proficient in writing:	
40% (70)	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Students have limited writing skills and backgrounds.	3.1. Teachers will provide students with several visual writing models such as: Venn diagrams, story maps and picture books to develop their writing skills.	3.1. Administration, Grade Level Team leads	3.1. Review monthly writing prompts (school-wide writing program) and CSUSA pre-post Writing Tests.	2.1. Formative: CELLA, CSUSA Tests and School-site assessment data. Summative 2013 FCAT 2.0 Reading and CELLA Assessment

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 Mathematics Test indicated that 39% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 5 percentage points to 44%
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (139)	44% (156)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The area of deficiency noted on the 2012 FCAT 2.0 administration is Number Operations and Problems. This deficiency is due to gaps in the hierarchal thinking of mathematical concepts.	1.1. Provide context for mathematical exploration and the development of student understanding of Number Operations and Problems. Provide FCAT 2.0 Levels 4 & 5 students with online resources such as FCAT 2.0 Explorer to challenge and stimulate higher order thinking skills.	1.1. Administration, Grade Level/Department Chairs, RtI	1.1. Ongoing classroom assessments will be used to determine appropriate Differentiated Instruction. Data analysis will be used to monitor progress, measure improvement and adjust strategies as needed.	1.1. Formative: Ongoing Assessments , CSUSA Benchmark Assessments Summative: 2013 FCAT 2.0 Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that of students achieved Levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Levels 4 and 5 student proficiency by 3 percentage points to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (129)	39% (138)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	2.1. The area of deficiency as noted on the administration of the 2012 FCAT 2.0 Mathematics Test was Geometry And Measurement. This deficiency is due to gaps in the hierarchal thinking of mathematical concepts.	2.1. Provide contexts for mathematical exploration and the development of student understanding of geometry by supporting the implementation of hands-on activities.	2.1. Administration, Grade Level/Department Chairs, RtI	2.1. Ongoing classroom assessments will be used to determine appropriate Differentiated Instruction. Data analysis will be used to measure improvement and adjust strategies as needed.	Formative: Ongoing Assessments , CSUSA Benchmark Assessments Summative: 2013 FCAT 2.0 Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 70% of students made Learning Gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the number of students making Learning.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (132)	75% (142)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	3.1. The area of deficiency on the 2012 FCAT 2.0 mathematics assessment is data analysis. This deficiency is due to the need for additional hands on student activities with real-world data analysis applications.	3.1 Provide students with Meaningful real-world opportunities to experience analysis of data. This will include but not be limited to the following: newspaper articles, Internet exploration, and cooperative learning groups. Strategies will be adjusted if needed.	3.1 Administration, Grade Level/Department Chairs, RtI	3.1. Ongoing classroom assessments will be used to determine appropriate Differentiated Instruction. Data reports will be analyzed and used to measure improvements and adjust strategies as needed.	3.1. Formative: Ongoing Assessments , CSUSA Benchmark Assessments Summative: 2013 FCAT 2.0 Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Math Test indicate that 82% of students in the lowest 25% made Learning Gains. Our goal for the 2012-2013 school year is to increase the lowest 25% achieving Learning Gains by 5 percentage points to 87%
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (30)	87% (32)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
---	---	---	---	---	---
1	4.1. The area of deficiency on the 2012 FCAT 2.0 mathematics assessment is data analysis. This deficiency is due to the need for additional hands on student activities with real-world data analysis applications.	4.1 Provide students with meaningful opportunities to experience analysis of data. This will include but not be limited to the following: newspaper articles, Internet exploration, and cooperative learning groups. strategies will be adjusted if needed.	4.1 Administration, Grade Level/Department Chairs, RtI	4.1. Ongoing classroom assessments will be used to determine appropriate Differentiated Instruction. Data reports will be analyzed and used to measure improvements and adjust strategies as needed.	4.1. Formative: Ongoing Assessments , CSUSA Benchmark Assessments Summative: 2013 FCAT 2.0 Assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 87% of students in the White sub group achieved proficiency.

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Our goal for the 2012 – 2013 school year is to increase student proficiency by percentage 4 points to 91%. The results of the 2012 FCAT 2.0 Mathematics Test indicate that 75% of students in the Hispanic sub group achieved proficiency. Our goal for the 2012 – 2013 school year is to increase student proficiency by percentage 8 points to 83%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:87% (39) Black:NA Hispanic:75% (222) Asian:NA American Indian:NA	White:91% (41) Black:NA Hispanic:83% (246) Asian:NA American Indian :NA

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. White: Black: Hispanic: Asian: American Indian: According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Subgroup was Reporting Category -	5B.1. Integrate technology programs such as FCAT Explorer and Study Island to develop vocabulary in math content while ensuring focused instruction. Implement common problems and real life situations to allow students to work in collaborative structures.	5B.1. Administration, Grade Level Leads	5B.1. Following the FCIM, during department meetings results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. CSUSA Benchmark reports will be reviewed by Math department at monthly meetings And adjustments to strategies made as needed.	5B.1. Formative assessments; CSUSA benchmarks reports; on-going student work Summative Results from 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Mathematics Goal #5C: The results of the 2012 FCAT 2.0 Mathematics Test indicate that 74 % of students in the ELL sub group achieved proficiency. Our goal for the 2012 – 2013 school year is to increase student proficiency by 4 percentage points to 78 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (21)	78% (22)

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	5C.1. According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in ELL subgroup was Reporting Category – ELL: As noted on the administration of the 2012 FCAT Mathematics Test, ELL subgroup did not make progress. The ELL subgroup has lacked an understanding of Number and Operations as presented in the English language which has impeded student progress.	5C.1. Students need to develop content related vocabulary through visuals, graphs and clues.	5C.1. Administration, Grade Level Leads	5C.1. Following the FCIM, during department meetings results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. CSUSA Benchmark reports will be reviewed by Math department at monthly meetings And adjustments to strategies made as needed.	5C.1. Formative assessments; CSUSA Benchmark reports; on-going student work Summative Results from 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT Mathematics Test indicate that 50 % of students in the SWD sub group achieved proficiency. Our goal for the 2012 – 2013 school year is to increase student proficiency by 20percentage points to 70 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (12)	70 (17)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in SWD subgroup was Reporting Category -	5D.1. Integrate technology programs such as FCAT Explorer and Study Island to develop vocabulary in math content while ensuring focused instruction. Implement common problems and real life situations to allow students to work in collaborative structures.	5D.1. Administration, Grade Level Leads	5D.1. Following the FCIM, during department meetings results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. CSUSA Benchmark reports will be reviewed by Math department at monthly meetings And adjustments to strategies made as needed.	5C.1. Formative assessments; CSUSA Benchmarks interim reports; on-going student work Summative Results from 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT Mathematics Test indicate that 58 % of students in the ED sub group achieved proficiency. Our goal for the 2012 – 2013 school year is to increase student proficiency by 19 percentage points to 77 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (40)	77% (53)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in was Reporting Category -	5E.1. Implement a schedule for small group differentiated instruction. Provide interventions through the Study Island program.	5E.1. Administration and RTI Team	5E.1. Following the FCIM, during department meetings results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. CSUSA Benchmark reports will be reviewed by Math department at monthly meetings And adjustments to strategies made as needed.	5E.1. Formative assessments; CSUSA interim reports; on-going student work also using Study Island reports. Summative Results from 2013 FCAT 2.0 Mathematics Assessment

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discovery Education	Math	Administration	School-wide	September 29, 2012 Ongoing	Independent activities and data chats	Administration/Facilitator, Grade Level/Dept Chairs
Envision	Mathematics	Administration	School-wide	September 29, 2012 Ongoing	Independent activities and classroom observations (both formal/informal)	Administration/Facilitator, Grade Level/Dept Chairs

SuccessMaker	Mathematics	Administration	School-wide	September 29, 2012-Ongoing	Check reports on management system	Administration/Facilitator, Grade Level/Dept Chairs

Mathematics Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
Envision Math	Math Resources	FTE	$16,954.00
Buckle Down Math	Math Resources	FTE	$8,657.00
			Subtotal: $25,611.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Study Island	Math program	PTO	$2,100.00
			Subtotal: $2,100.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Math Tutoring Program	Math Resources	SAC	$2,000.00
			Subtotal: $2,000.00
			Grand Total: $29,711.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT 2.0 Science Test indicate that of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students scoring FCAT 2.0 Level 3 by 2 percentage points to 47%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%(47)	47%(49)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The area of deficiency as noted on the administration of the 2012 FCAT 2.0 Science Test was Scientific Thinking. This	1.1 Provide students enhanced opportunities to compare, contrast, interpret, analyze, and explain scientific concepts during hands	Administration, Science Teachers and Grade Level Leads	1.1. Review the results of assessments data to monitor progress and adjust strategies as necessary. Lab reports will be available and	1.1. Formative: Ongoing Assessments , CSUSA Benchmark Assessments

| | | | used to determine the effectiveness of strategies | Summative: 2013 FCAT 2.0 Science Assessments |
| deficiency is due to the need to further develop higher-order thinking skills. | on laboratory activity and classroom discussion to reinforce higher-order thinking skills. | | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2011 FCAT Science Test indicate that 27% of students achieved Levels 4 and 5 proficiency. Our goal for the 2011-2012 school year is to increase the percentage of students scoring FCAT Levels 4 and 5 by 1 percent to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (27)	28% (28)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a The area of deficiency as noted on the administration of the 2012 FCAT 2.0 Science Test was Life/Environmental Science. This deficiency is due to the need for students to be provided additional practice in the scientific method processes.	2a Provide students additional opportunities to practice hands-on science activities. Students will be exposed to challenging interactive activities on the Internet with the Discovery Education program . In addition, print materials will be available to stimulate the students thinking	2a Administration, Science Teachers and Grade Level Leads	2a Review the results of assessment data to monitor progress and adjust strategies as necessary.	2a Formative: Ongoing Assessments , CSUSA Benchmark Assessments Summative: 2013 FCAT 2.0 Science Assessments

skills.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discovery Education	Science	All Science Teachers	School-wide	September 26, 2012 Ongoing	Independent activities and classroom observations (both formal/informal)	Administration/Facilitator, Grade Level/Dept Chairs
Differentiated Instruction	All Subjects	All Math & Science Teachers & Administration	School-wide	September 26, 2012 Ongoing	Independent activities and classroom observations (both formal/informal)	Administration/Facilitator, Grade Level/Dept Chairs
Data Analysis in Science	K-5 Science	PD Facilitator Science K-5 Teachers	School-wide	September 26, 2012 Ongoing	Independent Activities, Classroom Observation, Data Chats, Planning Meetings	Administration, PD Facilitator, Science Liaison, Grade Level/Department chairs
Hands-On Science	K-5 Science	PD Facilitator, Region/ District Personnel Science Teachers K-5	School-wide	September 26, 2012 Ongoing	Independent Activities, Classroom Observation, Data Chats, Planning Meetings	Administration, PD Facilitator, Science Liaison, Grade Level/Department chairs

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Pearson	Science Books	FTE	$12,200.42
Measuring Up Books	Science	FTE	$2,047.00
			Subtotal: $14,247.42
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Pearson	Science Training for Teachers is Included in purchase of books	FTE	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $14,247.42

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT 2.0 Writing Test indicate that of students achieved Level 3 proficiency or higher. Our goal for the 2012-2013 school year is to increase by 1 percent. The percentage of students achieving at or above proficiency in writing at 92%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
91% (100)	92% (150)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1.1. The area of deficiency as noted on the administration of the	1.1. Expand the implementation of vocabulary	1.1 Administration, Grade level leads, RtI Team	1.1. Review the results of assessments data to monitor progress and	1.1. Formative: Ongoing assessments

| | | 2012 FCAT 2.0 Writing the use of precise vocabulary. This deficiency is due to varying degrees of English language acquisition. | development activities across grade levels, including word games, word walls, and other grade level appropriate activities. Incorporate language learner strategies to address needs in writing. | | adjust strategies as necessary. | Monthly prompts will be used to evaluate writing improvements.

Summative: 2013 FCAT 2.0 Science Assessments |
| 1 | | | | | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.

Writing Goal #1b: | NA |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| NA | NA |

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing for All Students	K-5 Teachers	Administration and K-5 Language Arts Teachers	School-wide	September 26, 2012 Ongoing	Instruction and then independent scoring of writing	Administration/Facilitator, Grade Level/Dept Chairs
Rubric Training	K-5 Teachers	Admnistration and K-5 Language Arts Teachers	School-wide (if individuals not previously trained)	September 26, 2012 Ongoing	Independent activities and classroom observations (both formal/informal)	Administration/Facilitator, Grade Level/Dept Chairs

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal this year is to increase attendance to 96.16% and decrease the number of students with excessive absences (10 or more), and excessive tardiness (10 or more) by 6 %
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.66% (824)	96.16% (828)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
252	239
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
119	113
Problem-Solving Process to Increase Student Achievement	
			Person or	Process Used to	

Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Maintain consistent communication with parents regarding the importance of arriving on time and being in school every day. Parental contract indicates attendance requirements.	1.1. Continue to have open communication with parents regarding attendance requirements using SIS, PTO, Parentlink.	1.1. Administration	1.1. Monitor the overall attendance monthly	1.1. SIS Report Daily Attendance Report

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to maintain The total number of suspensions to 2.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
0	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
2	2

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Maintain high expectations for student behavior and parent involvement and communicate such clearly to parents and students.	1.1. Continue current behavior management plan which sets clear expectations and communicate such to parents through parent contract.Parental contract indicates behavioral guidelines and expectations.	1.1. Administration	1.1. Monitor number of discipline referrals.	1.1. SIS Suspension Report.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	During the 2012-2013 school year, there were 10 parent activities for which parents signed in. Parent participation in school-wide activities was Our goal for the 2012-2013 school year is to increase parent participation by 1 percent.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
98% (713)	99% (720)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parent work schedules conflict with activities.	1.1. Schedule more family-oriented activities and events to invite parents to join PTO. Vary time schedules for activities throughout the year. Use Parentlink to inform parents of scheduled activities.	1.1. Administration	1.1. Review sign in sheets/logs to determine the number of parents participating in activities and events.	Sign- in sheets and service hour log on SIS

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Establish a Science Club for grades 3 thru 5 students and increase the participation in the Fairchild Tropical Challenge Project
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers do not have an understanding of procedures needed to establish these programs.	Explore the possibility of having a Science Fair. Participate in the Tropical Fairchild Challenge.	Administration and Grade Level Leaders	Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure individual improvement and modify instruction as necessary. Formal and informal assessments as well as teachers observations.	Formative: Ongoing Teacher Assessments; modified to individual students. Review the number participants on the Science Club and the Tropical Fairchild Challenge.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	SRA Imagine it	Reading Materials	FTE	$14,645.00
Reading	Treasures	Reading Materials	FTE	$5,400.00
Reading	Harcourt Achieve	Reading Material	FTE	$6,314.00
Mathematics	Envision Math	Math Resources	FTE	$16,954.00
Mathematics	Buckle Down Math	Math Resources	FTE	$8,657.00
Science	Pearson	Science Books	FTE	$12,200.42
Science	Measuring Up Books	Science	FTE	$2,047.00
Attendance				$0.00
				Subtotal: $66,217.42

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Study Island	Math program	PTO	$2,100.00
Attendance				$0.00
				Subtotal: $2,100.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Pearson	Science Training for Teachers is Included in purchase of books	FTE	$0.00
Attendance				$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading	Tutoring Program	SAC	$2,000.00
Mathematics	Math Tutoring Program	Math Resources	SAC	$2,000.00
Attendance				$0.00
				Subtotal: $4,000.00
				Grand Total: $72,317.42

Differentiated Accountability

School-level Differentiated Accountability Compliance

⌐ Priority	⌐ Focus	⌐ Prevent	☐ NA

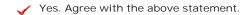Are you a reward school: ⌐ Yes ⌐ No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Tutoring Reading & Math	$4,000.00

Describe the activities of the School Advisory Council for the upcoming year

The EESAC meets quarterly at the school site. Teachers, parents, student representative, educational support employees and community members are involved and offer their assistance developing and monitoring the implementation of the School Improvement Plan. The EESAC recommends and reviews compliance with the School Improvement Plan.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
RENAISSANCE ELEMENTARY CHARTER SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	93%	92%	84%	82%	351	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	76%	73%			149	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	79% (YES)	88% (YES)			167	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					667	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
RENAISSANCE ELEMENTARY CHARTER SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	95%	95%	92%	84%	366	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	74%	66%			140	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	88% (YES)	82% (YES)			170	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					676	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested