

## 2013-2014 SCHOOL IMPROVEMENT PLAN

Hope Charter  
1550 E CROWN POINT RD  
Ocoee, FL 34761  
407-656-4673

### School Demographics

<b>School Type</b> Combination School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 0%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> Yes	<b>Minority Rate</b> 29%

### School Grades History

<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A
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### SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### 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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Hope Charter

##### Principal

Veronica Rickles

##### School Advisory Council chair

Lisa Veas

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Crystal Yoakum	CEO
John Cooper	Principal 7-8
Roberta VanHouten	Assistant Principal 7-8
Reginald Mangal	Assistant Principal 5-6
Andrea Leaphart	Staffing Specialist
Margrett Betts	Reading Specialist
Jarrett Wiggers	Dean 7-12

#### District-Level Information

##### District

Orange

##### Superintendent

Dr. Barbara M Jenkins

##### Date of school board approval of SIP

1/28/2014

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The SAC membership includes several school employees, several parents and several community leaders. They include Lisa Bennett, Hope Board Chair; Christopher Dold, Sea World Veterinarian; Miriam Carter, Parent; Shawn Kelley, Winter Garden Fire Fighter; James McLeod, Winter Garden Police Office; Janine Margewicz, Winter Garden business owner; Crystal Riewerts, Parent; Lisa Veas, Hope Parent Liaison and Employee; Molly Zarnowski, Parent; Crystal Yoakum, Hope CEO, Employee.

#### Involvement of the SAC in the development of the SIP

The SAC depends on Mrs. Yoakum to make available data relevant to the SIP as well as trends in student growth so understanding of the need is possible. Data is used to make decisions on what areas

will receive focus and funds. Maintaining a positive school culture is as important as improving academic performance since school culture is such an important factor in supporting high performance.

**Activities of the SAC for the upcoming school year**

Oversight of SIP, Reward Funds, community support and maintaining a positive school culture.

**Projected use of school improvement funds, including the amount allocated to each project**

Purchase of student laptops; \$29,000.00. Additional IT support; \$7,000.00.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Veronica Rickles**

Principal

Years as Administrator: 2

Years at Current School: 4

**Credentials**

Masters in Education, Gifted Endorsement, ESE K-12, Educational Leadership, El. Education K-6, ESOL K-12, English 5-9, Social Science 5-9, Reading K-12

**Performance Record**

SY 2011-12 School Grade A, FCAT met proficiency  
 SY 2010-11 School Grade A, 97% AYP, FCAT met proficiency  
 SY2009-10 School Grade A, 100% AYP, FCAT met proficiency  
 SY 2008-09 School Grade A, 100% AYP FCAT met proficiency

**Classroom Teachers**

**# of classroom teachers**

28

**# receiving effective rating or higher**

25, 89%

**# Highly Qualified Teachers**

61%

**# certified in-field**

28, 100%

**# ESOL endorsed**

10, 36%

**# reading endorsed**

4, 14%

**# with advanced degrees**

10, 36%

**# National Board Certified**

0, 0%

**# first-year teachers**

3, 11%

**# with 1-5 years of experience**

8, 29%

**# with 6-14 years of experience**

13, 46%

**# with 15 or more years of experience**

4, 14%

**Education Paraprofessionals**

**# of paraprofessionals**

28

**# Highly Qualified**

17, 61%

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Maintain a safe and supportive learning environment - Crystal Yoakum; offer professional development at the school site that is relevant and free to employees - Crystal Yoakum and Veronica Rickles; give positive reinforcement often and provide job satisfaction - Crystal Yoakum; utilize contacts through networking statewide - John Cooper.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Breianne Thompson mentored by Julie Underwood who has 10 years of experience teaching primary, 10 years of experience in the Hope culture, and is the team leaders. Joint lesson planning, and 9-week report development including benchmarks and narratives. Mentoring in core subjects as well as unit planning.

Lindsey Hegamy and Elizabeth Phillips mentored by Michelle Michelson who has years of experience in the ESE field as well as elementary ed, is a great mentor as a teacher, has boundless energy, and is a great encourager. They meet every two weeks to go over lesson plans, monitor acclimation to the Hope culture, mentor procedures and policies and approach to students.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The MTSS leadership team is integrally involved in the discovery, documentation and development of the RtI process, as well as implementing the specifics of the SIP for individual students with deficits. They are responsible for training the rest of the staff in the procedures for carrying the plan out at the classroom level. They are very hands-on with the rest of the staff in implementing any progress monitoring as well.

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Veronica Rickles is Team Leader, mentors teachers in the MTSS process, schedules meetings, documents meetings, goes to trainings, trains staff on-site. Robert VanHouten is responsible for the school therapy program, the MAP testing done 3 times per year school wide, collects and collates data on each student and shares knowledge with parents at the meetings. Cheryl Corlew is behavior tech, observes students in the classrooms, brings information gathered to the team, reports to parent at meetings, assists teachers in the collection of behavior data. Roxanne Marsh is an ESE teacher, observes students with learning difficulties after teachers have begun documenting, and she monitors the process once the intervention process begins with students. Andrea Leaphart is the school staffing specialist and assists in the documentation for district personnel decision making regarding staffing a student and with the PEER process if appropriate, keeps the team following ESE procedures and district guidelines.

#### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Besides the training that takes place during pre-planning (one day) and post-planning (three days), mentoring continues throughout the year week in and week out as the process is utilized and students are taken through the process. It is very clear which staff are not familiar enough or thorough enough in the RtI process when they have to produce documentation for meetings. This gives many opportunities for positive reinforcement and mentoring when needed. Veronica Rickles is responsible for closely monitoring FAIR and MAP data as well as ongoing progress monitoring being done by classroom teachers in order to keep each teacher accountable for fidelity to MTSS and SIP.

#### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Data source used besides FAIR and FCAT is the MAP (Measures of Academic Progress) by Northwest Evaluations. It is conducted immediately in August, repeated for low performing students in January and concluded in April-May. Data in every strand is available in ELA, Math and Science and utilized to remediate or enrich, so drive grouping and support. Each K-6 classroom has a full-time paraprofessional to make possible differentiating groups, remediation and enrichment. Intensive reading and math are



built in to the day, giving 30-60 minutes additional focus for struggling students. A behavior technician is on staff constantly developing and monitoring behavior supports for students, including attendance, data collection and fidelity to positive behavior modification techniques and programs. Parents are included in the process through MTSS meetings and ongoing communication from teachers and behavior tech. Veronica Rickles regularly monitors writing prompts and student performance through regular classroom visits and regular oversight of student products. Ongoing monitoring of writing instruction is done by her as well. Mentoring takes place as needed.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

MTSS is a vital part of Hope Charter School because many struggling students find their way to this school; so MTSS must be actively supported at all levels; and it is. Based on the number of weekly meetings and the number of student being taken through the process, it is obvious that MTSS is working for our students.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Extended Day for All Students  
**Minutes added to school year:** 5,400

The decision was made in 2001 to extend the school day to 7 hours without early release on Wednesdays. Every child, therefore, has an extended learning day. Reading block is 90 minutes for everyone, 120 minutes for low performers. Math is taught for 90 minutes in K-6. Every 7th and 8th grader has a 55 minute math class and 55 minute intensive math giving 110 minutes to math instruction and practice. 5400 additional minutes/year.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Data collection: Ongoing progress monitoring.

**Who is responsible for monitoring implementation of this strategy?**

Veronica Rickles.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Margrett Betts	Literacy Team Leader

Name	Title
Karen Hurless	ESE, Reading-Endorsed classroom teacher
Michelle Michelson	ESE, Reading-Endorsed classroom teacher

### How the school-based LLT functions

Marge Betts attends monthly district reading meetings, brings back all information to the team. The team gives leadership to all staff regarding reading goals, activities and suggestions made by the district team. Yearly, a read-a-thon is planned and several times a year school-wide reading events take place, as well.

### Major initiatives of the LLT

The team will advocate for family literacy this year. As well, Scholastic Book Fair will be held in conjunction with a drive to improve the school library. The readn-a-thon will be held in January with a goal of 100% participation in each grade. Family Literacy Night will include a book swap and instruction on research based read aloud to children benefits for families.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Teachers are being trained in reading and writing strategies to be used in the core content areas and are expected to collaborate with the reading teachers. Reading specialists are mentoring constantly to make sure this is happening.

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Kindergarten teachers evaluate each incoming K student in June or July to assess strengths and weaknesses before 1st day of school, pro-active grouping and remediation and enrichment plans already in place for each child when they arrive for day 1.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	83%	77%	No	85%
American Indian				
Asian	83%	0%	No	85%
Black/African American	83%	73%	No	84%
Hispanic	74%	74%	Yes	77%
White	86%	77%	No	87%
English language learners	55%		No	60%
Students with disabilities	46%	30%	No	51%
Economically disadvantaged	71%	73%	Yes	74%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	30%	33%
Students scoring at or above Achievement Level 4	135	47%	50%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	162	73%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	34	75%	78%

#### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	86%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	59%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	44%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	57	65%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	74%	69%	No	77%
American Indian				
Asian	75%	0%	Yes	78%
Black/African American	53%	48%	No	57%
Hispanic	74%	63%	No	77%
White	78%	72%	No	80%
English language learners	55%	0%	No	60%
Students with disabilities	51%	27%	No	56%
Economically disadvantaged	63%	59%	No	66%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	82	30%	33%
Students scoring at or above Achievement Level 4	109	39%	42%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	156	70%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	35	65%	68%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	35	38%	40%
Middle school performance on high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		15%
Students scoring at or above Achievement Level 4	29	83%	85%

**Area 4: Science**

**Elementary School Science**

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	20%	35%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		30%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

**Middle School Science**

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	15	31%	40%
Students scoring at or above Achievement Level 4	17	35%	35%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

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

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	15		100
Participation in STEM-related experiences provided for students	419	100%	100%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	10	2%	2%
Students retained, pursuant to s. 1008.25, F.S.	4	1%	0%
Students who are not proficient in reading by third grade	2	0%	0%
Students who receive two or more behavior referrals	2	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	0%	0%

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	4	1%	0%
Students who fail a mathematics course	1	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	2	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Parents will attend monthly parent meetings, volunteer 20 hours per family per year and participate in 50% of fundraisers by helping to facilitate

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents will attend IEP, MTSS and 504 meetings	75	88%	92%

**Area 10: Additional Targets**

**Additional targets for the school**

Parents will volunteer on campus and attend extra curricular events for students

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase in parental involvement	200	5%	

## Goals Summary

**G1.** Increase 5th grade science scores on FCAT by 15% for level 3 and 17% for level 5 and above.

## Goals Detail

**G1.** Increase 5th grade science scores on FCAT by 15% for level 3 and 17% for level 5 and above.

### Targets Supported

- Science - Elementary School

### Resources Available to Support the Goal

- New curriculum, new teacher.

### Targeted Barriers to Achieving the Goal

- Engagement (student).

### Plan to Monitor Progress Toward the Goal

Fidelity shown in use of curriculum based on classroom visits and weekly student assessments.

### Person or Persons Responsible

Veronica Rickles

### Target Dates or Schedule:

Weekly

### Evidence of Completion:

Increase in student performance on assessments



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase 5th grade science scores on FCAT by 15% for level 3 and 17% for level 5 and above.

**G1.B1** Engagement (student).

**G1.B1.S1** Using hands on learning and technology the teacher will fully engage students in science.

#### Action Step 1

Classroom visits.

##### Person or Persons Responsible

Veronica Rickles

##### Target Dates or Schedule

Weekly

##### Evidence of Completion

Written comments to teachers.

##### Facilitator:

##### Participants:

#### Action Step 2

Purchase curriculum, \$4000

##### Person or Persons Responsible

Crystal Yoakum

##### Target Dates or Schedule

July 2013

##### Evidence of Completion

invoice paid, curriculum delivered

##### Facilitator:

##### Participants:

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

Student Scores.

### **Person or Persons Responsible**

Crystal Yoakum

### **Target Dates or Schedule**

Weekly meeting with Veronica Rickles

### **Evidence of Completion**

Meeting notes

## Plan to Monitor Effectiveness of G1.B1.S1

Student Success

### **Person or Persons Responsible**

Crystal Yoakum

### **Target Dates or Schedule**

Weekly

### **Evidence of Completion**

Increase in performance

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Hope Charter School receives funds for Title II and SAI. Title II is used for a yearly 3-day training held during post-planning for all teachers and paraprofessionals, which is mandatory. Four workshops are scheduled that train staff in such topics as MTSS, Common Core, Brain-based Education in the Content Areas, and ESE Integration for every subject. As well, a summer school program is held from the 3rd week in July through the 1st week in August that is available for Math, Reading, Writing and LA struggling students as well as every FCAT level 1 or 2 student. SAI funds are used for this program. The culture at Hope is such that accountability for every student is of primary importance and with a teacher and paraprofessional with each class, behavior is highly monitored. There is no tolerance for bullying, and positive behavior expectations are taught in the classroom on an ongoing basis. One of Hope's schoolwide requirements is healthy eating and hydration so students eat a health lunch and snack daily.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Increase 5th grade science scores on FCAT by 15% for level 3 and 17% for level 5 and above.

**G1.B1** Engagement (student).

**G1.B1.S1** Using hands on learning and technology the teacher will fully engage students in science.

### PD Opportunity 1

Classroom visits.

**Facilitator**

**Participants**

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Written comments to teachers.

### PD Opportunity 2

Purchase curriculum, \$4000

**Facilitator**

**Participants**

**Target Dates or Schedule**

July 2013

**Evidence of Completion**

invoice paid, curriculum delivered

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
	Total	\$0

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Increase 5th grade science scores on FCAT by 15% for level 3 and 17% for level 5 and above.

**G1.B1** Engagement (student).

**G1.B1.S1** Using hands on learning and technology the teacher will fully engage students in science.

#### Action Step 1

Classroom visits.

#### Resource Type

Evidence-Based Program

#### Resource

#### Funding Source

#### Amount Needed

**Action Step 2**

Purchase curriculum, \$4000

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**