

Alachua County Public Schools

Boulware Springs Charter



2015-16 School Improvement Plan

Boulware Springs Charter

1303 NE 23RD AVE, Gainesville, FL 32609

<http://www.boulwarecharter.com/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	63%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	82%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Alachua County School Board on 12/15/2015.

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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Boulware Springs Charter offers a rigorous and high quality education that focuses on "4 R's" to students in grades K-5 in Alachua County. The four R's are Responsibility, Respect, Role model, and Reaching for the stars.

The school's philosophy is that without these four components, students are unable to achieve their maximum learning potential. To ensure that our students succeed, we will provide significantly more hours of instruction than traditional schools, require parental involvement, and develop individual Student Learning Profiles to set and track academic, social, and emotional goals.

Provide the school's vision statement

The educational program at Boulware Springs Charter reflects our belief that an education is more than the teaching of the core subjects. We believe that a school, well connected with the home and the community, is a place for students to grow academically, socially, emotionally, and physically. Our program will prepare students to be successful in their continued schooling, active members within their community, critical thinkers, and cooperative problem solvers in real world situations.

School Environment

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

At the beginning of each year, a Student learning Profile (SLP) will be created for each student with input from parents, teachers, administration, and other relevant advocates for each student. The SLP will include the previous academic and developmental records of each student, parent surveys, student interviews, home visits, and other relevant information that pertains not just to academics, but to social/emotional, family, health, and behavior aspects as well. This will be initial period in which teachers and students engage with one another to learn about each other and start to build a relationship. Throughout the year, parents are required by contract to meet with teachers once a term and teachers communicate with parents weekly to determine the needs of each student. Activities that encourage students to share their culture and traditions are utilized regularly in the classroom and school-wide to encourage cultural learning and sensitivity. Our character building program engages family and the community in the character building effort.

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

At Boulware Springs Charter School, we believe that student achievement will be maximized when the school climate is supportive, caring, and safe. In fact, a positive school climate is arguably a necessary precursor to student achievement. To create a positive learning environment, we believe that students should be taught morals and manners, be positively reinforced, and be led by role models such as teachers, parents, administrators, and the community. As such, time is dedicated each day during the regular school schedule and in after school programs to promote and teach character education. Each month our school focuses on a different character trait and we have school wide activities once a week that emphasize this trait and give students an opportunity to practice this trait. We also recognize students in weekly ceremonies that embody this trait regularly. Our students are taught from the onset that Boulware Springs does not tolerate bullying of any sort. Our character

education curriculum teaches students how to recognize, how to respond to, and how to report bullying.

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

The Code of Student Conduct explains the rights, expectations, and responsibilities of students, parents, and Boulware Springs Charter School regarding student behavior. It is the policy of this school that misbehavior of any kind will not be tolerated. In order for effective instruction to occur in a safe environment, there must be a cooperative relationship among students, parents/guardians, and the school.

Student Responsibilities

As a STUDENT you are expected to:

- assume responsibility for your own behavior
- be in school and on time every day
- put forth your best effort
- respect individuals and property
- use responsible, appropriate behavior at all times
- to respect other people's property by not damaging it or taking it
- help maintain a safe, alcohol, drug, and weapon-free environment.

Parent/Guardian Responsibilities

As a PARENT/GUARDIAN you are expected to:

- encourage your child to be successful in school
- assure that your child is in school and on time every day
- support the school by requiring your child to follow all school rules and to accept responsibility for their behavior
- send your child to school clean, in the school uniform, and in good health
- volunteer within the school for 10 hours each school year
- read all communications from the school, sign, and return documents in a timely manner
- attend school conferences once every ten weeks
- be responsible for your child's safety and supervision to and from school

School Responsibilities

As a SCHOOL we are expected to:

- provide and maintain a safe atmosphere which will encourage positive behavior
- show respect for all individuals by treating them fairly and impartially and with courtesy, respect, and civility
- provide an education to meet the needs of all students

Removal of Students from Class

On occasion, a student's behavior may require that he or she be removed from a class to ensure either the academic growth of other students or the safety of everyone involved. Should a situation arise that a student requires removal from class, the student may be issued a 10-15 minute cooling-off period to reflect and regroup. The student will be placed in the office until they regain both self-control and a cooperative attitude before returning to class. If necessary, the student may meet with the Director or Assistant Director to discuss the concern and ways of remedying the situation. Parents will receive notification by either a telephone call and/or in writing (e.g. email) if a child is removed from class for serious or repetitive behavioral concerns.

Behavioral Expectations

Students are expected to behave in a respectful manner while under the responsibility of school staff (this includes during the school hours, after school activities, or any activity in which school staff members are responsible for the students). The Director shall ensure that the parents have access to behavioral expectations and consequences for misbehavior. Parents will be required to sign that they

agree to abide by these expectations in Boulware Springs Charter School's Parental Involvement Contract.

Misconducts include, but are not limited to:

- alcohol/drugs - assault/threat
- bullying/harassment - leaving the classroom/school grounds without permission
- cheating - classroom disruptions
- defiance - disorderly conduct
- fighting - skipping school
- theft - unacceptable physical contact
- vandalism - unsafe actions
- cursing/foul language - weapons

Behavioral Consequences

Behaviors and their consequences are divided into four levels. Each level represents progressively more serious behavior and consequence.

Level 4

A Level 4 offense is a minor act of misconduct which interferes with orderly classroom or school functions, or with learning. These offenses may be handled first by the teacher or other staff members. The student may also be referred to the Director/Assistant Director.

The following actions may be taken in response to Level 4 misconduct:

- verbal reprimand
- time out
- withdrawal of privileges
- parent notification
- teacher/student conference
- teacher/student/parent conference

Level 3

A Level 3 offense is a serious act of misconduct which requires administrative action. Such offenses include repeated minor misconduct and acts directed against property or persons. These offenses do not endanger the health or safety of others.

The parent will be notified, and the following actions may be taken in response to Level 3 misconduct:

- administrator/student/parent conference
- time out
- withdrawal of privileges
- restitution
- behavior contract
- in school suspension for partial day

Level 2

A level 2 offense is a more serious act of misconduct, included repeated misbehavior of the same type, serious disruptions of school and threats to health, safety, or property. These offenses are handled by the Director or Assistant Director and may result in suspension from school or extracurricular activities.

The parent will be notified and the following actions may be taken in response to Level 2 misconduct:

- administrator/student/parent conference
- behavior contract
- in school suspension
- out-of-school suspension
- recommend alternative placement

Level 1

A Level 1 offense is the most serious breach of misconduct; it must be reported immediately to the Director or Assistant Director. Such breach of conduct includes, but is not limited to: willful disobedience, open defiance of authority to school staff, violence against persons or property, and any other act which substantially disrupts the orderly conduct of the school. If you commit a Level 1 offense, you will be suspended from the regular education program, and the director or assistant

director may recommend alternative placement or expulsion. These violations may require a report to law enforcement agencies, which may also result in criminal penalties.

The parent will be notified and the following actions may be taken in response to Level 1 misconduct:

- administrator/parent/student conference
- out-of-school suspension
- alternative placement
- expulsion
- report to law enforcement

Teachers receive training on these policies and procedures during preplanning.

Our emphasis on character development at Boulware Springs will create a positive school climate and reduce the time spent on classroom management, allowing students to focus on their studies.

The good morals learned at Boulware Springs will become part of who students are, and will stay with them as they move on.

In order to recognize and reward positive behavior, the school utilizes many forms of positive reinforcement which include participation in Fun Fridays, Caught Ya, Student of the Week, and Manatee of the Month.

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

Boulware Springs recognizes that not all students come to school ready to learn. Often, there are social-emotional needs that must be met before learning can occur. Students are often hungry or worried about home issues. There are students who have no power, a parent in jail, or live in an unsafe neighborhood. Because we are a small school, we are able to know which students have these issues that may interfere with learning and are able to help with them.

Teachers, administrators, parents, and community members will lead by example at all times at Boulware Springs Charter School. When students misbehave, role models in the school will “coach” the students, emphasize that their behavior is a choice, and suggest alternative ways to respond immediately. Students will use this immediate intervention to learn appropriate behavior. For the 2015-16 school year, we will have two interns from St. Leo University who will work with our students individually and in small groups. These interns who are completing their Masters degree will work with students on problem resolution, anger management, and other issues that affect the emotional well-being of our students.

Boulware Springs partners with organizations in the community to provide services and supplies to our students and their families. Grace Presbyterian Church provided backpacks filled with school supplies to all of our students who were unable to purchase on their own. Students are able to take home bread and baked goods that we receive from the Bread of the Mighty Food Bank. City Church partnered with us to provide a Fall Carnival, parent/student play day, and mentoring. We work with Big Brothers/Big Sisters and the Gainesville Police Department to provide mentoring for our students.

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

Not Applicable

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Not Applicable

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/226196>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Part of Boulware Springs Charter School's mission is "community." We believe that a school, well connected with families and the community, creates an ideal learning environment. Part of our plan for involving the community was to have volunteers provide our Specials program. As such, we've had a variety of community members lead art, dance, music, tennis, and fitness classes for our students. In fact, we are part of a grant awarded to a local tennis club which allows this organization to come give our students tennis lessons twice a week. This year the tennis program is partnering with the River Phoenix Center for Peacebuilding and the University of Florida to do a research project with our intermediate students. The purpose of the project is to study the relationship between physical literacy (coordination, movement), conflict resolution skills, and the psychological benefits of exercise, such as, reduced stress, increased focus, and increased self-awareness.

Inviting the community to come to our school and volunteer to help teach our students is one of major ways in which we utilize community organizations and people to help support our school.

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
Abbitt, Kay	Principal
Wicks, Cecile	Administrative Support
Lane, Megan	Principal
Hogan, Maryanne	Teacher, K-12

Duties

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

Boulware Springs Charter School administration will consist of two co-directors, Kay Abbitt and Megan Lane, and an administrative assistant, Cecile Wicks. The administration will be responsible for managing the school's finances and operation, curriculum development, faculty professional development and evaluation, addressing student-related issues, and overseeing the parental involvement agreements. In general, they will be responsible for establishing and implementing procedures for the day-to-day operations of the school. The administrative assistant will assist the co-directors with the daily operations of the school.

Teachers, staff, parents, students, and community members will all work together to make Boulware Springs Charter School an enjoyable and meaningful place to be. Boulware Springs Charter School will only employ those who believe in the mission of our school, are dedicated to helping students succeed, and who have proven themselves to be of the highest quality. This cooperative effort will reinforce the cooperation expected from our students. Boulware Springs has adjusted its weekly schedule to include a 2 hour mandatory meeting for all staff each week, in addition to daily teacher planning time. This ensures that the school will have adequate time to implement SDM (shared decision making) effectively and efficiently.

The Co-Directors will meet with teachers regularly to review classroom data and suggest strategies for data driven instruction. Teachers will be thoroughly evaluated and given the support they need to be successful.

The Co-Directors will share the following responsibilities:

General:

- Provide leadership and direction to staff
- Supervise and observe all instructional practices in the school, including coaching and mentoring directly or through other staff and/or professional development programs
- Hire, evaluate, and terminate staff in coordination with administration
- Administer scheduling, enrollment and curriculum;
- Serve as liaison to the Board of Directors, including providing formal and informal reports to the Board and charter entity;
- Prepare materials in conjunction with the Co-Director for Board meetings, including student academic achievement data based on comparative and longitudinal measures;
- Implement and follow policies and procedures;
- Provide a safe environment for learning.

Operational Functions:

- Responsible for site level procurement of supplies, materials, equipment, and inventory management.
- Local manager for transportation, food services, facilities maintenance, security and other third party service contracts, ensuring ongoing monitoring and implementation of contracts.

- Coordinate technology implementation (planning, procurement, and training).
- Implement enrollment campaign for students (e.g., new students, intent to attend, waiting lists) including engagement in local marketing initiatives, demographic analysis, coordination with local/regional communications specialists.
- Oversee enrollment at school site and, as required, lead the enrollment process by working with the school leadership, assistants, teachers and central enrollment department/advertising to meet enrollment targets.
- Manage all aspects of free and reduced lunch program/process, including managing the entire application process.
- Work with school personnel to maintain integrity and accuracy of student records, including maintenance and tracking of attendance and retention.
- Work with school staff to manage reporting and data tracking for all special education programs.
- Prepare reports on site operations.
- Support all operational and logistical projects for start-up operations.
- Coordinate with the grant writers for all federal, state, and local grant applications and reporting.

Financial Administration Functions:

- Responsible for site level budget monitoring and management, with input into budget development.
- Review monthly financial reports and update monthly financial estimate templates.
- Manage and reconcile school's petty cash funds.
- Provide financial oversight, including invoice approval and developing the substitute teacher budget.
- Manage accounts payable and payroll processes.
- Oversee, in coordination with the controller, year-end audits as well as any site audits from state or federal agencies

Human Resource Management Functions:

- Cooperate with Director to implement policies and procedures at school (e.g., compensation, vacation/sick days; recruitment screening, background checks, etc.).
- Oversee the processing of all new hire paperwork.
- Maintain personnel files for all employees.

Data Analysis

Contribute to the development and maintenance of designated information systems to provide the authority with a pupil-level database leading to longitudinal tracking, performance analysis and target setting for students. This work involves:

- Working with staff to ensure on-going collection and validation of data.
- Managing the use of data to ensure records are imported successfully and that local parameters for analyses and reports are set.
- Ensuring the system outputs meet statutory and service demands with regard to annual performance reporting (including value-added) and statutory target setting.
- Ensuring colleagues are provided with support and direction in the use of designated systems

Provide support to the department on the use of school performance software application and any other data collection system.

Lead in the preparation, collection and checking of statutory requirements, including standards, performance, and other mandated systems. Work with the Department for Children, Schools and Families (DCSF) over the statutory timescales and support settings during the process. Work with a number of colleagues throughout the service, to ensure that data is utilized within the department

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

To ensure that student learning is occurring and students are achieving academically, Boulware Springs will focus on individualized Student Learning Profiles (SLP), parental involvement, and character development.

Student Learning Profile:

The use of the SLP will be three-fold; it will regularly inform teachers of student needs, help monitor student progress, and outline measurable academic goals for each student. The SLP will not just be a file that contains data, but rather a tool that will be updated, analyzed, and responded to.

At the beginning of each year, the SLP will be created/updated with the previous academic and developmental records of each student, parent surveys, student interviews, home visits, and other relevant information. Students will be given a placement exam prior to enrollment. Using all of this information, teachers will collaborate with administrators during pre-planning to set SMART goals in 4-5 categories for each student. SMART goals are goals that are Specific, Measurable, Attainable, Relevant, and Timely. (Wilburn, 2012) An example of a SLP is included as Appendix B. Goals will be written for each of the following categories:

- (1) FSA/FAIR or another state or district mandated standardized test gains in all applicable subjects
- (2) gains from initial to final subject tests
- (3) social/emotional development
- (4) student's end-of-year portfolio assessment score
- (5) IEP goals (if applicable)

SLPs will be shared with parents. Strategies for parents to use to help their children achieve their goals will be suggested. Parents will be regularly informed of their child's progress. Each week teachers and administrators will meet on Friday afternoons from 2:00pm-4:00pm. Part of these weekly staff meetings will include an opportunity for teachers to address issues and reevaluate SLPs as needed. These meetings will also be an opportunity to discuss successes and challenges, student placement changes, address professional development needs, and to collaborate on future projects. At the end of each academic year, the SLP will be a robust collection of assessment data, teacher comments, social and emotional development notes, student projects, successful teaching and learning strategies, community service undertakings, and student surveys.

Overall, the SLP will be essential to student success as it will hold students, teachers, administrators, and parents accountable for learning and achievement and will emphasize high expectations for each student.

Kay Abbitt is responsible for Federal Programs, such as Title 1. To ensure compliance, Kay attends all required meetings and communicates regularly with district staff. Megan Lane is responsible for managing the grants that the schools has received and the resources they have brought in.

To ensure that resources and programs are aligned with student needs, we review SLPs and use teacher input on a weekly basis to determine the needs of our students. Once determined, we match them with the most appropriate and effective program available.

To manage resources, Megan Lane and the administrative assistant, Cecile Wicks, work together to maintain the central inventory list. They follow the district guidelines and all guidelines required by grants so that all items are labeled, recorded, and placed where most needed.

Maryanne Hogan is the school's Title 1 teacher and FCIM Facilitator.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kay Abbitt	Principal
Megan Lane	Principal

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

Not applicable

Development of this school improvement plan

Not applicable

Preparation of the school's annual budget and plan

Not applicable

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

Not applicable

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

Not applicable

Literacy Leadership Team (LLT)

Membership:

Name	Title
Abbitt, Kay	Principal
Lane, Megan	Principal

Duties

Describe how the LLT promotes literacy within the school

In order for schools to be successful, it is imperative that instructional leaders understand the literacy challenges of the populations of students whom they serve. Because we are a small school with only ten full time teachers, our Literacy Leadership Team will consist of the two co directors and a primary and intermediate teacher.

This team will meet initially to set the focus and establish goals for the year. Monthly meetings will ensure that the implementation of the literacy goals are on target. Input from faculty and staff will guide the formation of literacy goals, and feedback will help refine those goals as we move through the year.

The Literacy Leadership Team will:

- Engage in regular, ongoing, literacy professional development
- Participate in Professional Learning Communities and Study Groups
- Use data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student's instructional and intervention needs
- Participate in ongoing literacy dialogues with peers
- Create and share activities designed to promote literacy
- Support and participate in classroom research
- Support and participate in classroom demonstrations and modeling of research-based

reading strategies

- Reflect on practice to improve instruction

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

Because we are a small school with only ten full time teachers, it is very important that we support one another in our efforts to provide the best education possible to our students. This cooperative effort will reinforce the cooperation expected from our students. Our teachers form two teams - primary grades (K-2) and intermediate grades (3-4). Within each team, the teachers work together to form reading groups and monitor adjustments that need to be made within each grade level to ensure that all students' individual needs are being met. Teams also plan joint field trips and other school events. The school's co directors along with the Title 1 Reading teacher provide additional support. Teams meet at least once a week to plan, and all faculty meet together for 2 hours each week.

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

The initial co-directors (and any future directors) of Boulware Springs Charter School will recruit, interview, and select all faculty and staff as needed.

Recruitment of Staff

Boulware Springs Charter School will ensure that faculty members are highly-qualified, energetic, and match the learning needs of their students. To recruit staff, Boulware Springs will:

- use the Department of Education, Teach in Florida website,
 - partner with postsecondary educational institutions (i.e. The University of Florida) to serve as host school for graduates and interns whenever possible, and
 - advertise to attract the best and the brightest of previous teachers, new teachers, or current teachers
- Recruitment efforts will also include advertisements on the school's website, presentations and fliers at local universities, school job fairs, and word of mouth. According to state law, teachers in public schools may retain their positions there for one year while teaching in a charter school. We hope this may incentivize teachers who would be interested in teaching in a charter school, but may be hesitant about leaving their current job.

Recruitment of administrative assistants, paraprofessionals, and other needed staff (kitchen, maintenance, etc.) will use many of the same methods described above, including advertising extensively, allowing for the greatest possible time to select new faculty and staff, and seeking the highest-qualified individuals.

All recruitment efforts will use the job descriptions and desired qualities attached to guide choices about employment.

Selection of Staff

Applicants wishing to teach at Boulware Springs will be subject to a thorough assessment of quality and understanding of the job. This will include, but is not limited to:

- An interview
- Evaluations from previous employers
- writing sample
- shared mission and vision with the school
- commitment to the alternative school year and extended schedule
- demonstration of sample lesson plan
- willingness to share decision making and work well with others
- FL teaching certification or willingness to obtain one
- Any other assessments used to determine job qualities as listed in the attached job description

The co-directors will interview and select all faculty and staff. We hope to attract the best and brightest

teachers by offering a salary schedule with opportunities for merit pay (described below) and raises in the base salary (described In Section 10). We also feel that the competitive salary schedule, sense of community, and shared decision making will be attractive options. Finally, we feel that Boulware Springs is organized and will be managed in such a manner that teachers will be able to focus on teaching, and not on bureaucratic tasks, classroom management, or lack of resources. Teachers, like students, will be placed in an optimal environment for success.

The school will not employ an individual to provide instructional services if the individual's certificate or license as an educator is suspended or revoked by Florida or any other state. The school agrees to fingerprint all employees as required by Section 1012.32, F.S., all employees agree to background checks, and drug-screening. The school will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes.

Development of Staff

Hired teachers will be required to participate in a 2 week pre-planning before the start of school in July. During these two weeks, teachers will plan common units, review Student Learning Profiles, create individualized goals for each student, align curriculum with CC/NGSSS, attend seminars on school philosophies on classroom management, school climate, and parental involvement, etc.

Each Friday student will be dismissed from school early and all staff and faculty will meet from 2:00-4:00pm. During this time there will be opportunities for collaboration, acquiring needed resources, planning, professional development, and review of Student Learning Profiles. The data from the Student Learning Plans, along with teacher input, will inform the administration of topics to be covered in professional development. At least once a month professional development will occur on voted-upon topics by the faculty and staff. This ensures that professional development will be relevant and timely. Additionally, at the end of each 10-week term, the staff will meet to suggest placement changes and monitor student progress. This will also be a time for professional development and collaborative responses to challenges.

Boulware Springs will be a small community comprised of faculty and staff who work together cooperatively. Communication will be open, honest, and timely so that teachers are able to get the resources they need, when they need them. Staff development will be a democratic and tailored process.

Evaluation of Staff

Teachers will also be regularly evaluated using a rigorous, transparent, and fair evaluation system that differentiates effectiveness with data on student growth and includes timely and constructive feedback. Teacher evaluation will inform administration of teacher effectiveness and will be used as part of Boulware Springs' compensation plan, described below. Teacher evaluation will include the following 3 measurements:

i) Observations

- (1) At least 1 formal and 1 informal each 10-week term by either of the co-directors.
- (2) Uses an adapted version of the Alachua County observation form based on Marzano's model of teacher effectiveness
- (3) Annual summary of observations and averaged score

ii) Student learning

- (1) Average percentage of goals in Student Learning Profile achieved at year-end by all students taught in all subjects
 - (a) Teachers will collaborate with administration to set SMART goals in 4-5 categories at the beginning of the year for each student. The five categories will include:
 - (i) FCAT/FAIR or another state or district mandated standardized test gains
 - (ii) gains from initial to final subject tests
 - (iii) social/emotional development
 - (iv) student's end-of-year portfolio assessment score
 - (v) IEP goals (if applicable)

iii) Portfolio Assessment

- (1) Teachers will keep a portfolio of their work throughout the year according to specifications outlined in a rubric given to them at the beginning of the year. The portfolio will include, but will not be limited to, the

following:

- (a) Sample lesson plans
- (b) Professional Development participation
- (c) Personal goal reflections
- (d) school projects (character development, community service)

To calculate teacher effectiveness ratings, the following scoring will be applied:

- Observation score- 30 points of total score
 - o average of scores of all formal and informal observations
 - Student learning- 40 points of total score
 - o % of SLP goals met
 - Teacher portfolio scores- 30 points total score
 - o An average score of a panel of administrators and Board members based on the rubric
- Specials teachers will be held accountable for their performance as well. However, their evaluation will consist of a portfolio and observations as described above. Their score will be calculated as follows:
- Observation score- 50 points of total score
 - o average of scores of all formal and informal observations
 - Teacher portfolio scores- 50 points total score
 - o An average score of a panel of administrators and Board members based on the rubric
- Teachers will go through training at the beginning of the year that explains the evaluation system, expectations for personnel, scoring methods, definitions of effectiveness, and the scheduling of observations/formal feedback.

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

All first year teachers participate in the district's beginning teacher program. In addition, teachers within the school mentor beginning teachers. Beginning teachers have the opportunity to watch experienced teachers implement our curriculum. The co-directors meet monthly with all beginning teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The objectives and goals in Boulware Springs Charter School's curriculum are built upon the Common Core Standards and the Florida State Standards. Our curriculum will focus on clear and measurable expectations for student learning and will cover the required subject areas of Language Arts/Reading, Mathematics, Social Studies, Science, physical education, world languages, fine arts, and health education. The curriculum will continuously reflect high quality instruction and implement research-based strategies, innovations and activities that facilitate achievement for all students. We have selected curriculum that is already aligned with the standards or has exact methods for doing so.

Our school will require that teachers align all lesson plans with the standards. We will give them time and instruction about how to map out their curriculum and standards instruction over our 40 week school year so that all standards are covered. We will also require that teachers regularly and comprehensively assess students based on these standards. Since units will be based on literature or themes and since we will require that these themes be interdisciplinary, we understand that teachers will need adequate time to fulfill these requirements. As such, we will have a 2 week pre-planning before the start of each school year, weekly staff meetings on Fridays, and daily planning time (1.25 hours) to meet these demands. All of these requirements will be reinforced with appropriate training

and professional development and will be monitored by administrators. All instructional staff will meet the highly qualified requirements of No Child Left Behind or the equivalent law in place and the ESOL state requirements.

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

Upon enrollment in Boulware Springs Charter, students will be extensively assessed and have an individual Student Learning Profile (SLP) created prior to the first day of school. This SLP will compile school and curriculum created assessment data with previous academic and developmental records, parent surveys, student interviews, home visits, and other relevant information. Students will be given a placement exam in each subject so that teachers have up-to-date data on students' achievement levels before school even starts.

Student Learning Profiles will be the primary method for evaluating and informing instruction. Upon enrollment in Boulware Springs Charter, students will be extensively assessed and have an individual Student Learning Profile (SLP) created. As noted above, this SLP will compile school or curriculum created assessment data with previous academic and developmental records, parent surveys, student interviews, home visits, and other relevant information. Students will be given a placement exam in each subject. Using all of this information, teachers will collaborate with administrators during pre-planning to set SMART goals in 4-5 categories for each student. SMART goals are goals that are Specific, Measurable, Attainable, Relevant, and Timely. Goals will be written for each of the following categories:

- (1) FSA/FAIR or another state or district mandated standardized test gains in all applicable subjects
- (2) Gains from initial to final subject tests
- (3) Social/emotional development
- (4) Student's end-of-year portfolio assessment score
- (5) Individualized Educational Plan (IEP) goals (if applicable)

SLPs will then be shared with parents. Strategies for parents to use to help their children achieve their goals will be suggested. Parents will be regularly informed of their child's progress. Each week teachers and administrators will meet on Friday afternoons from 2:00pm-4:00pm. Part of these weekly staff meetings will include an opportunity for teachers to address issues and reevaluate SLPs as needed. These meetings will also be an opportunity to discuss student placement changes. At the end of each academic year, the SLP will be a robust collection of assessment data, teacher comments, social and emotional development notes, student projects, successful teaching and learning strategies, community service undertakings, and student surveys.

The use of the SLP will be three-fold; it will regularly inform teachers of student needs, help monitor student progress, and outline measurable academic goals for each student. The SLP will not just be a file that contains data, but rather a tool that will be updated, analyzed, and responded to. It will hold students, teachers, administrators, and parents accountable for learning and achievement, and will emphasize high expectations for each student. Teachers will be able to refer to these profiles to help understand how each student best learns, factors affecting student behavior or performance, composites of assessment data, and the progression of student's skills.

Unlike traditional elementary schools, Boulware Springs will offer ability grouping in reading and math. We feel this is an innovative approach to the challenges that we expect to face with our students – multiple ability levels in reading and math within each grade. By grouping by ability, we are ensuring that students start building on their prior knowledge at the most appropriate level. We want students to build a foundation and move forward without gaps in their learning. We have the time and the attention necessary to ensure its effectiveness - Boulware Springs' Student Learning Profiles will be key to ensuring that students are appropriately placed since they will be reviewed and revised regularly and will contain relevant information regarding student progress. We will also ensure that teachers' instruction in other subjects is adjusted for a variety of levels using differentiated instruction.

The research below supports this choice.

Boulware Springs is a year round school with a ten weeks on/two weeks off schedule. In addition to eleven additional days of instruction each year, our school day is longer with two additional hours of instruction Mondays - Thursdays. Students who are struggling benefit from the extra hours in the school day as they have additional time each day to master skills. The longer school days provide on level students the opportunity to explore science and social studies with more depth.

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

Strategy: Extended School Day

Minutes added to school year: 18,120

Boulware Springs Charter School will employ an alternative school year calendar. We believe that students of our target population will benefit from an alternative school year calendar because this type of scheduling reduces the time students spend on summer vacation and provides multiple opportunities for tutoring, remediation and enrichment throughout the school year.

Boulware Springs Charter School will operate under a single track, 50/10 schedule; a 50-day instructional term, followed by a 10-day intersession/vacation. Under this program, students will attend school for a minimum of 191 instructional days total. Because our school day is also longer, all students will receive at least 1,292 instructional hours per year, which far exceeds state requirements.

Strategy Rationale

We believe that students, especially low-performing students, will benefit from an alternative school year calendar because this type of scheduling reduces the time students spend on summer vacation and provides multiple opportunities for tutoring, remediation and enrichment throughout the school year.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Abbitt, Kay , kayabbitt@boulwarecharter.com

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

The Student Learning Profiles, in addition to data on how many hours of instruction each students receives each day in each subject, will be compiled and analyzed to determine how much growth was made as a function of how much time was spent on that subject/skill set.

Strategy: After School Program

Minutes added to school year: 9,825

Mandatory afterschool tutoring for students working below grade in reading and math. Tutoring is Monday through Thursday from 4:15 - 5:30 PM. Tutoring is done by certified teachers and paid for by district funding, Title 1 EDI funding, and funding from Boulware Springs.

Strategy Rationale

Identify struggling students based on test scores and teacher input. Struggling students need smaller group remediation to be able to master grade level skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Abbitt, Kay , kayabbitt@boulwarecharter.com

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

Assessment scores attained from Achieve 3000, improvement within the classroom, state monitoring assessments, and school monthly reading/math assessments.

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

In the spring, the school hosts a workshop for incoming kindergarten parents. This workshop provides parents with the information needed to ensure that their kindergartners have a successful start. Information provided focuses mainly on academic skills, but also provides information regarding registration, health forms, etc. Students are also given materials, such as, workbooks and flash cards. These can be used for practice prior to the start of school.

This is our first year to have transitioning 5th graders. We will provide parents with information regarding middle school open house dates, so that students/parents are able to explore all available options.

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

We do not offer any career or technical education programs as an elementary school.

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

We do not offer any career or technical education programs as an elementary school.

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

Our character education program provides students with a foundation for the life skills needed to be successful in their careers and/or college. However, we do not offer any career or technical education programs as an elementary school.

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

Not applicable

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:

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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.

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.

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.** By the end of the year, students in grades K-3 will demonstrate growth and mastery in reading by achieving the following goals on the STEP assessments, which measure fluency, phonemic awareness, comprehension, and phonological awareness: Kindergarten: 40% of students on STEP 2, 50% on STEP 3 1st Grade: 20% on STEP 5; 70% on STEP 6 2nd Grade: 40% on STEP 8; 30% on STEP 9 3rd Grade: 50% on STEP 11; 40% on STEP 12
- G2.** All Boulware students will be able to recite the 4Rs (respect, Responsibility, Role Model, Reach for the stars) and explain them by the end of Term 2.
- G3.** At the end of the school year, at least 90% of parents will report that they are satisfied or very satisfied overall with their child attending Boulware Charter as evidenced by the end of year parent survey.

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. By the end of the year, students in grades K-3 will demonstrate growth and mastery in reading by achieving the following goals on the STEP assessments, which measure fluency, phonemic awareness, comprehension, and phonological awareness: Kindergarten: 40% of students on STEP 2, 50% on STEP 3 1st Grade: 20% on STEP 5; 70% on STEP 6 2nd Grade: 40% on STEP 8; 30% on STEP 9 3rd Grade: 50% on STEP 11; 40% on STEP 12 **1a**

 G073657

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	100.0

Resources Available to Support the Goal **2**

- Classroom teachers and aides, extended daily hours, Title 1 Tutoring, after school tutoring

Targeted Barriers to Achieving the Goal **3**

- Ineffective curriculum, lack of professional development

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

Teacher lesson plans will be checked for rigorous reading plans

Person Responsible

Kay Abbitt

Schedule

Evidence of Completion

Lesson Plans

G2. All Boulware students will be able to recite the 4Rs (respect, Responsibility, Role Model, Reach for the stars) and explain them by the end of Term 2. 1a

G073658

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Student	100.0

Resources Available to Support the Goal 2

- Use of Second Step and Skillstreaming curriculum to teach character skills related to the 4Rs

Targeted Barriers to Achieving the Goal 3

- Ineffective school-wide character education curriculum and planning

Plan to Monitor Progress Toward G2. 8

Poll a random sample of students at the beginning of Term 2 to determine progress

Person Responsible

Megan Lane

Schedule

Evidence of Completion

Responses recorded in data file

G3. At the end of the school year, at least 90% of parents will report that they are satisfied or very satisfied overall with their child attending Boulware Charter as evidenced by the end of year parent survey. 1a

G073659

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Parent	90.0

Resources Available to Support the Goal 2

- PTA, parent resource center, quarterly meetings with parents

Targeted Barriers to Achieving the Goal 3

- Unavailability of administrators to meet with parents regularly, no parent-teacher conferences

Plan to Monitor Progress Toward G3. 8

Random sample of parents at mid year point to see if satisfied

Person Responsible

Kay Abbitt

Schedule

Evidence of Completion

Notes from responses

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. By the end of the year, students in grades K-3 will demonstrate growth and mastery in reading by achieving the following goals on the STEP assessments, which measure fluency, phonemic awareness, comprehension, and phonological awareness: Kindergarten: 40% of students on STEP 2, 50% on STEP 3 1st Grade: 20% on STEP 5; 70% on STEP 6 2nd Grade: 40% on STEP 8; 30% on STEP 9 3rd Grade: 50% on STEP 11; 40% on STEP 12 **1**

 **G073657**

G1.B1 Ineffective curriculum, lack of professional development **2**

 **B192350**

G1.B1.S1 Ensure that research-based curriculum is being used and that differentiation is being used to meet students at their zone of proximal development. We can combat these through our current research based curriculum and our ability grouping and small intervention reading groups. **4**

 **S203814**

Strategy Rationale

Research-based curriculum and ability grouping are proven strategies to increase student achievement in reading.

Action Step 1 **5**

Regular staff meetings and observations

Person Responsible

Kay Abbitt

Schedule

Weekly, from 7/20/2015 to 6/6/2016

Evidence of Completion

Weekly observation forms and weekly staff meetings

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

Meetings and observations are scheduled ahead of time, calendar time is reserved

Person Responsible

Megan Lane

Schedule

Weekly, from 7/20/2015 to 6/6/2016

Evidence of Completion

Megan will keep staff meeting agendas and schedule observations/meetings on the shared Google calendar

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

At the end of each term, scores will be compared to observations and target goals for teachers to see if progress has been made. Adjustments will be made if progress is less than expected.

Person Responsible

Kay Abbitt

Schedule

On 6/6/2016

Evidence of Completion

Changes in Title 1 or reading groups, final teacher evaluation

G2. All Boulware students will be able to recite the 4Rs (respect, Responsibility, Role Model, Reach for the stars) and explain them by the end of Term 2. 1

 G073658

G2.B1 Ineffective school-wide character education curriculum and planning 2

 B192351

G2.B1.S1 Daily instructional time in character education 4

 S203815

Strategy Rationale

Time to solely focus on character ed makes it more effective

Action Step 1 5

Ensure teachers are using dedicated time appropriately through feedback sessions and observations

Person Responsible

Kay Abbitt

Schedule

Evidence of Completion

School calendar and schedule, observation forms

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

Ensure that school schedule is adhered to.

Person Responsible

Kay Abbitt

Schedule

Evidence of Completion

School schedule

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

Poll a random sample of students at the end of Term 2 to determine effectiveness

Person Responsible


Megan Lane

Schedule

Evidence of Completion

Responses recorded in school data form

G2.B1.S2 Weekly school-wide events that reinforce school mission related to 4Rs 4

 S203816

Strategy Rationale

Community building around the 4Rs familiarizes students to the concepts and holds them accountable for understanding

Action Step 1 5

Time in schedule for community building on Fridays

Person Responsible

Kay Abbitt

Schedule

Weekly, from 7/20/2015 to 6/6/2016

Evidence of Completion

Schedule

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

Attend and rate Friday sessions

Person Responsible

Kay Abbitt

Schedule

Weekly, from 7/20/2015 to 6/6/2016

Evidence of Completion

Notes from sessions

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

Random sample of students polled at beginning of term 3

Person Responsible

Kay Abbitt

Schedule

Evidence of Completion

Response notes

G3. At the end of the school year, at least 90% of parents will report that they are satisfied or very satisfied overall with their child attending Boulware Charter as evidenced by the end of year parent survey. 1

 G073659

G3.B1 Unavailability of administrators to meet with parents regularly, no parent-teacher conferences 2

 B192352

G3.B1.S1 Teachers meet with each parent at least once per quarter, but also as requested 4

 S203817

Strategy Rationale

Parent-teacher communication is necessary for parent satisfaction

Action Step 1 5

Hold conference nights for parents to come meet with teachers

Person Responsible

Kay Abbitt

Schedule

Evidence of Completion

Conference notes

Action Step 2 5

Establish a PTA with regular meetings

Person Responsible

Kay Abbitt

Schedule

Evidence of Completion

A PTA gives parents a voice and way to be involved with the school.

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

Checking conference notes, returned report card with signature

Person Responsible

Kay Abbitt

Schedule

Evidence of Completion

signed conference notes and report cards

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

EOY parent survey also shows satisfaction in other areas, specifically communication

Person Responsible

Megan Lane

Schedule

Evidence of Completion

EOY parent survey

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.B1.S1.A1	Regular staff meetings and observations	Abbitt, Kay	7/20/2015	Weekly observation forms and weekly staff meetings	6/6/2016 weekly
G2.B1.S1.A1	Ensure teachers are using dedicated time appropriately through feedback sessions and observations	Abbitt, Kay	7/20/2015	School calendar and schedule, observation forms	biweekly
G2.B1.S2.A1	Time in schedule for community building on Fridays	Abbitt, Kay	7/20/2015	Schedule	6/6/2016 weekly
G3.B1.S1.A1	Hold conference nights for parents to come meet with teachers	Abbitt, Kay	7/20/2015	Conference notes	quarterly
G3.B1.S1.A2	Establish a PTA with regular meetings	Abbitt, Kay	7/20/2015	A PTA gives parents a voice and way to be involved with the school.	monthly
G1.MA1	Teacher lesson plans will be checked for rigorous reading plans	Abbitt, Kay	7/20/2015	Lesson Plans	weekly
G1.B1.S1.MA1	At the end of each term, scores will be compared to observations and target goals for teachers to see if progress has	Abbitt, Kay	7/20/2015	Changes in Title 1 or reading groups, final teacher evaluation	6/6/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	been made. Adjustments will be made if progress is less than expected.				
G1.B1.S1.MA1	Meetings and observations are scheduled ahead of time, calendar time is reserved	Lane, Megan	7/20/2015	Megan will keep staff meeting agendas and schedule observations/meetings on the shared Google calendar	6/6/2016 weekly
G2.MA1	Poll a random sample of students at the beginning of Term 2 to determine progress	Lane, Megan	10/5/2015	Responses recorded in data file	one-time
G2.B1.S1.MA1	Poll a random sample of students at the end of Term 2 to determine effectiveness	Lane, Megan	12/17/2015	Responses recorded in school data form	one-time
G2.B1.S1.MA1	Ensure that school schedule is adhered to.	Abbitt, Kay	7/20/2015	School schedule	daily
G2.B1.S2.MA1	Random sample of students polled at beginning of term 3	Abbitt, Kay	1/5/2015	Response notes	one-time
G2.B1.S2.MA1	Attend and rate Friday sessions	Abbitt, Kay	7/20/2015	Notes from sessions	6/6/2016 weekly
G3.MA1	Random sample of parents at mid year point to see if satisfied	Abbitt, Kay	1/15/2015	Notes from responses	one-time
G3.B1.S1.MA1	EOY parent survey also shows satisfaction in other areas, specifically communication	Lane, Megan	7/20/2015	EOY parent survey	one-time
G3.B1.S1.MA1	Checking conference notes, returned report card with signature	Abbitt, Kay	7/20/2015	signed conference notes and report cards	quarterly

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. By the end of the year, students in grades K-3 will demonstrate growth and mastery in reading by achieving the following goals on the STEP assessments, which measure fluency, phonemic awareness, comprehension, and phonological awareness: Kindergarten: 40% of students on STEP 2, 50% on STEP 3 1st Grade: 20% on STEP 5; 70% on STEP 6 2nd Grade: 40% on STEP 8; 30% on STEP 9 3rd Grade: 50% on STEP 11; 40% on STEP 12

G1.B1 Ineffective curriculum, lack of professional development

G1.B1.S1 Ensure that research-based curriculum is being used and that differentiation is being used to meet students at their zone of proximal development. We can combat these through our current research based curriculum and our ability grouping and small intervention reading groups.

PD Opportunity 1

Regular staff meetings and observations

Facilitator

Megan Lane

Participants

Teachers and Admin

Schedule

Weekly, from 7/20/2015 to 6/6/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Regular staff meetings and observations	\$0.00
2	G2.B1.S1.A1	Ensure teachers are using dedicated time appropriately through feedback sessions and observations	\$0.00
3	G2.B1.S2.A1	Time in schedule for community building on Fridays	\$0.00
4	G3.B1.S1.A1	Hold conference nights for parents to come meet with teachers	\$0.00
5	G3.B1.S1.A2	Establish a PTA with regular meetings	\$0.00
Total:			\$0.00