

The School District of Palm Beach County

Potentials Charter School



2016-17 Schoolwide Improvement Plan

Potentials Charter School

1201 AUSTRALIAN AVE, Riviera Beach, FL 33404

[no web address on file]

School Demographics

| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Combination School PK-8 | Yes | 83% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| Special Education | Yes | 81% |

School Grades History

| Year | 2017-18 |
|-------|---------|
| Grade | |

**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

This plan was approved by the Palm Beach County School Board on 11/16/2016.

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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 6 |
| Supportive Environment | 6 |
| Family and Community Engagement | 8 |
| Effective Leadership | 8 |
| Public and Collaborative Teaching | 11 |
| Ambitious Instruction and Learning | 11 |
| 8-Step Planning and Problem Solving Implementation | 15 |
| Goals Summary | 15 |
| Goals Detail | 15 |
| Action Plan for Improvement | 17 |
| Appendix 1: Implementation Timeline | 22 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 23 |
| Professional Development Opportunities | 23 |
| Technical Assistance Items | 24 |
| Appendix 3: Budget to Support Goals | 24 |

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Potentials Charter School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Potentials Charter School provide a learning environment which is caring, innovative, interdisciplinary, team driven, supportive of each student's global needs and family dynamics and is dedicated to facilitating each child's maximum independence, communicative abilities and academic skills.

b. Provide the school's vision statement.

The School District of Palm Beach County envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

Potential Charter School envisions a community where students with disabilities learn independent skills and will benefit from skills promoting self-sufficiency and communication.

2. School Environment

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

Relationship building is a clear priority for Potentials Charter School. The importance of family and school involvement is not lost on our population. We serve children with severe special needs that impact their ability to communicate. Therefore the importance of knowing their culture and building those relationships is vital.

Potentials school staff is working on putting together several events to encourage families to come and share with us.

Part of our curriculum is to celebrate our cultural diversity by having lessons based on wide varieties of cultural traditions.

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

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

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

Building a positive, caring and supportive school community is very important to our school especially considering the high impact our students disabilities have on the family culture. In-house support and training will be provided to the school staff on how to best communicate with families in order for them to feel part of our school community. In this way our students can feel safe and respected within the

Potentials family. During these trainings, the importance of positive interpersonal interactions with other staff as well as with students, family members and any other personnel in our school will be highlighted. All staff will be involved including instructional aides, nurses and office staff.

c. 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.

All students at Potentials Charter School have severe cognitive and motor disabilities. Our behavior plans are individualized per student as needed. Throughout the school, teachers and staff use positive feedback and reinforcement for appropriate and responsible behavior. Continued support and training will be provided to all school staff to continue this behavior.

d. 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.

The students at Potentials Charter School avail of many services that are provided to ensure their social-emotional needs are being met. They participate in all activities organized by school staff as possible.

3. Early Warning Systems

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

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

We serve children with severe special needs that impact their ability to communicate.

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

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

We are an ESE school and we do not have early warning signs. We use curriculum specific to the needs of children with severe disabilities. Potentials Charter School has been approved as a Hospital-Homebound service provider. As most

absences experienced by Potentials students are based on their medical fragility or hospitalizations, Potentials staff will continue to provide service in this way.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

Parents will attend mandatory and comprehensive parent orientation. There will be daily communication via daily notes outlining their child's progress with functional activities and with assigned homework. Other forms of communication include written memos and letters regarding school events, bimonthly newsletters highlighting school events, and family staff events. Parent will also receive volunteer hours fro attending events, field trips and other non mandatory events for their child.

2. 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.

Potentials Charter School has continuous and supportive partnerships with other agencies in the community who support children, especially children with severe disabilities. Some of our partnerships include agencies who provide special equipment, special services (therapies, etc) and services for low income families. Potentials is a school located at the Arc of Palm Beach County. The Arc is a huge supporter of the school and provide numerous services to our families including respite, family support, and leisure and recreation activities.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

| Name | Title |
|-----------------|--------------|
| Flood, Bairbre | Principal |
| Trovinger, Sara | Teacher, ESE |

b. Duties

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

Each school based leadership team member is responsible for their respective goals for their students in support of learning gains. The Principal is responsible for helping with parent involvement along with PTO and the team to create flexible opportunities for parents to attend. The team is also responsible for identifying effective professional development activities to support SIP and to monitor implementation and effectiveness of such strategies.

2. 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.

Potentials uses the Unique Learning System, an online, dynamic, standards-based curriculum specifically designed for students with special needs. Subscribers download monthly instructional thematic units of study. Each unit contains 30 special education lesson plans and downloadable materials that teachers can readily implement into classroom learning activities. All materials are created using SymbolStix graphics. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities. Additionally Potentials has a capacity of 32 students who are not verbal and non ambulatory and all instruction occurs in a one on one or small group instruction due to students cognitive abilities.

All funds that the school receives will help support professional development activities, goal attainment and learning gains of our students as well as parent involvement.

Title I, Part A - \$3,787.44 will be used for PD opportunities for staff, parent involvement and classroom supplies.

Title I, Part C - The school will coordinate with the district for an eligible migrant students. For this year, we have zero migrant students.

Title II- Potentials Charter School will avail of PD opportunities sponsored by the district whenever applicable.

Title III - Potentials Charter School will work with the multicultural dept for ELL students identification, intervention and services.

Title X - The school will coordinate with the district for all eligible homeless students. For this year, we have zero homeless students.

The Breakers of Palm Beach provides volunteers throughout the school year.

The Arc of Palm Beach county provides volunteers throughout the school year.

Florida Power & Light provide provide volunteer hours during the year.

Benjamin High School students organize a Sunshine Club and provide various social activities for the students throughout the school year.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|-----------------|--------------------|
| Bairbre Flood | Principal |
| Jack Kaplan | Business/Community |
| Tom Legienza | Parent |
| Christina Chane | Business/Community |
| Tara Evans | Business/Community |
| Sara Trovinger | Teacher |

b. Duties

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

a. Evaluation of last year's school improvement plan

As a charter school, Potentials is exempt from the Florida Statute establishing the requirements and duties of a SAC. This is noted in Section 1002.33(16). The Principal, teacher, and parents on the Potentials School Governing Board evaluated last year's school improvement plan.

b. Development of this school improvement plan

School Board approved previous plan and this plan will be presented at next Board meeting. Any changes that the board suggest would be made and sent to parents as an update. Parent representative of board was also given a chance to review and give feedback on current plan.

c. Preparation of the school's annual budget and plan

Potentials Charter School's operating budget is available upon request. Title 1 provides \$3,787.44 supplemental budget.

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

\$3,787.44 for the Florida Charter School Conference, the Florida School Nurse conference, professional development, adaptive equipment, parent meetings, and classroom/hands-on materials.

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

No

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

As a charter school, Potentials is exempt from the Florida Statute establishing the requirements and duties of a SAC. This is noted in Section 1002.33(16).

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|-----------------|--------------|
| Flood, Bairbre | Principal |
| Trovinger, Sara | Teacher, ESE |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team consists of two ESE teachers, and the Principal. Ongoing training will be provided for all teachers and speech therapists in regards to the literacy program for students who are non verbal. They will act as a liaison between the classrooms to ensure program continuity. In addition the Leadership team will develop methods of co teaching with each teacher at least bi weekly to model best practices.

Potentials Charter School serves children between pk and 5th grade in ESE. Potentials has four pillars of focus for the Therapeutic Educational Model. The first is Independence, focusing on establishing independent skills in self help, self care, self feeding, independence in ambulation and mobility, and toileting. The second pillar is Communication. For the non verbal child who has limited physical abilities, technology is the key that can literally unlock the world. Every child deserves the opportunity to develop literacy and mathematics skills. The therapy team is responsible for not only achieving the individualized goals they have established in their discipline but also to reinforce the teachers goals. Lastly is the social/emotional pillar where students focus on behavioral needs and interactions. Potentials will continue to strive for students to demonstrate mastery of 70-80% of their IEP goals in each of these areas.

D. Public and Collaborative Teaching

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

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

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Potentials Charter School retains highly qualified staff by providing training opportunities and time to attend training. Additionally our HR department does a tremendous job in marketing to agencies and sites that have proven to be successful in garnering qualified applicant. Positions are advertised via the Arc of Palm Beach County website.

Teachers who receive satisfactory evaluations are retained and asked to come back the following school year. Staff are given opportunity to provide service to a unique population of students. Our PD opportunities at Potentials Charter School reflect this unique population and therefore the staff receive training they would not receive elsewhere.

Potentials Charter School strives to hire certified and HQ teachers in compliance with ESEA law.

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

Potentials Charter school has two ESE teachers who work collaboratively with the Principal to garner understanding and information of their job and performance goals for the students. Support is gained through bi weekly meetings and ongoing training and discussions around student performance.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Potentials Charter School is an Exceptional Student Education specific school. All of the students are severely cognitively and orthopedically impacted by their disability. Therefore, the Florida Standards Access Points are used. Our school creates ongoing opportunities for teachers to plan and discuss literacy curriculum that aligns to the access points. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

b. Instructional Strategies

1. 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.

All of the students at Potentials have Individualized Education Plans (IEPs). These plans are written to meet the diverse needs of our students and include modifications and accommodations individual to each student to allow them access to the curriculum.

Potentials Charter School intends to comply with Sunshine State Access Points where applicable.

2. 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: Summer Program

Minutes added to school year: 0

Potentials Charter school currently has no strategy to increase the amount of learning time for our students. Potentials Charter school serves children in grade levels Pre-K to the 8th grade who are not independently verbal or ambulatory and have varied cognitive abilities. Due to our population of students the tolerance level of our student does not warrant extended learning time. We however ensure that the parents have effective tools to help their child at home and transfer of learning can take place.

Strategy Rationale

N/A

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Flood, Bairbre, bflood@arcpbc.org

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

NA

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Potentials Charter School receives students from Child Find and other local early childhood programs. Prekindergarten students typically continue enrollment into kindergarten. Should a student transition into an alternative educational setting prior to kindergarten, his or her classroom team would conduct comprehensive reassessments with all domains, including academics, physical therapy, occupational therapy, and speech and language therapy. A written report highlights a baseline of skills, along with professional recommendations is provided to counterparts within the receiving school, allowing Potentials staff and colleagues to collaborate in their goal setting for the novel school year. Following transition, Potentials staff is additionally available to the receiving school for assistance and training.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. 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.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 we ensure a safe and supportive school climate that promotes the social, emotional and academic development of all students, then 70% of the IEP goals will be mastered as a leading indicator of middle/high school readiness.

Strategic Goals Detail

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

G1. If we ensure a safe and supportive school climate that promotes the social, emotional and academic development of all students, then 70% of the IEP goals will be mastered as a leading indicator of middle/high school readiness. 1a

G084032

Targets Supported 1b

| Indicator | Annual Target |
|----------------------|---------------|
| FSAE ELA Achievement | 4.0 |

Targeted Barriers to Achieving the Goal 3

- Minimal parent involvement in students social, emotional and academic development
- Insufficient time and access to implement programs for students with varying disabilities

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I, Part A

Plan to Monitor Progress Toward G1. 8

Year end IEP goals report per students

Person Responsible

Bairbre Flood

Schedule

Semiannually, from 12/1/2016 to 6/2/2017

Evidence of Completion

List of students with 70% mastery of IEP goals

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 we ensure a safe and supportive school climate that promotes the social, emotional and academic development of all students, then 70% of the IEP goals will be mastered as a leading indicator of middle/high school readiness. **1**

 G084032

G1.B1 Minimal parent involvement in students social, emotional and academic development **2**

 B223282

G1.B1.S1 Align new and existing community and parent partnerships **4**

 S235583

Strategy Rationale

Parents are their children's first teachers

Action Step 1 **5**

Increase family involvement by sending home monthly newsletters, holding parent social meets, training, and events

Person Responsible

Bairbre Flood

Schedule

Monthly, from 8/9/2016 to 6/2/2017

Evidence of Completion

Sample Newsletter, training agenda, flyer, sign-in and evaluation

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

Schedule parent training and meeting ahead of time and advertise it with parents early on

Person Responsible

Bairbre Flood

Schedule

Quarterly, from 8/9/2016 to 6/2/2017

Evidence of Completion

Parent training schedule, evaluation of parent involvement programs as reflected in the Title I survey results (attached), reflection

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

Advertisement of parent training and meeting and evaluation of every training and meeting

Person Responsible

Bairbre Flood

Schedule

Quarterly, from 8/9/2016 to 6/2/2017


Evidence of Completion

Meeting agenda, sign-in, evaluation and admin reflection on the effectiveness of the training and meeting

G1.B2 Insufficient time and access to implement programs for students with varying disabilities **2**

 B223283

G1.B2.S1 Develop the capacity to deliver effective instruction **4**

 S235584

Strategy Rationale

Modified instructions that suit the level of students understanding help in meeting IEP goals

Action Step 1 **5**

Increase professional knowledge of children with varying severe disabilities by attending PD conferences, workshops, and trainings

Person Responsible

Bairbre Flood

Schedule

Semiannually, from 8/9/2016 to 6/2/2017

Evidence of Completion

Registration, flyer, hotel receipt, mileage, conference schedule/agenda, travel checklist etc.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Attend only conferences that will have great impact on providing more services to students with varying disabilities

Person Responsible

Bairbre Flood

Schedule

Semiannually, from 8/9/2016 to 6/2/2017

Evidence of Completion

Registration, flyer, hotel receipt, mileage, reflection, conference schedule/agenda etc.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Attendees will provide PD training to staff and share best practices learned

Person Responsible

Bairbre Flood

Schedule

Semiannually, from 8/9/2016 to 6/2/2017

Evidence of Completion

Agenda, sign-in and evaluation/feedback from staff

G1.B2.S2 Provide instructional programming customized to the individual strengths, needs, interests and aspirations of each learner 4

 S235585

Strategy Rationale

Customization of support to students with varying disabilities helps in meeting IEP goals

Action Step 1 5

Increase productivity and learning in all academic areas by purchasing appropriate adaptive equipment and materials for children with severe orthopedic impairments

Person Responsible

Bairbre Flood

Schedule

Quarterly, from 8/9/2016 to 6/2/2017

Evidence of Completion

Purchase order, receipts, cancelled checks etc.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Appropriate use of adaptive equipment and supplies will be monitored to maximize support to students

Person Responsible

Bairbre Flood

Schedule

Semiannually, from 8/9/2016 to 6/2/2017

Evidence of Completion

Lesson plan, reflection, purchase order, receipts, cancelled checks etc.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Admin walk through will be conducted to see maximize use of equipment to support students.

Person Responsible

Bairbre Flood

Schedule

Quarterly, from 8/9/2016 to 6/2/2017

Evidence of Completion

Walk through notes and post conference with teachers

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|----------------|-------------------------------|---|-----------------------|
| 2017 | | | | | |
| G1.MA1 M309007 | Year end IEP goals report per students | Flood, Bairbre | 12/1/2016 | List of students with 70% mastery of IEP goals | 6/2/2017 semiannually |
| G1.B1.S1.MA1 M309001 | Advertisement of parent training and meeting and evaluation of every training and meeting | Flood, Bairbre | 8/9/2016 | Meeting agenda, sign-in, evaluation and admin reflection on the effectiveness of the training and meeting | 6/2/2017 quarterly |
| G1.B1.S1.MA1 M309002 | Schedule parent training and meeting ahead of time and advertise it with parents early on | Flood, Bairbre | 8/9/2016 | Parent training schedule, evaluation of parent involvement programs as reflected in the Title I survey results (attached), reflection | 6/2/2017 quarterly |
| G1.B1.S1.A1 A303752 | Increase family involvement by sending home monthly newsletters, holding parent social meets,... | Flood, Bairbre | 8/9/2016 | Sample Newsletter, training agenda, flyer, sign-in and evaluation | 6/2/2017 monthly |
| G1.B2.S1.MA1 M309003 | Attendees will provide PD training to staff and share best practices learned | Flood, Bairbre | 8/9/2016 | Agenda, sign-in and evaluation/ feedback from staff | 6/2/2017 semiannually |
| G1.B2.S1.MA1 M309004 | Attend only conferences that will have great impact on providing more services to students with... | Flood, Bairbre | 8/9/2016 | Registration, flyer, hotel receipt, mileage, reflection, conference schedule/agenda etc. | 6/2/2017 semiannually |
| G1.B2.S1.A1 A303753 | Increase professional knowledge of children with varying severe disabilities by attending PD... | Flood, Bairbre | 8/9/2016 | Registration, flyer, hotel receipt, mileage, conference schedule/agenda, travel checklist etc. | 6/2/2017 semiannually |
| G1.B2.S2.MA1 M309005 | Admin walk through will be conducted to see maximize use of equipment to support students. | Flood, Bairbre | 8/9/2016 | Walk through notes and post conference with teachers | 6/2/2017 quarterly |
| G1.B2.S2.MA1 M309006 | Appropriate use of adaptive equipment and supplies will be monitored to maximize support to students | Flood, Bairbre | 8/9/2016 | Lesson plan, reflection, purchase order, receipts, cancelled checks etc. | 6/2/2017 semiannually |
| G1.B2.S2.A1 A303754 | Increase productivity and learning in all academic areas by purchasing appropriate adaptive... | Flood, Bairbre | 8/9/2016 | Purchase order, receipts, cancelled checks etc. | 6/2/2017 quarterly |

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|---------------|--------------------|--|--|-----------------|-----|-------------------|
| 1 | G1.B1.S1.A1 | Increase family involvement by sending home monthly newsletters, holding parent social meets, training, and events | | | | \$506.52 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 6150 | 510-Supplies | 2531 - Potentials Charter School | Title I, Part A | | \$506.52 |
| | | | <i>Notes: Parent communication and meeting supplies like paper, ink, folder, etc.</i> | | | |
| 2 | G1.B2.S1.A1 | Increase professional knowledge of children with varying severe disabilities by attending PD conferences, workshops, and trainings | | | | \$3,616.96 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 6400 | 330-Travel | 2531 - Potentials Charter School | Title I, Part A | | \$3,616.96 |
| | | | <i>Notes: PD Conferences (Florida Charter School, Council for Exceptional Children, Florida School and Various Teacher/Therapist Workshops</i> | | | |
| 3 | G1.B2.S2.A1 | Increase productivity and learning in all academic areas by purchasing appropriate adaptive equipment and materials for children with severe orthopedic impairments | | | | \$2,445.62 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 5100 | 510-Supplies | 2531 - Potentials Charter School | Title I, Part A | | \$2,445.62 |
| | | | <i>Notes: Adaptive seating/positioning equipment and supplies like paper, ink, pens, pencils, charts etc.</i> | | | |
| Total: | | | | | | \$6,569.10 |