



School Name: Citrus County Renaissance Center

Principal: Dale Johns

SAC Chair: Dawna Boley

District Name: Citrus County

Superintendent: Sandra "Sam" Himmel

Date of School Board Approval:

## School Information

# 2013 - 2014

## Student Achievement Data:

### 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)	Number of Years at Current School	Number 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	Dale Johns	M. Ed. Educational Leadership School Principal (All Levels) Reading Endorsement	0	15	<p><b>2012-13:</b> Data still pending</p> <p><b>2011-12:</b> Grade B Reading-51% Level 3 and above, 62% learning gains, AYP (No) Math-62% Level 3 and above, 47% learning gains, AYP (Yes)</p> <p><b>2010-11:</b> Grade B Reading-45% Level 3 and above, 50% learning gains, AYP (No) Math-79% Level 3 and above, 78% learning gains, AYP (Yes)</p> <p><b>2009-10:</b> Grade A Reading-46% Level 3 and above, 50% learning gains, AYP (No) Math-76% Level 3 and above, 74% learning gains, AYP (Yes)</p>
Assistant Principal	Ernest Hopper	M.Ed. Educational Leadership B.A. Elementary Education A.A. Business Administration	6	1	<p><b>2007-13:</b> No Grade received, AYP not met</p>

### Highly Effective/Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. When vacancies occur, the administration will review applications/resumes of qualified applicants.	Principal Assistant Principal	Ongoing
2. Teachers will participate in school and district professional development focusing on implementing best practices in all classrooms to meet the needs of every student.	Principal Assistant Principal District and school presenters	May 2014
3. Teachers will participate in Professional Learning Communities to research and share best practices/strategies.	Principal Assistant Principal Lead Teachers	May 2014
4. Use the Citrus County TIP program to help new teachers learn procedures, policies and strategies to be successful.	Principal Assistant Principal Mentor Teacher	May 2014

### Not-Highly Effective/Not Effective Instructors

Provide the number of instructional staff that are teaching out-of-field and/or who are NOT highly effective/not effective (this would include *needs improvement*, *unsatisfactory* teachers overall rating).

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

Number of staff that are teaching out-of-field/ and who are not highly effective/not effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	

### 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
13	8% (1)	25% (3)	23% (3)	46% (6)	54% (7)	31% (4)	62% (8)	N/A	15% (2)

## **Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (Rti)**

### **School-Based MTSS/Rti Team**

Identify the school-based MTSS Leadership Team.

Principal: Mr. Dale Johns

Asst. Principal: Mr. Ernest Hopper

Guidance Counselor: Mrs. Stephanie Mihalic

School Psychologist: Dr. Gail Purdy

Others as needed:

School Social Worker: Mrs. Joan Trehy

Attendance: Ms. Deborah D'Alto

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 MTSS Leadership Team consists of members of the Renaissance Administrative Team. Our primary focus is to ensure a student centered problem solving focus for meetings that involve team work, interventions, and research based strategies.

Facilitator/Recorder: Mr. Ernest Hopper

1. Contact person for MTSS Leadership Team
2. Schedules and arranges MTSS Leadership Team meetings and follow-up
3. Ensures parental involvement
4. Ensures recordkeeping of team meetings and proceedings.
  - a. Data will be recorded on district formatted Progress Monitoring Plan forms and antidotal records.
  - b. All data will be stored in green folders designated by the district as PMP folders.
5. Facilitates communication between all team members via outlook and school calendar.

Administrator: Mr. Dale Johns

1. Assure that problem solving model is followed.
  - What is the problem?
  - Why is it taking place
  - What are we going to do?
  - Monitor, evaluate – adjust, monitor
2. Assist teachers in identification of problem area utilizing the problem solving method to match instruction to student need.
3. Equip teachers with tools, skills, and school & district based resources for implementation of interventions and data collection.
4. Facilitate accurate data collection and record keeping from team meetings concerning struggling students.

Guidance Counselor: Mrs. Stephanie Mihalic

1. Any student transferring to Renaissance Center with a current Progress Monitoring Plan will be identified and the guidance counselor will meet with the students' teachers to disseminate and discuss implementation of the plan.
  - a. This information will be shared with the MTSS Leadership team and progress monitored.
2. Initiate meeting with teachers of struggling students to confer on curriculum relevance in the classroom, level of differentiated instruction provided by the teachers, and review of student success in the classroom (80%).
3. Initiate Progress Monitoring Plan focusing on the area of academic or behavioral concern based on data provided during team meetings.
4. Facilitate initial parent conference to inform parents of targeted areas for intervention and assist in development of strategies for parental involvement in the home.

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? Team members worked together to develop the SIP plan making contribution in areas of focused interest. The SIP was reviewed as a team; evaluated, and implemented with team members contributing in their area of expertise.

### **MTSS Implementation**

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.

1. Any current or previous PMP folders from sending school currently in progress.
2. Cum folders, report cards, mid-term grades for current school year along with previous 3 years, sending school records both in and out of district.
3. Behavior records to include current school year referrals for discipline, guidance referrals and behavior contracts along with previous 3 years. For current Renaissance Center students, weekly point sheets will be included in the behavior review.
4. Renaissance Center will use Performance Matters to assist in centralizing assessment data collection.
5. Attendance records for current school year along with previous 3 years to include the sending school records.
6. Teacher documentation of interventions, charts, graphs, and records that illustrate student progress or lack of progress in achieving behavior and academic goals.

Describe the plan to train staff on MTSS.

Leadership team will arrange training for staff on a professional development day conducted by the district based MTSS team. Middle and high school teachers will be training together along with overview for Paraprofessionals.

Describe plan to support MTSS.

The Renaissance Center represents a new beginning for our students. The school, parents and community work together in a disciplined and structured environment to instill self-confidence in students and develop the skills necessary to make positive choices for life-long learning.

Our level system is comprised of four levels that are designed to promote student academic and behavior success. Processes have been built within these systems that are part of our MTSS plan along with additional supports and interventions to assist students who are struggling behaviorally and/or academically.

**School Advisory Council (SAC)**

*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 members 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       No

If No, describe the measures being taken to comply with SAC requirements.
<p>The Renaissance Center is the alternative school for Citrus County. We have students enrolling on a regular basis and send students back to their zoned school once they have met the behavioral and academic requirements for dismissal. This creates a situation where we have a large transient population and makes it difficult to keep student and parent membership. School Messenger is utilized to advertise the dates and times of our SAC meetings.</p> <p>During our first meeting we did not get any parent or student participation, so we were unable to get any commitment from them for participation in our SAC. We will continue to advertise our SAC meetings and solicit membership from parents and students for participation in the SAC.</p>

Describe the activities of the SAC for the upcoming school year.
<p>The SAC will be involved:</p> <ul style="list-style-type: none"> <li>• Holding quarterly award ceremonies to recognize students’ academic and behavioral successes.</li> <li>• Providing Title I information to students and parents.</li> <li>• Helping students and parents with test-taking tips and resources to help students be successful.</li> <li>• Asking for recommendations to help with school improvement.</li> <li>• Sharing progress monitoring data to drive instruction.</li> </ul>

Describe the projected use of SAC funds.	Amount
Teacher requested grants for student improvement activities/materials	249.56
Open House / Parent participation activities	300.00
Student awards	700.00

## School Plan Resource & Reference

### Student Achievement Data:

The following links will open in a separate browser window.

School Grades: <http://schoolgrades.fldoe.org/> (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

FCAT Data: <http://fcats.fldoe.org/resultsFCAT2/default.asp> (Use this data to inform the problem-solving process when writing goals.)

EOC Data: <http://fcats.fldoe.org/resultsEOC/> (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

### POTENTIAL AREAS OF FOCUS:

(AMO areas of need **MUST** be included in plan; other areas are based on school analysis/reflections)

#### A. Area 1: Reading

1. **Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**
  - a) All Students
  - b) American Indian
  - c) Asian
  - d) Black
  - e) Hispanic
  - f) White
  - g) English language learners
  - h) Students with disabilities
  - i) Economically disadvantaged
2. **Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**
  - a) Students scoring at Achievement Level 3
  - b) Students scoring at or above Achievement Level 4
3. **Florida Alternate Assessment (FAA)**
  - a) Students scoring at Levels 4, 5, and 6
  - b) Students scoring at or above Level 7
4. **Learning Gains**
  - a) Students making learning gains (FCAT 2.0 and FAA)
  - b) Students in lowest 25% making learning gains (FCAT 2.0)
5. **Comprehensive English Language Learning Assessment (CELLA)**
  - a) Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)
  - b) Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)
  - c) Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)
6. **Postsecondary readiness**
  - a) *On-time graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.*

B. Area 2: Writing

1. **Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) - Students scoring at or above 3.5**
2. **Florida Alternate Assessment (FAA) - Students scoring at or above Level 4**

C. Area 3: Mathematics

1. **Elementary and Middle School Mathematics**

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

- 1) All Students
- 2) American Indian
- 3) Asian
- 4) Black
- 5) Hispanic
- 6) White
- 7) English language learners
- 8) Students with disabilities
- 9) Economically disadvantaged

b) **Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

- 1) Students scoring at Achievement Level 3
- 2) Students scoring at or above Achievement Level 4

c) **Florida Alternate Assessment (FAA)**

- 1) Students scoring at Levels 4, 5, and 6
- 2) Students scoring at or above Level 7

d) **Learning Gains**

- 1) Students making learning gains (FCAT 2.0, EOC, and FAA)
- 2) Students in lowest 25% making learning gains (FCAT 2.0 and EOC)

2. **Middle School Acceleration** (This target includes Algebra I, Geometry, and Biology)

- a) Middle school participation in high school EOC and industry certifications
- b) Middle school performance on high school EOC and industry certifications

3. **High School Mathematics**

a) **Annual Measurable Objectives (AMOs) - students scoring at or above Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

- 1) All Students
- 2) American Indian
- 3) Asian
- 4) Black
- 5) Hispanic
- 6) White
- 7) English language learners
- 8) Students with disabilities
- 9) Economically disadvantaged

b) **Florida Alternate Assessment (FAA)**

- 1) Students scoring at Levels 4, 5, and 6
- 2) Students scoring at or above Level 7



- c) **Learning Gains**
  - 1) Students making learning gains (EOC and FAA)
  - 2) Students in lowest 25% making learning gains (EOC)
- d) **Postsecondary readiness - On-time graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.**

4. **Algebra I End-of-Course Assessment (EOC)**

- a) Students scoring at Achievement Level 3
- b) Students scoring at or above Achievement Level 4

5. **Geometry End-of-Course Assessment (EOC)**

- a) Students scoring at Achievement Level 3
- b) Students scoring at or above Achievement Level 4

D. Area 4: Science

1. **Elementary School Science**

a) **Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

- 1) Students scoring at Achievement Level 3
- 2) Students scoring at or above Achievement Level 4

b) **Florida Alternate Assessment (FAA)**

- 1) Students scoring at Levels 4, 5, and 6
- 2) Students scoring at or above Level 7

2. **Middle School Science**

a) **Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

- 1) Students scoring at Achievement Level 3
- 2) Students scoring at or above Achievement Level 4

b) **Florida Alternate Assessment (FAA)**

- 1) Students scoring at Levels 4, 5, and 6
- 2) Students scoring at or above Level 7

3. **High School Science**

a) **Florida Alternate Assessment (FAA)**

- 1) Students scoring at Levels 4, 5, and 6
- 2) Students scoring at or above Level 7

4. **Biology I End-of-Course Assessment (EOC)**

- a) Students scoring at Achievement Level 3
- b) Students scoring at or above Achievement Level 4

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

1. **All Levels**

- a) # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)
- b) Participation in STEM-related experiences provided for students

## 2. High Schools

- a) Students enrolling in one or more *accelerated* STEM-related courses
- b) Completion rate (%) for students enrolled in *accelerated* STEM-related courses
- c) Students taking one or more advanced placement exams for STEM-related courses
- d) Passing rate (%) for students who take advanced placement exams for STEM-related courses
- e) CTE-STEM program concentrators
- f) Students taking CTE-STEM industry certification exams
- g) Passing rate (%) for students who take CTE-STEM industry certification exams

### F. Area 6: Career and Technical Education (CTE)

1. Students enrolling in one or more CTE courses
2. Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses
3. Completion rate (%) for CTE students enrolled in *accelerated* courses
4. Students taking CTE industry certification exams
5. Passing rate (%) for students who take CTE industry certification exams
6. CTE program concentrators
7. CTE teachers holding appropriate industry certifications

### G. Area 7: Social Studies (Area 7 will not be completed in 2013-14)

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

- a) Students scoring at Achievement Level 3
- b) Students scoring at or above Achievement Level 4

#### 2. Civics End-of-Course Assessment (EOC)

- a) Students scoring at Achievement Level 3
- b) Students scoring at or above Achievement Level 4

Please check “yes” on those components that are part of your school plan (those elements that are essential to all plans and required by FLDOE have been checked):

DA/FLDOE Required School Improvement Components	Components Included in School/District School Improvement Template?	Focus Area
Data Analysis	Required <input checked="" type="checkbox"/>	Student progress, attendance, at-risk students, discipline
Lesson Study	Yes <input type="checkbox"/>	
Multi-Tiered System of Support (MTSS)/Response to Intervention (RtI)	Yes <input checked="" type="checkbox"/>	Monitoring students’ academic and behavioral progress
Increasing Student Achievement	Required <input checked="" type="checkbox"/>	State tests and use highly qualified teachers
Florida Alternate Assessment (FAA)	Yes <input type="checkbox"/>	
Comprehensive English Learning Assessment (CELLA)	Yes <input type="checkbox"/>	
Learning Gains (Subject area noted under “Focus Area”)	Yes <input checked="" type="checkbox"/>	Reading Math Writing
FCAT 2.0 Reading	Yes <input checked="" type="checkbox"/>	Students will show at least one year’s growth and score a level 3 or higher
FCAT 2.0 Math	Yes <input checked="" type="checkbox"/>	Middle school students will show at least one year’s growth and score a level 3 or higher
FCAT 2.0 Writing	Yes <input checked="" type="checkbox"/>	Students will show at least one year’s growth and score a 4.0 or higher
FCAT 2.0 Science	Yes <input checked="" type="checkbox"/>	Middle school students will score a level 3 or higher
Middle School Acceleration (Middle School Algebra, Geometry, etc.)	Yes <input type="checkbox"/>	
Annual Measurable Objectives (AMOs) – (In “Focus Area” identify subgroup and subject area where there may be a gap between proficiency and target)	Required <input checked="" type="checkbox"/>	White, Students with Disabilities, Economically Disadvantaged, and Hispanic students will meet target requirements in reading
End-of -Course Subject Areas: Algebra I, Geometry, Biology, US History, Civics	Yes <input checked="" type="checkbox"/>	Students will meet passing requirements of the EOC assessments
Postsecondary Readiness (PERT, ACT, SAT)	Yes <input checked="" type="checkbox"/>	Students will earn college ready scores on the PERT assessment

High School Acceleration (Advanced Placement, Dual Enrollment, IB, Industry Certification)	Yes <input type="checkbox"/>	
Graduation Rate	Yes <input type="checkbox"/>	
Dropout Prevention	Yes <input checked="" type="checkbox"/>	We will reduce our number of drop-outs and will closely monitor dropout prevention
Career and Technical Education (CTE)	Yes <input type="checkbox"/>	
Academic Intervention	Yes <input type="checkbox"/>	
Professional Development	Required <input checked="" type="checkbox"/>	Teachers will participate in monthly PLCs, weekly progress monitoring days, and district professional development

**Improvement Area: Summative Assessments**

**Goal 1: At least 50% of students attending the Renaissance Center for nine weeks or more will either maintain a level 3 or higher or improve their FCAT reading achievement score by at least one level**

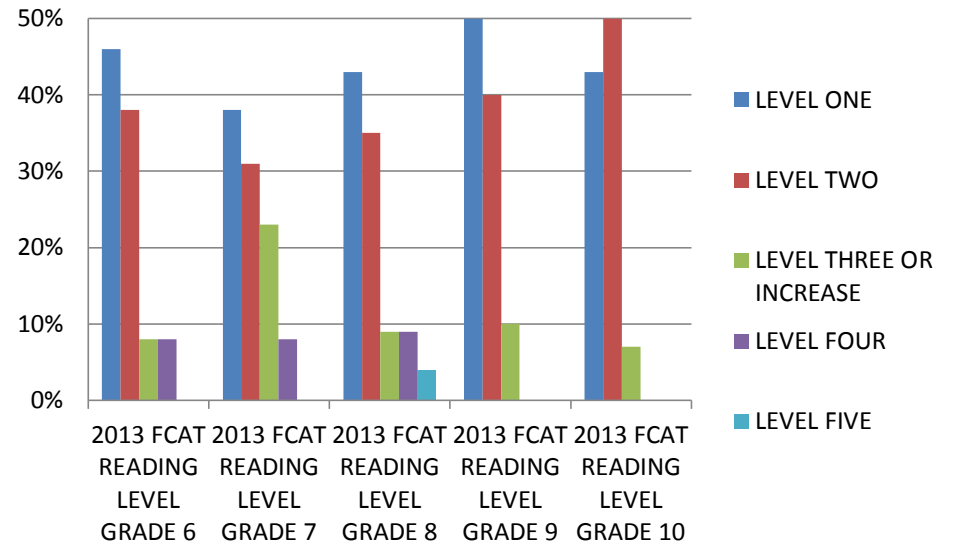
Student Group 1:

2012-13 Current Level of Performance		2013-14	
Actual (%)		Expected (%)	Actual (%)
16% of students maintained a level 3 or higher or improved their FCAT Reading achievement level by at least one level		50% of students will maintain a level 3 or higher or will improve their FCAT Reading by at least one level	

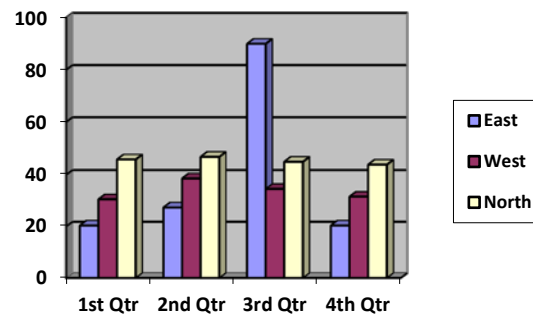
Data Analysis:

- 84% of students did not demonstrate proficiency on FCAT Reading
- 9<sup>th</sup> and 10<sup>th</sup> grade students performed significantly lower than middle school students
- 7th Grade performed the best of all grade levels
- Improvement needed in all four content areas (Vocabulary, Literary Analysis: Fiction and Non Fiction, Informational Text and Research Process, and Reading Application) assessed by FCAT Reading

2012-13 Data:



2013-14 Outcome Data: (completed at end of 2012-13 school year)



Goal 1: Strategy/Action Plan 1	
Strategy/Action Steps	Professional Development for instructional and support staff focused on implementing high yield teaching strategies in all content areas
Anticipated Barrier	Time and teacher/support staff attendance
Resources (Human, Material)	Administrative Team, Common Core Standards Training and collaboration with district and school content area personnel
Funds Needed/Allocated	Grant funds and TEC funds
Team/Person Responsible for Progress Monitoring	Principal, Assistant Principal and lead teachers
Action Step Progress Monitoring	Classroom Walk Throughs, Teacher evaluations of professional development sessions
Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____
Status Code: <b>HI</b> - High Need: Achieved very little gains, if any, <b>MD</b> - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, <b>SAT</b> - Satisfactory: Achieved significant gains, but NOT reached proficiency target, <b>EXC</b> - Excellent: Achieved significant gains and reached proficiency	
Measure of Effectiveness	Student growth on reading assessments

Goal 1: Strategy/Action Plan 2	
Strategy/Action Steps	Teach high yield reading strategies in all content areas to all students
Anticipated Barrier	Student attendance and inappropriate behavior
Resources (Human, Material)	Instructional staff, District Reading Specialist, Nooks, Turning Point
Funds Needed/Allocated	Salaries
Team/Person Responsible for Progress Monitoring	Administrative Team
Action Step Progress Monitoring	Classroom Walk Throughs, student progress on formal and informal reading assessments
Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____
Status Code: <b>HI</b> - High Need: Achieved very little gains, if any, <b>MD</b> - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, <b>SAT</b> - Satisfactory: Achieved significant gains, but NOT reached proficiency target, <b>EXC</b> - Excellent: Achieved significant gains and reached proficiency	
Measure of Effectiveness	Student growth on reading assessments

**Improvement Area: Disciplinary Referrals**

**Goal 2: Reduce by 5% the number of disciplinary referrals that are being generated by staff. Also increase by 5% the number of positive referrals generated by staff.**

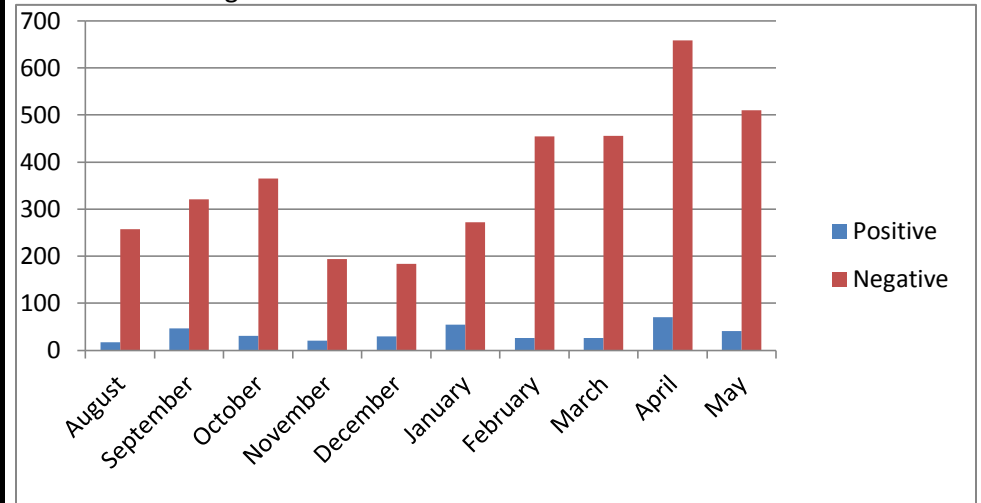
Student Group 2:

2012-13 Current Level of Performance	2013-14	
Actual (%)	Expected (%)	Actual (%)
During the 2012-2013 school year, staff generated a total of 4036 referrals on students. 3674 negative referrals were generated and 362 positive referrals were generated.	Renaissance will decrease by 5% the number of negative referrals (3490) and increase by 5% the number of positive referrals (380)	

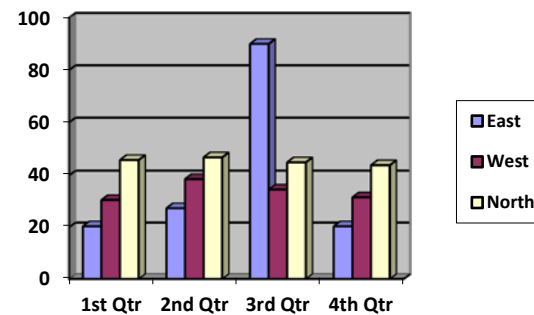
Data Analysis:

- 64% of the negative referrals were written during the second semester of school
- April had a significant rise in both negative and positive referrals
- 35% of the OSS days assigned came during the last two months of school

2012-13 Data: Negative and Positive Referrals



2013-14 Outcome Data: (completed at end of 2012-13 school year)



Goal 2: Strategy/Action Plan 1		
Strategy/Action Steps	Faculty meetings to address student behavior and classroom interventions to reduce the amount of assistance needed by administration	
Anticipated Barrier	High transient rate of students	
Resources (Human, Material)	Administrative team, instructional and support staff	
Funds Needed/Allocated	None	
Team/Person Responsible for Progress Monitoring	Principal and Assistant Principal	
Action Step Progress Monitoring	Classroom Walkthroughs	
Status (HI, MD, SAT, EXC)	Midyear:	Year End:
Status Code: <b>HI</b> - High Need: Achieved very little gains, if any, <b>MD</b> - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, <b>SAT</b> - Satisfactory: Achieved significant gains, but NOT reached proficiency target, <b>EXC</b> - Excellent: Achieved significant gains and reached proficiency		
Measure of Effectiveness	Reduction in negative disciplinary referrals and an increase in positive referrals	

Goal 2: Strategy/Action Plan 2		
Strategy/Action Steps	Monitor student behavior on a weekly basis through progress monitoring meetings	
Anticipated Barrier	High transient rate of students; time constraints and scheduling	
Resources (Human, Material)	Administrative team, guidance, middle school team and high school team	
Funds Needed/Allocated	None	
Team/Person Responsible for Progress Monitoring	Middle school team leader and high school team leader	
Action Step Progress Monitoring	Student progress monitoring sheets and team minutes	
Status (HI, MD, SAT, EXC)	Midyear:	Year End:
Status Code: <b>HI</b> - High Need: Achieved very little gains, if any, <b>MD</b> - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, <b>SAT</b> - Satisfactory: Achieved significant gains, but NOT reached proficiency target, <b>EXC</b> - Excellent: Achieved significant gains and reached proficiency		
Measure of Effectiveness	Reduction in classroom-based negative referrals	



**(Renaissance Center - Common Core Implementation Plan: 2013-2014)**

Common Core Focus/EQ:	CCSS Addressed	Training & Member Responsible	Resources: Guided & Developing Practice - Follow-Up	Monitoring Process	Expected Consistency: Timeline	Notes
<p><b>SAMPLE: ELA – Reading Comprehension</b>  <i>How will we use Close Reading Strategies to improve comprehension</i></p>	<p>English &amp; Language Arts: <i>Reading Standards for Literature &amp; Informational Text K-5</i></p> <ul style="list-style-type: none"> <li>• Key Ideas &amp; Details</li> <li>• Craft &amp; Structure</li> <li>• Integration of Knowledge &amp; Ideas</li> <li>• Range of Reading &amp; Level of Text Complexity</li> </ul>	<p>Reading Team,                      District Literacy TOSA</p>	<p>CCSS Appendices – Text Exemplars, Resource: <i>A Guide to Creating Text Dependent Questions for Close Analytic Reading</i></p> <p><i>Unwrapping Common Core State Standards – Learning Activity: Unwrapping Practice (Page 45 of Appendix B)</i></p> <p>Follow-up share-out and additional training needs</p>	<ul style="list-style-type: none"> <li>• Walk-throughs</li> <li>• Checklist</li> <li>• PLC</li> <li>• Lesson Study</li> </ul>	<p>August – September: Unpacking</p> <p>October – December: 80% of classrooms applying strategies</p> <p>February 100%</p>	
<p><i>How will we provide Common Core professional development at The Renaissance Center to align with district and State expectations in relation to pacing and timelines?</i></p>	<p>Unpacking and discussing the standards</p> <p>Assisting teachers in the understanding of the Common Core Standards in their content area and in the creation of lesson plans and activities to meet that standard</p>	<p>Dale Johns-Principal</p> <p>Ernest Hopper-Assistant Principal</p> <p>Dawna Boley-professional development facilitator</p>	<p>Common Core State Standards – PowerPoint created from state and district trainings</p> <p>CPALMS</p>	<p>Walk-throughs</p> <p>PLC</p> <p>Lesson plans</p>	<p>August-December: Unpacking</p> <p>November-December: 80% of classrooms will apply high yield strategies</p>	
<p><i>How will instructional staff receive Common Core professional development specific to their content area?</i></p>	<p>Attend district-based Common Core professional development appropriate for their area.</p>	<p>District and school teams who attended the state CCSS professional development</p>	<p>Handouts provided at the district-level CCSS trainings</p>	<p>Walk-throughs</p> <p>ERO sign-in sheets and evaluations</p>	<p>August-May: Content Area trainings</p>	

**Additional Goals Professional Development That Are Not Common Core Related**

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.

Focus/EQ:	Area(s) Addressed	Training & Member Responsible	Resources & Follow-Up	Monitoring Process	Expected Consistency: Timeline	Notes
Weekly progress monitoring meetings	Using data to drive Instruction, effective classroom strategies, student attendance and behavior	Principal, Assistant Principal and Team Leaders	Walk-through data and lesson plans	Administration will conduct walk-throughs and share results with staff	Weekly team meetings, Monthly staff meetings	
District Planned Professional Development Half Days	All Content areas	District Program Specialists, Lead facilitators	District Program Specialist, and Lead teacher experts. Information will be obtained and shared with appropriate level teams	Administration and team leaders will participate in all groups. Administrative observations and walk-throughs will serve as documentation of progress towards goals.	As scheduled throughout the school year.	