

The School District of Palm Beach County

# Boca Raton Charter School



2015-16 School Improvement Plan

## Boca Raton Charter School

269 NE 14TH ST, Boca Raton, FL 33432

[www.bocaratoncharterschool.org](http://www.bocaratoncharterschool.org)

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	No	55%
<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	Yes	63%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	A	-	-

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

N/A

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The mission of Boca Raton Charter School is to develop inquiring individuals who are lifelong learners that demonstrate caring and reflective attitudes. We are committed to being active, open-minded members of the local and global community that respect our world's diverse cultures. Our goal is to empower our students through a challenging, collaborative curriculum with meaningful assessments.

##### Provide the school's vision statement

The vision of our school is to provide a quality education that meets high standards of student achievement, incorporating the philosophy and Standards of the International Baccalaureate Primary Years Programme (IB), the Florida State Standards, and the Next Generation Sunshine State Standards in Science. Our school's purpose is to develop a student's ability to inquire, think, communicate, take risks, be knowledgeable, principled, caring, open-minded and well-balanced. These are achieved through the transdisciplinary units of "who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves and sharing the planet". Providing a safe, small, family centered environment serving Kindergarten to 5th grade (adding 6th grade in the future), Boca Raton Charter School wants to provide an environment that supports the "whole child" and that enables all of our students to be successful and College and Career ready.

#### School Environment

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

Boca Raton Charter School celebrates cultural diversity and international open-mindedness. Our International Baccalaureate (IB) Units are transdisciplinary and all classes address "the differences but same-ness" of us all. We share our cultures. Last year we had a school-wide month of studying Hispanic cultures. Each teacher chose 2 countries to research (Mostly countries represented by our students' families.) Each child was given a list of all the countries chosen and they chose which country they would research. Collaboratively, students in Grades Kindergarten to Fifth grade, went to that teacher's classroom and with the teacher's support researched the culture, history, geography, flags, foods, etc. They made maps, flags, traditional costumes, timelines etc. of Mexico, Central American and South American countries, and Spain. Our Spanish teacher, and her Mother, taught all the students the Salsa. We did a Presentation for our parents and our culmination, was all the students dancing the Salsa around their parents, grandparents, and siblings in the audience. We invite parents to share their cultures with their child's class.

We have a Single School Culture for CLIMATE. The principal ensures that relationship-building is a clear priority and engages community stakeholders (parents, students, teachers) in assessing the current state of the cultural awareness and the student-teacher relationships. Together the staff and principal brainstorm in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b)(ii) as applicable to appropriate grade levels, including but not limited to:

- (a) History of Holocaust
- (b) History of Africans and African Americans



- (c) Hispanic Contributions
- (d) Women's Contributions
- (e) Sacrifices of Veterans

We will also infuse content required by Florida Statute 1003.42(2), as applicable to appropriate grade levels, including:

- \*Declaration of Independence
- \*Constitution of the United States and the Bill of Rights
- \*Federalist papers: Republican form of government
- \*Flag education
- \*Civil government: functions and interrelationships
- \*History of the United States
- \*Principals of Agriculture
- \*Kindness to animals
- \*Florida History
- \*Conservation of natural resources
- \*Health education
- \*Free enterprise
- \*Character-development program with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority; life; liberty; and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

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

We are a small school and I have an open door policy to students, parents and teachers.. I tell the students that they can come and talk to me, about anything. (They do). We really know our children and most of their families. My teachers know if a child is concerned or upset and they try to help all of our students feel safe and respected. We follow the IB Learner Profile and IB Attitudes, which are posted in every class, modeled by teachers and discussed weekly in class.

The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. Positive school-wide behavior is implemented through the use of C.H.A.M.P.S. As required by School Board Policy 2.09, our Single School Culture, through our IB curriculum, enforces and teaches Social Skills, Communication Skills, Thinking Skills, Research Skills, and Self-Management Skills. This is reviewed in teacher's professional development and the skills are taught in every classroom in our school.

All students are given equal consideration for honors, awards, recognition and other designations offered by the school. All teachers ensure differentiation of instruction is taking place to meet the needs of all students. Teachers convey and review expectations for each learning activity.

Our School Based team discusses students with barriers to academic and social success and chooses strategies to resolve difficulties and promote success.

Aftercare is provided by our landlord, so my teachers do not have access to the students after school. We tutor students from January to FSA for an hour after school, for free.

My parents tell me that they feel their children are safe. All but one of the school's doors are kept locked and there is one entry into the building, monitored by the principal, school secretary and our landlord's receptionist, stationed right in the main lobby. The landlord has recently installed a bell to be rung before entry into the building.

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

Our teachers have attended the PBCSD Positive school-wide behavior workshop (C.H.A.M.P.S.) and have implemented it in every classroom. We do not have many behavior problems. We use a color-coded chart starting on green, then with troubled behavior it goes to blue, yellow and red, but students can work their way back to green with good behavior. Students in all classes, know what behavior is expected of them. Appropriate behavior is applauded, while inappropriate behavior is discouraged. Students are taught all school expectations. Our IB Self-Management Skills, Social Skills, Communication Skills, and Thinking Skills, are reinforced and taught weekly. Differentiation of instruction ensures meeting the needs of all students. Teachers convey and review expectations for each learning activity.

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

We are a family oriented small school. We really know our students and their families. Parents and students come and discuss issues in their homes with the administration and with teachers. Many parents feel we are an extension of home. Principal has provided several parents with lists of counseling resources and parents have expressed who has been of help to them and their families. Our school based team meets regularly to discuss students with barriers to academic and social success. Strategies are chosen and implemented with fidelity, reviewed and or revised, as progress is monitored. We also receive support from our contracted ESE person, District ESE support and a PBCSD psychologist.

**Early Warning Systems**

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

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

Administration monitors attendance every 2 months and if needed, sends a letter/and or calls the parent. We stress to our parents that attendance is of utmost importance for their child's educational success. Teachers are very aware of tardiness and discuss this with parents at regularly scheduled, as well as spontaneous (car-line) conferences. Journal writing and Reading are first thing in the morning and students should not miss any opportunity to learn.

Level 1 in English Language Arts or mathematics is taken very seriously by the entire staff. Teachers attend monthly data meetings where student work and assessments are analyzed to determine areas of strengths and weaknesses to drive and reteach instruction. These students are addressed in school based team and as part of Rti. Strategies are used with fidelity, students are reassessed continually, to assure retention and full understanding. All students (grades 3-5) are tutored, after-school, from January to FSA. Teachers differentiate their lessons and create centers to address deficiencies and reinforce learning. All students are monitored and those exhibiting deficiencies in Reading receive an extra 1/2 hour of reading support daily (iii). Teachers collaborate weekly and every other week, they collaborate twice a week. This is in addition to weekly professional development and faculty meetings.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	5	1	6	1	5	4	22
One or more suspensions	0	0	0	0	0	1	1
Course failure in ELA or Math	1	6	4	4	4	1	20
Level 1 on statewide assessment	0	0	0	3	3	1	7

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

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

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

Teachers review recommended strategies in The Art and Science of Teaching, incorporate strategies recommended in the Pre-Referral Intervention Manual (PRIM), use Wilson Language Strategies and activities and strategies used for ESOL students. We brainstorm at monthly meetings and we tutor from January to FSA.  
 Principal notifies parents whose children are consistently absent or tardy, explaining the important learning time that they are missing.

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

BRCS is a small community school that embraces parental involvement. Our Parent Leadership Council (PLC) invites all parents, at the beginning of the new school year, to select endeavors to participate in.

We offer 2 Parent Career days/per year, where parents share their careers and the education required to achieve/maintain their careers. BRCS also holds 2 Literacy Nights a year where parents bring their children back to school in their pajamas, the school provides cookies and milk and parents and older siblings, and their teachers read their favorite stories.

Our PLC has recruited parents that are bilingual and will gladly communicate and or translate and make phone calls regarding activities, policies and events at Boca Raton Charter School. Cultural Diversity is highly respected and valued in our school and we will ensure that all parents are made aware of all school events, procedures and activities. We have also added a new program that will enable us to email parents with new or important information.

Teahers call/email/in-person conference parents regarding their child's progress and achievement

levels on class or state assessments maintaining effective two-way communication. BRCS sponsors a Math-a-thon through St. Jude Hospital. The additional math practice is beneficial to all students. The endeavor supports the International Baccalaureate attitude of empathy and the learner profile, caring. Our parents, and their extended families (aunts, uncles, etc.) are the contributors.

As an International Baccalaureate School that offers the Primary Years Programme, our students participate in (6) I.B. Programmes of Inquiry Units each year. Parents will be invited to a presentation of what the Programme entails in our school, and why we believe it is so beneficial to our students. We will also incorporate student-led conferences. This will benefit our students, as they "take ownership" of their accomplishments in school and present their work to their parents, under the guidance of their teacher.

BRCS holds a Festival yearly, as our fundraiser. Our PLC meets with and guides our parents, getting sponsorship, so that we may have a successful event. Each classroom creates a themed basket to auction. Our parents "fill" and decorate the baskets, and eventually, purchase them.

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

Our school provides observation opportunities for students, studying Education, at Florida Atlantic University and Palm Beach State College, enabling them to see our teachers in action. We also provide any information, provided by local Universities, including Barry College, that enables our teachers to take Continuing Education classes, or pursue additional degrees and certifications.

We take our students on field trips to see different types of performances, held at the local Universities and Colleges, as well as provide information to parents and teachers regarding scheduled art exhibits.

As a member of the Boca Raton Chamber of Commerce, we have been fortunate to be a part of The Golden Bell Education Grant. We are most grateful for the Chamber's support.

The Boca Raton Police Department has been gracious to provide an officer to conduct a school-wide Anti-Bullying Assembly. We also invite the Fire and Police Departments to provide a presentation to our younger students.

Our parents, in the medical field, have provided their services, for free, providing our school with necessary health evaluations required by the Health Care District. They have also provided additional contacts that provide additional evaluations, (vision, auditory, BMI), at no charge to the school. We are most grateful for all the assistance and support.

Yearly, we have our Spring Concert, at Boca Raton High School. Over the years, we have developed a wonderful relationship with the School and its theater department.

Alumni of our school, that now attend a local High School and are in the STEM and Pre-Med programs, help and join our teachers, judging our yearly Science Fair.

Our students attend classes at the Science Explorium, Gumbo Limbo, and other wonderful programs, offered in Palm Beach County. Our Fifth Grade students also attend an I.B. class at an annual end of the year field trip to EPCOT and then get to see all the global exhibits.

**Effective Leadership**

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

**School Leadership Team**

**Membership:**

Name	Title
Nelson, Louise	Principal

**Duties**

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

Our school is small and the entire staff takes different roles and responsibilities and we have a shared practice of contributing to the decision making, instructional practices and the support of all of our students. Each person has different strengths and BRCS capitalizes on these strengths. Teachers attend different PBCSD workshops and share and support the rest of the staff. New procedures are incorporated throughout the school. Best practices are reviewed, studied and implemented.

Our Reading Coach, Tawana Chang, has her Reading Endorsement and reviews all iii strategies, as well as, SBT reading strategies.

Our SBT leader, Stephanie Houston, attends the PBCSD meetings and incorporates policies and procedures and conducts our meetings.

Our Writing Coach, Lawrence Wojtecki, is a former journalist and holds workshops to support writing schoolwide.

Our Science and Math Coach, Trishia King-Roland, a previous Engineering student, attends PBCSD workshops and provides direction for our teachers.

The Principal has instructed all teachers to teach Reading and Writing in all subject areas. Reading and all ELA instruction can be incorporated in all of our IB Transdisciplinary Units of Inquiry. The Principal, also the IB Coordinator, ensures that the school's IB Units incorporate the Science, Social Studies and Civics Standards, whenever there is a suitable fit, and that all the State Standards are taught, even if they are "stand alone."

The Principal guides the staff using the IB Practices, as well as using, The Art and Science of Teaching, by Robert Marzano. We are also doing a more in-depth study of the cognitive levels, as described by Norman Webb.

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

The Principal is in frequent contact and meets regularly with the Governing Board: Bivian Free, Paula Marra, Joseph Briggs. The annual budget is reviewed, discussed and monitored throughout the school year, maintaining adherence to the budget. Teachers meet weekly with the Principal for Professional Development and or to share valuable programs that teachers have researched.

Teachers share their needs and even bring in resources that they have found. We have a small school and a "tight" budget. There are many free on-line programs that are beneficial to our teachers and students. The school has also been fortunate to have been awarded Golden Bell Foundation Grants, through the Boca Raton Chamber of Commerce, that have supplied our students with an incredible resource of FLDOE recommended Common Core reading materials, text exemplars, informational texts, read alouds, as well as a wealth of books that support the IB principles and our school's IB Units of Inquiry, and support career and college readiness.

Our Principal, ESE support contact, Speech and Language Pathologist (SLP), PBCSD psychologist, School Based Team (SBT), instructional coaches and facilitators, and classroom teachers all help with problem-solving activities used to support the success of our students and to address their needs.

## **School Advisory Council (SAC)**

### **Membership:**

Name	Stakeholder Group
Bivian Free	Business/Community
Paula Marra	Business/Community
Joseph Briggs	Business/Community

**Duties**

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

*Evaluation of last year's school improvement plan*

Our Governing Board, (Bivian Free, Paula Marra, Joe Briggs) are very involved in every aspect of our school. I review everything that is happening at school, including student achievement, and together we come up with plans for the school's progress and student success. Our Governing Board clarifies the vision for our school and communicates this with parents and staff throughout the year. They participate in the SIP by working with data analysis to guide curriculum and performance assessment, focusing on student needs and achievement. Last year Boca Raton Charter was not required to write a school improvement plan. However, we created an Accountability and Digital Classroom Plan and addressed student performance outcomes. BRCS has done a SIP for every other year in operation. The SAC has discussed improving our student's digital opportunities and the on-line programs that will enhance student performance. We have computers in every classroom, but with shared space and aging computers, we are looking at upgrading our IT resources.

*Development of this school improvement plan*

The Governing Board has reviewed data from last year's Diagnostics, and the previous year's FCAT results and with data analysis of performance assessment guiding curriculum, have focused on the students' needs and best practices to success. Teachers analyze and graph student data monthly. We meet weekly and teachers share best practices. Teachers give weekly input into our students' strengths and weaknesses. We tutor students in grades 1 - 5, in small groups, from January to FSA, after-school for one hour for free. Teachers do not tutor their own students but collaborate with the teachers, tutoring their students. The school improvement plan is part of what our school does on a regular basis. Our Governing Board is involved in every aspect of the school.

*Preparation of the school's annual budget and plan*

Our Governing Board, the Principal and Bookkeeper review our enrollment, student needs and last year's budget to prepare our budget for the coming school year. Intermittently, we have a budget to actual meeting to make sure that we maintain the budget and make any necessary adjustments. The BRCS Governing Board has been actively looking for a permanent facility for our school. They are interested in ensuring the sustainability of our school. They offer continuous support services, address the success of our instructional programs and resources, pupil services, standards of conduct and discipline, school policies, activities, and administrative procedures. Our Parent Leadership Council, is our active parent organization, that works hand-in-hand with the principal, teachers and governing board, supporting, planning and enacting all our school activities; i.e. fund-raisers, scholastic book fairs, yearbooks, pictures, etc.

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

Our K to 2nd grade students use a Reading program "SuperKids" by Rowland Reading Foundation. The consumable materials that were budgeted for  
 cost.....\$2,321.64

We order Singapore Math consumable textbooks and workbooks yearly for Kindergarten and First Grade.

This was budgeted for and and cost.....\$2,667.98

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

No

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

The school has lost 2 Board members; one due to illness and one due to a pursuit of different interests. The BRCS Governing Board is actively recruiting new Board Members. We do follow all requirements of section 1001.452, Florida Statutes. We will be in full compliance soon.

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Nelson, Louise	Principal

**Duties**

**Describe how the LLT promotes literacy within the school**

The Principal and all the teachers comprise the Literacy Leadership Team. (We have one teacher per grade level).

The Principal will meet with teachers during weekly meetings and one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Graphing charts and regular review of grade books will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing.

Our core instruction, in reading, utilizes Superkids(Rowland Reading Foundation) in grades K-2 and SRA/Open Court, in grades 3-5. Both programs provide materials for supplemental instruction. The principal has also instructed all teachers to use Science, Social Studies, Civics, and Mathematics as additional opportunities to address Reading instruction. We also use Jr. Great Books and recommended reading from the Florida Department of Education Common Core reading lists. We have purchased these books for all grade levels, including a great deal of Informational texts.

Instructional websites are also utilized. BRCS implements a monthly Read-a-thon competition between grades 2-5. (The class that combined reads the most pages a month, off campus and confirmed by reading-logs and parent's initials, enjoys an ice cream sundae party).

This year our Second Grade teacher, Tawana Chang, has received her Reading Endorsement, and is our school's reading coach. She has already conducted one workshop sharing planned differentiation and strategies for students in different tiers of learning and has advised where the rest of the staff will find assistance. She has shared lesson plans that provide documented, weekly planned strategies for students at different levels and the entire staff has been instructed to follow suit. Teachers will use instructional strategies and/or best practices to provide differentiated methods of instruction to students in mastered and non-mastered areas.

PBCSD has also provided us with a psychologist, and our ESE support person, has supported our teachers with strategies and interventions. Boca Raton Charter School also uses the Pre-Referral Intervention Manual (PRIM) and the Wilson Reading System as well. Resources and strategies provided at professional development workshops will also be utilized. Through student performance data analysis, students consistently demonstrating non-mastery will receive an additional 1/2 hour of

intensive reading instruction (iii) daily.

All teachers will provide 5 - 10 minute focus lessons, at the beginning of each class period. These focus lessons are based on a review of previous assessments where students were struggling. Instructional focus lessons are aligned to the Benchmarks and standards for each grade level and cover the Benchmarks that will be assessed on the FSA and NGSSS Science assessments. Student mastery on mini-assessments based on the focus lessons will determine if the focus lessons need to be revised and/or re-taught. Teachers and administrator will ensure the effectiveness of the focus lessons by analyzing data results from focus lessons, as they are reassessed intermittently throughout the year. Proficiency of skills and Benchmarks should also be evident in skills and Benchmarks that are taught as part of whole group instruction.

Students achieving 80-100% will receive enrichment and challenging assignments. Teachers are instructed to utilize Norman's Webb in guiding and providing rigor to all lesson plans. We have recently had a workshop where teachers collaborated in writing lesson plans for all the Cognitive levels for a few reading standards. We also use Marzano's Learning Map in achieving higher levels of cognitive thinking. Our teachers and students (grades 1 - 5) graph all assessments for reading and mathematics. They provide a private graphic representation for students and parents as to their monthly progress. According to Marzano's Art and Science of Teaching this practice increases learning performance by 29%. The I.B. Standards, and the I.B. Units involve individual and collaborative research which enables students to have different levels of challenging assignments.

## Public and Collaborative Teaching

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

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

The I.B. Programme requires and encourages collaboration between teachers and students alike. Our teachers meet weekly for collaborative, supportive meetings where Grades K and 1st, and 2nd and 3rd, and 4th and 5th grade teachers meet and share the I.B. Units that they are working on and strategies to improve and incorporate the Florida Standards and Benchmarks. In addition, all grades and resource teachers meet to share successes and frustrations and best practices and creative ideas as their I.B. Units progress. Also grades 1st and 2nd meet and collaborate, as well as 3rd and 4th.

We recently had a meeting where collaboratively teachers mapped out where the Florida Standards and Benchmarks in Science, Social Studies and Civics easily "fit" and can be incorporated in their units. (Each class completes 6 I.B. Units per year).

Our teachers have traveled together for I.B. workshops and have formed collaborative bonds that carry through to the daily instruction in the classrooms. Teachers that attend workshops share their experiences and learning with the rest of the staff so that all can learn and improve instruction, benefiting the success of our students.

Last year we tutored students, after school. Teachers did not tutor their own students but collaborated with the tutoring instructor helping to guide and provide strategies to benefit all of our students.

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

The Principal interviews prospective teacher applicants. Applicants are required to provide documentation of Florida Teacher Certification and evidence that they are highly qualified. References are contacted. Applicant's are checked through the FLDOE website. I have been fortunate to have retained most of my quality teachers and we have become a school family. Administration places emphasis on a strong support system and an open door policy. Our teachers are provided many opportunities for PBCSD professional development, as well as, International Baccalaureate workshops, and additional IB training by an independent trainer, to support our school mission. The teachers of BRCS collaborated to write the Mission of our school, providing everyone with ownership of our mission. In past years teachers have always been given step-raises. good benefits and support.



Teachers give input throughout the year and all opinions are valued, respected and taken into consideration, and when applicable implemented.  
Our Governing Board supports our entire staff and lets them know that their hard work is appreciated.

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

Teachers have different strengths and BRCS relies on these strengths to provide everyone with mentoring. Our school is based on collaboration and teachers have weekly collaboration meetings. Weekly, K and 1st grades meet, 2nd and 3rd meet weekly and 4th and 5th. Our teachers also collaborate biweekly, where 1st and 2nd meet, and 3rd and 4th. We also have school-wide collaboration meetings. Teachers discuss strategies, best practices and their IB Units of Inquiry. Our Music and Spanish teacher meet with all teachers to support our IB Units of Inquiry. Our 4th grade teacher, a former journalist, supports our staff with best practices to meet high standards in writing. Our 5th grade teacher is strong in Mathematics, having studied engineering and is attending PBCSD Science workshops. Our 2nd grade teacher is Reading endorsed and reading coach for the school. Our 1st grade teacher is now leading our school based team and attending PBCSD workshops. Teachers that attend PBCSD workshops or IB workshops present and share with the rest of the staff. The entire staff has different strengths, from being artistic, loving drama and the arts, to playing musical instruments, or analyzing mathematics. We have truly become a supportive, collaborating family.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

The Florida State Standards and the Next Generation Sunshine State Standards in Science, as well as the IB Standards guide all instruction. BRCS does not rely on one text, for core instruction. We have set Reading (SuperKids - grades K - 2 and Open Court - grades 3 - 5 and Jr. Great Books K - 5) and Mathematical Programs that all contribute to the teachers teaching the standards. The teachers use CPALMS from the FLDOE for resources, lesson plans and activities. They also use books that apply to their IB Units to teach the Florida Standards. BRCS uses FLDOE recommended Reading Materials, for group and individual instruction. First grade - Fifth Grade also uses the on-line program Kahn Academy for Mathematics, as well as, Houghton-Mifflin, Everyday Mathematics and Singapore Math. Differentiating programs provides a wealth of information and resources for our staff and students to use. We also use Scholastic News in grades K - 5 and their Science and Geography Spin magazines which are based on the Common Core and the State Standards.

#### **Instructional Strategies**

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

The teachers are required to address differentiated instruction in their lesson plans and in their classrooms. The principal provides a vision for the use of data based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills, of school staff, ensures implementation of intervention support and documentation. The principal ensures adequate professional development to support differentiating strategies for all students.  
The principal, staff and our ESE support person, review data, discuss strategies and review on-going

progress monitoring data of any student. Our team focuses meetings on the question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students? We review universal screening data and link to instructional decisions. Students meeting/exceeding benchmarks are identified, as well as students at moderate risk or at high risk for not meeting benchmarks. The team will identify professional development and resources. The team will problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

All teachers are part of the team. They provide data on Tier 1,2 and 3 targets:academic and social/emotional areas that need to be addressed; help set clear expectations for instruction(Rigor, Relevance, Relationship); facilitated the development of a systematic approach to teaching(Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

Continuous progress monitoring of the strategies used and data of the results, provides continuous opportunity to revise processes and strategies to ensure fidelity and success.

Teachers utilize a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs. We have an uninterrupted 90 minute reading block and students exhibiting deficiencies in reading are given an extra 1/2 hour daily (iii) of differentiated reading instruction, while students achieving mastery are challenged.

Our data sources are as follows:

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Standards Assessment (FSA),

Diagnostics, NGSSS in Science, Palm Beach Writes, Palm Beach Performance Assessments (PBPA), K-4 Literacy Assessment System, Comprehensive English Language Learning Assessment (CELLA), SRI levels, Retentions, Absences.

Progress Monitoring: PBPA, EDW reports, K-4 Literacy Assessments, SRI levels and classroom assessments

Mid-Year: Diagnostic Assessment for Reading (DAR) (when needed), Diagnostics, Palm Beach Writes, K-4 Literacy Assessment System, PBPA, SRI levels

End of Year:FSA, SRI levels and 2nd grade Diagnostics (when available)

Data Analysis: Every 3 weeks.

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

**Strategy:** After School Program

**Minutes added to school year:** 1,800

We provide free tutoring for one hour, afterschool, from January to FSA. This is provided to all students in grades 3 - 5 and to students that have need in grades 1 and 2. A teacher, other than the classroom teacher provides the tutoring. Tutors collaborate with classroom teachers. The principal schedules the students and teachers, based on teacher strengths and interest. All teachers tutor and/or watch siblings till parents arrive.

**Strategy Rationale**

All people teach differently and have different approaches. Students learn in many different ways. Even with differentiation, sometimes another teacher presenting is able to reach a child and teach them something their classroom teacher had difficulty getting across. Collaboration works.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Nelson, Louise, louise.nelson.1@palmbeachschools.org

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

Formative assessments, as well as class and tutoring data will determine the effectiveness of the strategy. Ultimately, FSA scores will determine the success of our strategies.

**Strategy:** After School Program

**Minutes added to school year:** 4,380

Teachers have weekly professional development, as well as having weekly collaboration meetings, as required by the IB.

**Strategy Rationale**

The principal provides the staff with professional development in increasing the rigor of our lessons and the expectations of our students. We are working on teachers increasing and moving to higher cognitive levels, using Norman's Webb, The Art and Science of Teaching by Robert Marzano and pursuing our school's IB philosophy and following the IB Programme Standards.

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

Nelson, Louise, louise.nelson.1@palmbeachschools.org

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

Student progress monitoring data, classroom and diagnostic test results, the teachers' and students' reflections on their IB Units will determine if we are effective in our strategies.

**Student Transition and Readiness**

## **PreK-12 Transition**

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

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

BRCS has an Early Learning Center on campus. These students are frequently included in school events. Many of these students enter our Kindergarten. We also have many siblings that attend our school and seem to grow up from being carried, to entering our Pre-K and then our Elementary. For many of them it has been a "natural" transition that they anticipate, with excitement. Our Kindergarten parents are directly involved in our school and have open communication with the classroom teacher and principal. Our Kindergarten program provides an excellent reading program that the students enjoy and are very successful at. The students, that attend our Early Learning Center, are introduced to and utilize the same reading program. We use FLKRS and the VPK standards to monitor progress and determine readiness for Kindergarten. Our Pre-K also completes 4 IB Units of Inquiry a year, which provides a consistency for learning. Parents are involved in school activities, meet with teachers regularly and often communicate daily at car-line. All of our teachers know all of our students. Our parents feel that our school is an extension of their family and frequently express this. Yearly we let our 5th grade parents know of the time guidelines for applying to the PBCSD Choice Programs, as well as programs offered by other Charter Schools. We assist our parents with their applications and help guide them in the choices that will be a good fit for their child's interests. We celebrate their future endeavors and frequently our alumni return to visit our school. High School students (former alumni) help judge our Science Fair.

## **College and Career Readiness**

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

Parents come in twice a year for Career Day and discuss their jobs and the education required to achieve/maintain their jobs. We were fortunate to purchase career books for every grade level 2 years ago. These books are used in every classroom and are often part of an IB Unit of Inquiry. Our IB Units may start off in the United States but always grow and envelope life around the world. The global environment, varied lifestyles, customs, and issues create many opportunities for students to learn about jobs that exist in other countries, and may or may not exist here.

By providing a quality education, using 21st Century tools, we hope to prepare our students for whatever the future holds.

The Chamber's Golden Bell Foundation Grant has supported several of the school's endeavors. We also have maintained a strong relationship with local Universities/Colleges, supporting their arts and education programs.

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

Our students are in Elementary School. We prepare them with strong reading, mathematical and science background to continue following their dreams and to have a successful education. We use computers in every classroom strengthening their use of tools needed for their future. Happy students learn and want to go to school and we focus on our students being "lifelong learners". We want all students to reach for the stars and be whatever they want. We expose them to famous autobiographies. They often show students how many people started life on a path that led them in many different directions. We let all of our students know that we believe in them and that they can accomplish anything.

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

With a strong reading program, we will enable our students to accomplish whatever they choose. Strong mathematics, and science will provide our students many directions to take their futures. We use computers in every classroom, from Pre-K to 5th Grade. Our IB Units provide many opportunities for research. We expose our students to many different careers and avenues for their future. Students attend functions that are held at local Universities and Colleges, exposing them to avenues for their future. Our students are encouraged and supported and we have great expectations of them. Students live up to what you expect.

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

We plan to provide our students with a good educational foundation to facilitate their path to middle school, high school, and then college or vocational school. One mission of our school to encourage our students to be lifelong learners. With strong IB support skills and the strategies teachers learn through workshops at the PBCSD, we want to empower our students to be successful in all their endeavors.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

As a small school, we have the opportunity to meet frequently and assess our needs and progress towards our goals. Teachers need to increase giving formative assessments and ensure that they are building on prior knowledge. We will need to review data with fidelity and analyze strategies used, revise strategies, re-teach and reassess our students.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Teachers need to ensure that students' needs are addressed and that all classroom teaching is differentiated, addressing all students. Teachers also must ensure that all standards and benchmarks are taught and that students have learned the standards and benchmarks, using formative assessments and

daily introductory focus lessons. Teachers need to increase the cognitive level of questions that they are asking of their students .

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## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If our staff does rigorous teaching and progress monitoring with fidelity, then our students will be proficient on the 2015 - 2016 administration of the FSA tests in ELA and Mathematics and the NGSSS Assessment in Science.

## Strategic Goals Detail

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

**G1.** If our staff does rigorous teaching and progress monitoring with fidelity, then our students will be proficient on the 2015 - 2016 administration of the FSA tests in ELA and Mathematics and the NGSSS Assessment in Science. **1a**

G070039

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - All Students	86.0
AMO Math - All Students	86.0
FCAT 2.0 Science Proficiency	67.0

**Resources Available to Support the Goal** **2**

- The principal will ensure that teachers are planning rigorous instruction, by carefully reviewing lesson plans for differentiation and high cognitive levels of instruction and questioning, as well as planned use of the IB skills. The principal will look for evidence of differentiation, rigorous instruction and the use of IB skills, in the classroom with focused classroom walkthroughs (CWTs).
- Teachers will graph their students progress on a monthly chart for Reading and Mathematics. These charts will provide parents with a visual of their child's progress each month. (One chart for each subject/ per month. Students will also create the same graph, enabling them to take ownership of their progress.) This is recommended by Robert Marzano and should produce a 29% increase in learning success, when done with fidelity.
- We have a strong staff of teachers that will ensure teaching the Florida Standards, while guiding their students through their transdisciplinary units of inquiry.
- Teachers will ensure differentiating their instruction, in order for them to address the learning needs of all their students.
- The principal will insure that students are receiving the proper amount of formative assessments by systematically reviewing teacher grade books and having one-on-one discussions with teachers.
- The principal will ensure that 10 minute focus lessons are taught daily with fidelity by focused classroom walkthroughs.
- The principal will send out letters and request conferences with parents that continuously bring their students late or allow them to have a high rate of absentism.
- Teachers will ensure that they are having focused talks with parents regarding their child's academic performance and success and what measures that parents can do, at home to foster their child's improved performance.
- Teachers will employ strategies for improved success, recommended during our school based team meetings.
- The principal will hold monthly data meetings reviewing student progress and strategies used.
- Teachers will follow, with fidelity, the IB programme standards and philosophy.
- Our staff has weekly collaboration meetings and can share best practices.
- We have a wonderful Governing Board that will ensure the sustainability of our school and provide the administration and staff with support.

**Targeted Barriers to Achieving the Goal** **3**



- Teachers must ensure that they are teaching with rigor and asking the right questions of their students. Our teachers must ensure the use of Norman Webb's Cognitive levels when planning and teaching their students. Our teachers also use The Learning Map, by Robert Marzano.
- Teachers must ensure that their students are learning, referring to, and incorporating the IB skills, so that they may improve academically and learn with increased independence.

### **Plan to Monitor Progress Toward G1. 8**

Data from classroom assessments, Winter Diagnostics, Palm Beach Performance Assessments, K-4 Literacy Assessments, Performance Matters Assessments and SRI levels will monitor progress towards our goal and annual targets.

#### **Person Responsible**

Louise Nelson

#### **Schedule**

Monthly, from 9/30/2015 to 5/30/2016

#### ***Evidence of Completion***

Teachers will review all assessments administered in the prior month and progress or lack of that students exhibit.

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If our staff does rigorous teaching and progress monitoring with fidelity, then our students will be proficient on the 2015 - 2016 administration of the FSA tests in ELA and Mathematics and the NGSSS Assessment in Science. **1**

 G070039

**G1.B3** Teachers must ensure that they are teaching with rigor and asking the right questions of their students. Our teachers must ensure the use of Norman Webb's Cognitive levels when planning and teaching their students. Our teachers also use The Learning Map, by Robert Marzano. **2**

 B182281

**G1.B3.S1** We will have staff meetings reviewing strategies to achieve a differentiated classroom that follows the Learning Map and requires students to have increased cognitive levels of thinking. Teachers will share ideas and successes to support the staff having difficulty achieving higher order questioning.

**4**

 S194008

### Strategy Rationale

With teachers collaborating and sharing best practices, all teachers will have resources to teach their students to achieve higher levels of learning.

### Action Step 1 **5**

The teachers will have bi-weekly review and professional development in the use of The Art and Science of Learning by Robert Marzano.

#### Person Responsible

Louise Nelson

#### Schedule

Biweekly, from 9/24/2015 to 1/4/2016

#### Evidence of Completion

## Action Step 2 5

The principal and staff will meet monthly to review lesson plans for evidence of employing higher levels of cognitive thinking and the use of Norman's Webb to increase the depth of instruction.

### **Person Responsible**

Louise Nelson

### **Schedule**

Monthly, from 10/6/2015 to 3/4/2016

### ***Evidence of Completion***

## Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

By reviewing the progress of our students on classroom assessments and district Winter Diagnostics, we will determine the fidelity of implementation. With focused classroom walkthroughs the principal will monitor the evidence of teachers incorporating the strategies with fidelity.

### **Person Responsible**

Louise Nelson

### **Schedule**

Monthly, from 9/28/2015 to 3/7/2016

### ***Evidence of Completion***

Completed classroom walkthrough reports will provide evidence of monitoring for fidelity of implementation.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

By carefully reviewing student data, our teachers will determine if they are effectively employing The Art and Science of Teaching.

**Person Responsible**

Louise Nelson

**Schedule**

Monthly, from 9/30/2015 to 5/30/2016

**Evidence of Completion**

Student results on classroom assessments, Winter Diagnostics, Palm Beach Performance Assessments, Assessments in Performance Matters, K-4 Literacy Assessments, and SRI levels will provide evidence of reducing and/or eliminating barriers.

**G1.B4** Teachers must ensure that their students are learning, referring to, and incorporating the IB skills, so that they may improve academically and learn with increased independence. 2

 B182282

**G1.B4.S1** Teachers need to have planned use of the IB skills in their lesson plans. 4

 S194010

**Strategy Rationale**

By incorporating the IB skills teachers are guiding our students to become independent, lifelong learners.

**Action Step 1** 5

Teachers will provide planned evidence of incorporating the IB skills in their lesson plans.

**Person Responsible**

Louise Nelson

**Schedule**

Weekly, from 10/5/2015 to 5/30/2016

**Evidence of Completion**

Lesson plans submitted by teachers.

**Plan to Monitor Fidelity of Implementation of G1.B4.S1 6**

The principal will conduct classroom walkthroughs the ensure the use of the IB skills by teachers and students.

**Person Responsible**

Louise Nelson

**Schedule**

Monthly, from 10/28/2015 to 3/7/2016

**Evidence of Completion**

The principal will observe students using the IB skills to solve academic problems, complete research and solve conflicts.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

The data results that the staff will monitor will determine if the students are effectively using the IB skills.

**Person Responsible**

Louise Nelson

**Schedule**

Monthly, from 9/30/2015 to 5/30/2016

**Evidence of Completion**

The increase in student progress will provide evidence that the students are effectively employin the IB skills.

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	The teachers will have bi-weekly review and professional development in the use of The Art and Science of Learning by Robert Marzano.	Nelson, Louise	9/24/2015		1/4/2016 biweekly
G1.B4.S1.A1	Teachers will provide planned evidence of incorporating the IB skills in their lesson plans.	Nelson, Louise	10/5/2015	Lesson plans submitted by teachers.	5/30/2016 weekly
G1.B3.S1.A2	The principal and staff will meet monthly to review lesson plans for evidence of employing higher levels of cognitive thinking and the use of Norman's Webb to increase the depth of instruction.	Nelson, Louise	10/6/2015		3/4/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Data from classroom assessments, Winter Diagnostics, Palm Beach Performance Assessments, K-4 Literacy Assessments, Performance Matters Assessments and SRI levels will monitor progress towards our goal and annual targets.	Nelson, Louise	9/30/2015	Teachers will review all assessments administered in the prior month and progress or lack of that students exhibit.	5/30/2016 monthly
G1.B3.S1.MA1	By carefully reviewing student data, our teachers will determine if they are effectively employing The Art and Science of Teaching.	Nelson, Louise	9/30/2015	Student results on classroom assessments, Winter Diagnostics, Palm Beach Performance Assessments, Assessments in Performance Matters, K-4 Literacy Assessments, and SRI levels will provide evidence of reducing and/or eliminating barriers.	5/30/2016 monthly
G1.B3.S1.MA1	By reviewing the progress of our students on classroom assessments and district Winter Diagnostics, we will determine the fidelity of implementation. With focused classroom walkthroughs the principal will monitor the evidence of teachers incorporating the strategies with fidelity.	Nelson, Louise	9/28/2015	Completed classroom walkthrough reports will provide evidence of monitoring for fidelity of implementation.	3/7/2016 monthly
G1.B4.S1.MA1	The data results that the staff will monitor will determine if the students are effectively using the IB skills.	Nelson, Louise	9/30/2015	The increase in student progress will provide evidence that the students are effectively employin the IB skills.	5/30/2016 monthly
G1.B4.S1.MA1	The principal will conduct classroom walkthroughs the ensure the use of the IB skills by teachers and students.	Nelson, Louise	10/28/2015	The principal will observe students using the IB skills to solve academic problems, complete research and solve conflicts.	3/7/2016 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** If our staff does rigorous teaching and progress monitoring with fidelity, then our students will be proficient on the 2015 - 2016 administration of the FSA tests in ELA and Mathematics and the NGSSS Assessment in Science.

**G1.B3** Teachers must ensure that they are teaching with rigor and asking the right questions of their students. Our teachers must ensure the use of Norman Webb's Cognitive levels when planning and teaching their students. Our teachers also use The Learning Map, by Robert Marzano.

**G1.B3.S1** We will have staff meetings reviewing strategies to achieve a differentiated classroom that follows the Learning Map and requires students to have increased cognitive levels of thinking. Teachers will share ideas and successes to support the staff having difficulty achieving higher order questioning.

### PD Opportunity 1

The teachers will have bi-weekly review and professional development in the use of The Art and Science of Learning by Robert Marzano.

#### Facilitator

The principal will use The Art and Science of Teaching by Robert Marzano, as well as, resources provided online by the PBCSD.

#### Participants

Teachers in grades Kindergarten through to Fifth Grade will participate in the professional development.

#### Schedule

Biweekly, from 9/24/2015 to 1/4/2016

### PD Opportunity 2

The principal and staff will meet monthly to review lesson plans for evidence of employing higher levels of cognitive thinking and the use of Norman's Webb to increase the depth of instruction.

#### Facilitator

The principal will guide the staff in the review and sharing of best strategies to increase teaching and student success.

#### Participants

Teachers in grades Kindergarten through to Fifth grade will participate in the professional development.

#### Schedule

Monthly, from 10/6/2015 to 3/4/2016

**G1.B4** Teachers must ensure that their students are learning, referring to, and incorporating the IB skills, so that they may improve academically and learn with increased independence.

**G1.B4.S1** Teachers need to have planned use of the IB skills in their lesson plans.

### **PD Opportunity 1**

Teachers will provide planned evidence of incorporating the IB skills in their lesson plans.

#### **Facilitator**

The principal will provide opportunity for teachers to share strategies used to encourage their students to employ the IB skills in the classroom daily. Teachers will be encouraged to research strategies employed around the world on the IB website of teacher resources.

#### **Participants**

The teachers from Kindergarten to Fifth Grade

#### **Schedule**

Weekly, from 10/5/2015 to 5/30/2016