



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Boca Raton Charter School

269 NE 14TH ST

Boca Raton, FL 33432

561-750-0437

www.bocaratoncharterschool.org

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 56%
Alternative/ESE Center No	Charter School Yes	Minority Rate 64%

School Grades History

2013-14 A	2012-13	2011-12	2010-11
---------------------	----------------	----------------	----------------

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.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	14
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	25
Part III: Coordination and Integration	0
Appendix 1: Professional Development Plan to Support Goals	37
Appendix 2: Budget to Support Goals	38

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 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

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

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

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

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

Boca Raton Charter School

Principal

Louise Nelson

School Advisory Council chair

Bivian Free

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

Name	Title
Louise Nelson	Principal
Stephanie Houston	3rd grade teacher

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

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

- Bivian Free - Governing Board Chair
- Joe Briggs - Treasurer
- Paula Marra - Secretary
- Alex Besenyo - Member

Involvement of the SAC in the development of the SIP

Our Governing Board is very involved in every aspect of our school. I review everything that is happening at school, including student achievement, and together we come up with plans for the school's progress and student success. Our Governing Board clarifies the vision for our school and communicates this with parents and staff throughout the year. They participate in the SIP by working with data analysis to guide curriculum and performance assessment, focusing on student needs and achievement.

Activities of the SAC for the upcoming school year

The Boca Raton Charter School Governing Board is actively looking for a permanent facility for our school. They are interested in ensuring the sustainability of our school. They offer continuous support services, address the success of our instructional programs and resources, pupil services, standards of conduct and discipline, school policies, activities, and administrative procedures. My Parent Leadership Council, is our active parent organization, that works hand-in-hand with the principal, teachers and governing board, supporting, planning and enacting all our school activities; i.e. fund-raisers. scholastic book fairs, yearbooks, pictures, etc.

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

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:

Louise Nelson

Principal

Years as Administrator: 6

Years at Current School: 8

Credentials

B.A. in Elementary Education

Performance Record

Boca Raton Charter School has been an "A" school (based on accountability points - we are a small school) for 6 of the 7 years we have been open. We have been an "A" consecutively for the past 5 years.

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based Areas	Years as Coach:	Years at Current School:
	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

of classroom teachers

6

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

83%

certified in-field

5, 83%

ESOL endorsed

5, 83%

reading endorsed

0, 0%

with advanced degrees

2, 33%

National Board Certified

0, 0%

first-year teachers

1, 17%

with 1-5 years of experience

3, 50%

with 6-14 years of experience

2, 33%

with 15 or more years of experience

0, 0%

Education Paraprofessionals

of paraprofessionals

0

Highly Qualified

0

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

receiving effective rating or higher

(not entered because basis is < 10)

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

Boca Raton Charter School's Governing Board provides step raises yearly, good benefits, and support to all staff. The administration places emphasis on a strong support system and an open door policy. Our teachers are provided many opportunities for PBCSD professional development, as well as, International Baccalaureate workshops, and additional IB training by an independent trainer, to support our school mission of becoming a world authorized IB school. We are currently an IB Candidate school.

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

Our school is based on collaboration. Our teachers have weekly collaboration meetings. Pre-K, K and 1st grade meet weekly. 2nd and 3rd meet weekly, and 4th and 5th. Our teachers also collaborate, where 1st and 2nd meet, and 3rd and 4th. Teachers discuss strategies, best practices and their IB Units of Inquiry. Our Music and Spanish teacher meet with all teachers to support our IB Units of Inquiry. Our 4th grade teacher, a former journalist, supports our staff with best practices to meet high standards in writing. Any teachers that attend PBCSD workshops present and share with the rest of the staff.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

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 principal provides a vision for the use of data based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation. The principal ensures adequate professional development to support Rtl implementation and communicates with parents regarding school-based Rtl plans and activities.

In our small school our principal and entire teaching staff is part of the Rtl team.

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

The principal, staff and our ESE support person, review data, discuss strategies and review on-going progress monitoring data of any student, for academics or behavior, that is referred for Rtl. Our team focuses meetings on the question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students? We review universal screening data and link to instructional decisions. Students meeting/exceeding benchmarks are identified, as well as students at moderate risk or at high risk for not meeting benchmarks. The team will identify professional development and resources. The team will problem solve, share effective practices, evaluate

implementation, make decisions and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. The Rtl team met with the principal at the end of the last school year and made recommendations to help develop the SIP. The principal met with the School Advisory Council (SAC) to then develop the SIP. The team provided data on Tier 1,2, and 3 targets:academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance,Relationship);facilitated the development of a systematic approach to teaching(Gradual Release, Essential Questions, Activating Strategies,Teaching Strategies ,Extending, Refining and Summarizing); and aligned processes and procedures.

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

The Rtl team, SAC, and principal developed the SIP. Continuous progress monitoring of the strategies used and data of the results, provides continuous opportunity to revise processes and strategies to ensure fidelity of the school's 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

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT2.0), Next Generation Sunshine State Standards(NGSSS) Diagnostics, Common Core Standards, Palm Beach Writes, Palm Beach Performance Assessments, K-4 Literacy Assessment System, Comprehensive English Language Learning Assessment (CELLA), Retentions, Absences.

Progress Monitoring: PMRN, EDW reports, and classroom assessments

Mid Year: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR) (when needed), NGSSS Diagnostics, Palm Beach Writes, K-4 Literacy Assessment System

End of Year: FAIR, SSS Diagnostics (2nd grade), FCAT 2.0, FCAT Writes

Data Analysis: Twice a month

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

Professional Development will be provided during teachers' common planning time and small sessions will occur throughout the year and on PDD (early release days for students). The Rtl team will also evaluate additional staff PD needs during the bi-weekly Rtl Leadership Team meetings. Boca Raton Charter School has guidance and assistance, with the implementation of strategies, specified by the District Psychologist and the District ESE support person that assists at our meetings and with a contracted ESE certified specialist.

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: Before or After School Program

Minutes added to school year: 60

Our teachers meet collaboratively weekly. Every other week they meet 2 times a week for collaboration. Once NGSSS/Common Core Diagnostic results are reviewed, after school tutoring is provided for all students that are not at level 3 in Reading and Mathematics. Additional writing and science tutoring is implemented from January until the administration of the FCAT 2.0.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Students are regularly assessed, data collection and analysis is ongoing. Classroom assessments are tracked and graphed (by teachers and students) and shared with parents at parent conferences, ensuring all parents are aware of their child's current progress.

Who is responsible for monitoring implementation of this strategy?

The principal and all teachers meet every other week to review implementation of strategies being used and to implement new strategies that will enable student success. Our ESE support person reviews success of strategies used and if implementation is done with fidelity, and provides additional strategies, when needed.

Literacy Leadership Team (LLT)

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

Name	Title
Louise Nelson	Principal
Sophia Lucchese	Teacher
Jillian May	Teacher
Tawana Chang	Teacher
Stephanie Houston	Teacher
Lawrence Wojtecki	Teacher
Trishia King-Roland	Teacher

How the school-based LLT functions

The principal meets with teachers during weekly meetings and one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios are utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress on the process of teaching, assessing, re-teaching, and re-assessing is reviewed.

Our core instruction, in reading, utilizes SuperKids (Rowland Reading Foundation), in grades K-2nd and SRA/Open Court, in grades 3-5. Both programs provide materials for supplemental instruction. The principal has also instructed all teachers to use Science and Social Studies as additional opportunities to

address reading instruction. Instructional websites such as FCAT Explorer and Riverdeep will also be utilized. Boca Raton Charter School (BRCS) implements a monthly Readathon competition between grades 2-5. (The class that combined reads the most pages a month enjoys an ice cream sundae party.) Teachers will use instructional strategies and/or shared best practices to provide differentiated methods of instruction to students in mastered and non-mastered areas. PBCSD has also provided us with a psychologist that has supported our teachers with strategies and interventions. BRCS also uses the Pre-Referral Intervention Manual (PRIM) and also uses Wilson Reading System as well. Resources and strategies provided at professional development workshops will also be utilized. Students consistently demonstrating non-mastery may be required to participate in tutorial sessions after school. Through student performance data analysis, students demonstrating non-mastery will receive an additional 1/2 hour of intensive reading instruction (iii) daily.

All teachers will provide 5-10 minute focus lessons, at the beginning of each class period. These focus lessons are based on a review of previous assessments where students were struggling. Instructional focus lessons are aligned to the benchmarks and standards for each grade level and cover the benchmarks that will be assessed on the FCAT 2.0. Student mastery on mini-assessments, based on the focus lessons, will determine if the focus lessons need to be revised and/or re-taught. Teachers and administrator will ensure the effectiveness of the focus lessons by analyzing data results from focus lessons, as they are reassessed intermittently throughout the year. Proficiency of skills and benchmarks should also be evident in skills and benchmarks that are taught as part of whole group instruction. Students achieving 80-100% will receive enrichment and challenging assignments. Teachers are instructed to utilize Norman's Webb and Bloom's revised plan in guiding and providing rigor to all lesson plans. BRCS teachers incorporate 6 International Baccalaureate (I.B.) Units of Inquiry, per grade level, each year. The units involve individual research which enables students to have different levels of challenging assignments. We also use the skills recommended by the I.B. Programme that provide strategies for success.

BRCS also follows the The Marzano, Art and Science of Teaching learning mat, which are strategies that increase rigor as they are developed.

Major initiatives of the LLT

The major initiative of the LLT this year will be to challenge our high performing students and enable students that are high performing to move up from level 3 to level 4 and from level 4 to level 5. Another major initiative of the LLT will be to address all the needs of our level 1 and level 2 students, with differentiated instruction, assessment, re-teaching and re-assessment. The percent of students below grade level in reading will decrease with increased formative assessments. In 2011, 88% of our students scored at or above grade level in reading. In 2012, we decreased to 65 % proficiency and in 2013, 66% of our students were proficient in reading. However in 2012 only 60% of our students made learning gains in reading, while in 2013, 74% of our students made learning gains in reading.

Every Teacher Contributes to Reading Instruction

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

Reading is the focus of instruction at BRCS. All teachers are provided with professional development and student progress is continuously monitored to ensure success. The philosophy of our school is that all of our students can succeed. Individual progress is assessed and redirected with new strategies. BRCS understands that all children learn differently and with collaboration we differentiate instruction in all classes. Students meet in reading groups daily and proficient students, in upper grades collaborate with students to encourage, support and enhance learning. Tutoring is often provided by a teacher, other than the classroom teacher, so students can be taught with different approaches.

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

BRCs has an Early Learning Center on campus. These students are frequently included in school events. Many of these students enter our Kindergarten. We also have many siblings that attend our school and seem to grow up from being carried, to entering our Pre-K and then our Elementary. For many of them it has been a "natural" transition that they anticipate, with excitement. Our Kindergarten parents are directly involved in our school and have open communication with the classroom teacher and principal. Our Kindergarten program provides an excellent reading program that the students enjoy and are very successful at. The students, that attend our Early Learning Center, are introduced and utilize the same reading program. We use FLKRS and FAIR testing to monitor progress and determine readiness for Kindergarten. Parents are involved in school activities, meet with teachers regularly and often communicate daily at car-line. All of our teachers know all of our students. Our parents feel that our school is an extension of their family and frequently express this. This year our Pre-K Director has "looped up" with her students and is our current Kindergarten teacher. This has been a comfort to many of our students and parents. Our Pre-K also completes 4 IB Units of inquiry a year, which provides a consistency for learning.

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	80%	66%	No	82%
American Indian				
Asian				
Black/African American				
Hispanic	84%	63%	No	86%
White	63%	55%	No	67%
English language learners				
Students with disabilities				
Economically disadvantaged	70%		No	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	31%	41%
Students scoring at or above Achievement Level 4	15	33%	40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	33	74%	84%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		80%

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)	[data excluded for privacy reasons]		85%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		35%

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	12	80%	85%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	80%	50%	No	82%
American Indian				
Asian				
Black/African American				
Hispanic	84%	47%	No	86%
White	73%	55%	No	75%
English language learners				
Students with disabilities				
Economically disadvantaged	63%		No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	35%	45%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	26	60%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	<i>[data excluded for privacy reasons]</i>		70%

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	<i>[data excluded for privacy reasons]</i>		50%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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)	5		7
Participation in STEM-related experiences provided for students	100	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	5	4%	1%
Students retained, pursuant to s. 1008.25, F.S.	4	3%	0%
Students who are not proficient in reading by third grade	11	52%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	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

BRCS is a small community school that embraces parental involvement. Our Parent Leadership Council invites all parents, at the beginning of the new school year, to select endeavors to participate in. We are going to add the VIPS program, from the PBCSD, which will enable more parents to participate at school. We have a minimum of 2 conferences per trimester to keep parents aware of their child's progress.

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

Our Parent leadership Council has recruited parents that are bilingual and will gladly communicate and or translate and make phone calls regarding activities, policies and events at Boca Raton Charter School. Cultural Diversity is highly respected and valued in our school and we will ensure that all parents are made aware of all school events, procedures and activities.

Teachers call/email/in-person conference parents regarding their child's progress and achievement levels on class and state assessments maintaining effective two-way communication.

BRCS sponsors a Math-a-thon through St. Jude Hospital. The additional math practice is beneficial to all students. The endeavor supports the International Baccalaureate attribute of empathy and the learner profile, caring. Our parents, and their extended families (aunts, uncles, etc.) are the contributors.

As an International Baccalaureate Candidate School, our students participate in (6) I.B Programme of Inquiry Units each year. Parents will be invited to a presentation of what the Programme entails in our school, and why we believe it is so beneficial to our students.

This year we will also incorporate student-led conferences. This will benefit our students, as they "take ownership" of their accomplishments in school and present their work to their parents, under the guidance of their teacher.

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
For the 2013-2014 school year 50%, or greater, of our parents will attend school events and participate assisting students.	40	40%	60%

Goals Summary

- G1.** Monthly attendance and tardiness will be monitored and parents notified so that students do not miss too much instructional time.
- G2.** Boca Raton Charter School will incorporate the PBCSD VIPS program to enable parents to participate more on a regular basis.
- G3.** Our school has had technical difficulties do to using shared space, when school is not in session. We are resolving these difficulties which will allow our students to use our on-line programs with fidelity.
- G4.** On the 2014 administration of the Science FCAT 2.0, 75% of students will achieve level 3 or above.
- G5.** On the 2014 administration of the Mathematics FCAT 2.0, 82% of BRCS students will achieve level 3 or above.
- G6.** 85% of students, taking the Writing FCAT will achieve level 3.5 or above. This was our 2012 year goal. We only achieved 80% success.
- G7.** By June of 2014 82% of students in grades 3-5 will score level 3 or above on the 2014 Spring Reading FCAT 2.0 test.

Goals Detail

G1. Monthly attendance and tardiness will be monitored and parents notified so that students do not miss too much instructional time.

Targets Supported

- STEM - All Levels
- EWS - Elementary School

Resources Available to Support the Goal

- Attendance and tardiness logs will be printed monthly and letters will go home to parents.

Targeted Barriers to Achieving the Goal

- Some of our parents follow their work schedules, rather than the school schedule and bring their children to school at their convenient time.

Plan to Monitor Progress Toward the Goal

Monthly attendance and tardy log.

Person or Persons Responsible

Principal and data processor

Target Dates or Schedule:

Monthly through out the year.

Evidence of Completion:

A reduction of student absence and tardiness.

G2. Boca Raton Charter School will incorporate the PBCSD VIPS program to enable parents to participate more on a regular basis.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- We will be having our parents translate and contact other parents so that all parents can feel included in all school events and activities.

Targeted Barriers to Achieving the Goal

- Due to the economic situation in the country and the number of single parent families and many parents having more than one job, their time is stretched thin.

Plan to Monitor Progress Toward the Goal

Review of our parent participation log.

Person or Persons Responsible

Administration and support staff

Target Dates or Schedule:

On-going through out the school year.

Evidence of Completion:

Increased parent participation.

G3. Our school has had technical difficulties do to using shared space, when school is not in session. We are resolving these difficulties which will allow our students to use our on-line programs with fidelity.

Targets Supported

- STEM - All Levels

Resources Available to Support the Goal

- We use Superkids (Rowland Reading Foundation) on-line program for supplemental support to the reading program for students in Kindergarten through second grade. Our students also use Carnegie Learning for challenging support in our third grade and as an additional program in fourth and fifth grades. Our school is also purchasing five I pads to be used with our research for our IB Units of Inquiry.

Targeted Barriers to Achieving the Goal

- I do not see any barriers.

Plan to Monitor Progress Toward the Goal

Students' use of on-line programs and the use of computers for on-line research

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule:

On-going through out the school year.

Evidence of Completion:

Student success on on-line programs and student success finding the information needed for their research projects.

G4. On the 2014 administration of the Science FCAT 2.0, 75% of students will achieve level 3 or above.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Teachers will follow lab schedules with fidelity, incorporate science articles weekly, and provide real-world science experiences and engaging activities. Core science curriculum will be followed with fidelity.

Targeted Barriers to Achieving the Goal

- Teachers will need to differentiate instruction to address the learning styles of all students. All students will complete hands-on lab activities and use a common lab report format to document hands-on investigations.

Plan to Monitor Progress Toward the Goal

Monthly learning team meetings will be held, student data will be analyzed and adjustments to the curriculum will be made as needed.

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule:

On-going through out the school year

Evidence of Completion:

Results of standardized tests and teacher generated tests, teacher observations, classroom walk through and homework.

G5. On the 2014 administration of the Mathematics FCAT 2.0, 82% of BRCS students will achieve level 3 or above.

Targets Supported

Resources Available to Support the Goal

- Core math curriculum, Carnegie Learning on-line, Everyday Mathematics and Houghton Mifflin, Singapore Math and math manipulatives.

Targeted Barriers to Achieving the Goal

- Only 29% of last year's 3rd grade students (this year's 4th grade students) achieved level 3 or above on the Mathematics FCAT 2.0. The 4th grade teacher will need to provide the students with the fundamentals that they did not achieve in the prior year, while maintaining a curriculum that supports what they need to learn this year.

Plan to Monitor Progress Toward the Goal

Bi- weekly learning team meetings will be held, student data will be reviewed and analyzed and adjustments to the curriculum will be made as needed.

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule:

On-going through out the school year

Evidence of Completion:

Results of standardized tests and teacher generated tests, teacher observations, classroom walk through and homework.

G6. 85% of students, taking the Writing FCAT will achieve level 3.5 or above. This was our 2012 year goal. We only achieved 80% success.

Targets Supported

- Writing

Resources Available to Support the Goal

- Teachers will provide strategies used in Lucy Caulkins. Teachers will also incorporate writing in all subjects, to increase practice. Teachers will meet monthly to review strategies. Teachers will implement, with fidelity, the skills supported by the International Baccalaureate Programme. Teachers will also attend professional development from the PBCSD and share best practices and review strategies used.

Targeted Barriers to Achieving the Goal

- Teachers will need to incorporate writing strategies across the curriculum with fidelity.

Plan to Monitor Progress Toward the Goal

Learning team meetings will be held monthly. Individual student data results will be analyzed and adjustments to the curriculum will be implemented.

Person or Persons Responsible

Principal and Teachers

Target Dates or Schedule:

On-going throughout the year

Evidence of Completion:

Palm Beach Writes, Palm Beach Performance Assessments, teacher observations, homework and teacher generated assessments.

G7. By June of 2014 82% of students in grades 3-5 will score level 3 or above on the 2014 Spring Reading FCAT 2.0 test.

Targets Supported

Resources Available to Support the Goal

- Teachers will implement instructional focus lessons, with fidelity, at the beginning of each class, requiring 80% mastery, with a minimum of 10 questions, and will assess focus lessons monthly. Teachers will be given additional professional development, so that they may have the tools to assist their students. Differentiated instruction, addressing the needs of all learners, will be stressed and monitored. Teachers will meet bi-weekly, student data results will be analyzed and additional strategies will be implemented, to address the needs of all students. Boca Raton Charter School will begin tutoring students after school in November 2013.

Targeted Barriers to Achieving the Goal

- Instructing and motivating students to go up at least one level. Some students have parents that have language barriers and/or lack of time to assist their students at home.

Plan to Monitor Progress Toward the Goal

Bi-weekly learning team meetings, individual student test data results, from classroom assessments, as well as, Diagnostics, K-4 Literacy Assessment, and predicted FCAT results will be analyzed and as a team, new learning strategies will be implemented. Results of after school tutoring, will be analyzed and differentiated instruction will address barriers.

Person or Persons Responsible

Principal and all teachers

Target Dates or Schedule:

On-going through out the school year

Evidence of Completion:

Results of teachers' classroom assessments and standardized testing through out the year, teacher observations, classroom walk through, and student homework will determine the success of strategies used.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Monthly attendance and tardiness will be monitored and parents notified so that students do not miss too much instructional time.

G1.B1 Some of our parents follow their work schedules, rather than the school schedule and bring their children to school at their convenient time.

G1.B1.S1 Parent letters will go home and parent conferences will be requested when tardiness and absentee issues are not remedied.

Action Step 1

Student attendance and tardiness will be reviewed monthly.

Person or Persons Responsible

Principal and data processor

Target Dates or Schedule

Monthly through out the school year.

Evidence of Completion

Monthly attendance and tardy logs.

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

Monthly attendance and tardy log.

Person or Persons Responsible

Principal and data processor.

Target Dates or Schedule

Monthly through out the year.

Evidence of Completion

A reduction of student absence and tardiness.

Plan to Monitor Effectiveness of G1.B1.S1

Monthly attendance and tardy log.

Person or Persons Responsible

Principal and data processor

Target Dates or Schedule

Monthly through out the year

Evidence of Completion

A reduction of student absence and tardiness

G2. Boca Raton Charter School will incorporate the PBCSD VIPS program to enable parents to participate more on a regular basis.

G2.B1 Due to the economic situation in the country and the number of single parent families and many parents having more than one job, their time is stretched thin.

G2.B1.S1 We have already begun the process for incorporating the VIPS program and have spoken to many families that are interested in participating at school.

Action Step 1

VIPS will be up and running

Person or Persons Responsible

Principal and administrative support staff

Target Dates or Schedule

October/November 2013

Evidence of Completion

Our volunteer log will fill as parents sign in to volunteer at school.

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

Our volunteer log will be reviewed to monitor an increase in parent participation.

Person or Persons Responsible

Principal and administrative staff

Target Dates or Schedule

On-going through out the school year.

Evidence of Completion

The increased support at our school will be logged in our volunteer log.

Plan to Monitor Effectiveness of G2.B1.S1

Our volunteer log.

Person or Persons Responsible

Administration and support staff

Target Dates or Schedule

On-going through out the school year

Evidence of Completion

Increased parent participation.

G3. Our school has had technical difficulties do to using shared space, when school is not in session. We are resolving these difficulties which will allow our students to use our on-line programs with fidelity.

G3.B1 I do not see any barriers.

G3.B1.S1 Students will be instructed and guided through the use of all on-line learning programs, (Superkids and Carnegie Learning) including FCAT Explorer and Riverdeep. Boca Raton Charter school students also implement Learning Tools offered on the PBCSD website.

Action Step 1

Computers will need to be monitored daily and implemented in classroom instruction.

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

On-going through out the school year.

Evidence of Completion

Student success on our on-line programs and student use of classroom technology for research for their IB Units of Inquiry and any additional assignments, requiring research.

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

Progress on our on-line programs and student use of technology for research.

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

On-going through out the school year.

Evidence of Completion

Student progression on on-line programs and student ease of using computers for their research projects.

Plan to Monitor Effectiveness of G3.B1.S1

Student data on their Carnegie Learning assessments, progression with the on-line SuperKids supplemental program and student use of technology for research.

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

On-going through out the school year.

Evidence of Completion

Student generated research to incorporate into their projects, as well as success using the school's on-line curriculum programs.

G4. On the 2014 administration of the Science FCAT 2.0, 75% of students will achieve level 3 or above.

G4.B1 Teachers will need to differentiate instruction to address the learning styles of all students. All students will complete hands-on lab activities and use a common lab report format to document hands-on investigations.

G4.B1.S1 Teachers will utilize hands-on laboratory experiments and provide real-world science experiences and engaging activities. Students will use a common lab report to document hands-on investigations. Students not responding adequately to core instruction will be provided supplemental, small group science instruction once per week for 30 minutes during instructional time or after school.

Action Step 1

Lab schedules will be implemented and reports will be monitored. Scientific articles will be read and discussed. Data on science mini-assessments will be analyzed and new strategies will be implemented. Common assessments tied to Florida Science Standards will be administered weekly. All teachers will incorporate Science vocabulary weekly into their class instruction.

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

On-going through out the school year.

Evidence of Completion

Improvement on science mini-assessments, results on standardized tests and classroom tests.

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Student lab reports will be reviewed monthly, scientific articles will be turned in with lesson plans and individual student data will be monitored and analyzed. New strategies will be implemented as needed.

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

On-going through out the year.

Evidence of Completion

Results on standardized and teacher generated testing, teacher observation, classroom walk through and homework.

Plan to Monitor Effectiveness of G4.B1.S1

Student lab reports, classroom assignments on scientific articles, classroom assessments, standardized assessments will be monitored and analyzed.

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

On-going through out the school year.

Evidence of Completion

Results on standardized and teacher generated testing, teacher observation, classroom walk through and homework.

G5. On the 2014 administration of the Mathematics FCAT 2.0, 82% of BRCS students will achieve level 3 or above.

G5.B1 Only 29% of last year's 3rd grade students (this year's 4th grade students) achieved level 3 or above on the Mathematics FCAT 2.0. The 4th grade teacher will need to provide the students with the fundamentals that they did not achieve in the prior year, while maintaining a curriculum that supports what they need to learn this year.

G5.B1.S1 BRCS will utilize the FCIM, Focus lessons will be implemented daily, assessed, re-taught and re-assessed. Teachers and students will track student progress and students groups will be redesigned to target the need of students based on assessment.

Action Step 1

Teachers need to address the needs of all students, differentiate instruction, track student progress and teach students to track and graph their own progress.

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Boca Raton Charter School will have learning team meetings, every two weeks, throughout the school year to evaluate student progress and the effectiveness of strategies used.

Evidence of Completion

Data from classroom assessments, NGSSS Diagnostics, homework, and predicted FCAT levels will determine the success of strategies used.

Plan to Monitor Fidelity of Implementation of G5.B1.S1

The principal and classroom teachers will monitor all mathematics assessments on an on-going basis throughout the school year, individual student data will be analyzed, additional strategies will be implemented and students will be re-taught and re-assessed.

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Boca Raton Charter School will have learning team meetings every two weeks throughout the school year to evaluate student progress and the effectiveness of strategies used.

Evidence of Completion

Data from classroom assessments, homework, NGSSS Diagnostics, and predicted FCAT levels will determine the success of strategies used.

Plan to Monitor Effectiveness of G5.B1.S1

The principal and classroom teachers will monitor all mathematics assessments on an on-going basis throughout the school year, individual student data will be analyzed, additional strategies will be implemented and students will be re-taught and re-assessed.

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Boca Raton Charter School will have learning team meetings every two weeks throughout the school year to monitor the effectiveness of strategies used.

Evidence of Completion

Data from classroom assessments, NGSSS Diagnostics and predicted FCAT levels will measure the effectiveness of strategies implemented and instruction.

G6. 85% of students, taking the Writing FCAT will achieve level 3.5 or above. This was our 2012 year goal. We only achieved 80% success.

G6.B1 Teachers will need to incorporate writing strategies across the curriculum with fidelity.

G6.B1.S1 Teachers will meet monthly to review how writing has been incorporated into their IB Units of inquiry, as well as, in all subject areas. The results will be analyzed and new strategies will be implemented.

Action Step 1

Teachers will need to incorporate writing strategies across the curriculum with fidelity. Teachers will incorporate strategies provided in Lucy Caulkins. Individual student data will be monitored and analyzed and new strategies will be implemented if needed.

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Teachers will meet monthly to review strategies used and share best practices.

Evidence of Completion

Data from Palm Beach Performance Assessments, Palm Beach Writes, teacher observation, homework and classroom assignments.

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Review of student work in IB Units of Inquiry, as well as writing throughout the curriculum will be analyzed to review the success of strategies implemented.

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

On-going through out the school year.

Evidence of Completion

Data from Palm Beach Performance Assessments, Palm Beach Writes, teacher observations, homework and classroom assignments.

Plan to Monitor Effectiveness of G6.B1.S1

Strategies used will be monitored and data will be analyzed to determine the effectiveness of strategies used. New strategies will be implemented as needed.

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

On-going throughout the school year.

Evidence of Completion

Data from Palm Beach Performance Assessments, palm beach Writes, teacher observations, homework and classroom assignments.

G7. By June of 2014 82% of students in grades 3-5 will score level 3 or above on the 2014 Spring Reading FCAT 2.0 test.

G7.B1 Instructing and motivating students to go up at least one level. Some students have parents that have language barriers and/or lack of time to assist their students at home.

G7.B1.S1 Successes will be celebrated, encouraging students to try their best. Teachers will contact parents, when there is difficulty with formative assessments, encouraging parents to support their students. Teachers will begin tutoring in November, offering students additional learning support. All school data will be reviewed every 2 weeks, any school-based issues will be addressed. Teachers will conduct data chats with their students and focus assignments towards the individual interests of their students.

Action Step 1

Boca Raton Charter School , in grades K - 2 will continue to use "Superkids" by Rowland Reading Foundation to provide our students with a strong foundation in reading

Person or Persons Responsible

Teachers, in grades K - 2

Target Dates or Schedule

Daily through out the school year.

Evidence of Completion

Students will score well on the end of the year FAIR administration, in grades K and 1st and 2nd graders will score well on the Diagnostics, administered in May.

Action Step 2

The principal and classroom teachers will monitor all reading assessments on an on-going basis throughout the school year. Teachers will increase the number of formative assessments given, in order to assess, re-teach and re-assess, analyzing strategies implemented. Teachers and principal will attend International Baccalaureate workshops so that they can better instruct students using the IB PYP Programme. Teachers will be able to improve their Units of Inquiry and instruction for all students. An independent trainer/consultant will work with the teachers and principal to improve everyone's knowledge and expertise with the IB PYP Programme. Teachers also attend professional development provided by the PBCSD to improve strategies needed to better assist our students.

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Boca Raton Charter School will hold learning team meetings every two weeks throughout the school year to evaluate student progress and the effectiveness of strategies used.

Evidence of Completion

Data from classroom assessments, NGSSS Diagnostics, K-4 Literacy Assessment, predicted FCAT levels will measure the success of strategies and instruction.

Facilitator:

International Baccalaureate independent trainer/consultant/ at school and attendance at International Baccalaureate workshops.

Participants:

Principal and all teachers

Plan to Monitor Fidelity of Implementation of G7.B1.S1

The principal and classroom teachers will monitor all reading assessments on an on-going basis throughout the school year. Individual student data will be analyzed, additional strategies will be implemented and students will be re-taught and re-assessed.

Person or Persons Responsible

The principal and teachers

Target Dates or Schedule

Boca Raton Charter School will hold learning team meetings every two weeks throughout the school year to evaluate student progress and the effectiveness of strategies used.

Evidence of Completion

Data from classroom assessments, NGSSS Diagnostics, K-4 Literacy Assessment, predicted FCAT levels will measure the success of strategies and instruction

Plan to Monitor Effectiveness of G7.B1.S1

The principal and classroom teachers will monitor all reading assessments on an on-going basis throughout the school year, individual student data will be analyzed, additional strategies will be implemented and students will be re-taught and re-assessed.

Person or Persons Responsible

The principal and teachers

Target Dates or Schedule

Boca Raton Charter School will hold learning team meetings every two weeks throughout the school year to evaluate student progress and the effectiveness of strategies used.

Evidence of Completion

Data from classroom assessments, NGSSS Diagnostics, K-4 Literacy Assessment, predicted FCAT levels will measure the success of strategies and instruction.

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.

G7. By June of 2014 82% of students in grades 3-5 will score level 3 or above on the 2014 Spring Reading FCAT 2.0 test.

G7.B1 Instructing and motivating students to go up at least one level. Some students have parents that have language barriers and/or lack of time to assist their students at home.

G7.B1.S1 Successes will be celebrated, encouraging students to try their best. Teachers will contact parents, when there is difficulty with formative assessments, encouraging parents to support their students. Teachers will begin tutoring in November, offering students additional learning support. All school data will be reviewed every 2 weeks, any school-based issues will be addressed. Teachers will conduct data chats with their students and focus assignments towards the individual interests of their students.

PD Opportunity 1

The principal and classroom teachers will monitor all reading assessments on an on-going basis throughout the school year. Teachers will increase the number of formative assessments given, in order to assess, re-teach and re-assess, analyzing strategies implemented. Teachers and principal will attend International Baccalaureate workshops so that they can better instruct students using the IB PYP Programme. Teachers will be able to improve their Units of Inquiry and instruction for all students. An independent trainer/consultant will work with the teachers and principal to improve everyone's knowledge and expertise with the IB PYP Programme. Teachers also attend professional development provided by the PBCSD to improve strategies needed to better assist our students.

Facilitator

International Baccalaureate independent trainer/consultant/ at school and attendance at International Baccalaureate workshops.

Participants

Principal and all teachers

Target Dates or Schedule

Boca Raton Charter School will hold learning team meetings every two weeks throughout the school year to evaluate student progress and the effectiveness of strategies used.

Evidence of Completion

Data from classroom assessments, NGSSS Diagnostics, K-4 Literacy Assessment, predicted FCAT levels will measure the success of strategies and instruction.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G5.	On the 2014 administration of the Mathematics FCAT 2.0, 82% of BRCS students will achieve level 3 or above.	\$3,241
G7.	By June of 2014 82% of students in grades 3-5 will score level 3 or above on the 2014 Spring Reading FCAT 2.0 test.	\$33,616
Total		\$36,857

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development	Total
FTE funds	\$5,394	\$31,463	\$36,857
Total	\$5,394	\$31,463	\$36,857

Budget Details

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

G5. On the 2014 administration of the Mathematics FCAT 2.0, 82% of BRCS students will achieve level 3 or above.

G5.B1 Only 29% of last year's 3rd grade students (this year's 4th grade students) achieved level 3 or above on the Mathematics FCAT 2.0. The 4th grade teacher will need to provide the students with the fundamentals that they did not achieve in the prior year, while maintaining a curriculum that supports what they need to learn this year.

G5.B1.S1 BRCS will utilize the FCIM, Focus lessons will be implemented daily, assessed, re-taught and re-assessed. Teachers and students will track student progress and students groups will be redesigned to target the need of students based on assessment.

Action Step 1

Teachers need to address the needs of all students, differentiate instruction, track student progress and teach students to track and graph their own progress.

Resource Type

Evidence-Based Program

Resource

Carnegie Learning (Bridge to Algebra) - on-line program and Singapore Math

Funding Source

FTE funds

Amount Needed

\$3,241

G7. By June of 2014 82% of students in grades 3-5 will score level 3 or above on the 2014 Spring Reading FCAT 2.0 test.

G7.B1 Instructing and motivating students to go up at least one level. Some students have parents that have language barriers and/or lack of time to assist their students at home.

G7.B1.S1 Successes will be celebrated, encouraging students to try their best. Teachers will contact parents, when there is difficulty with formative assessments, encouraging parents to support their students. Teachers will begin tutoring in November, offering students additional learning support. All school data will be reviewed every 2 weeks, any school-based issues will be addressed. Teachers will conduct data chats with their students and focus assignments towards the individual interests of their students.

Action Step 1

Boca Raton Charter School , in grades K - 2 will continue to use "Superkids" by Rowland Reading Foundation to provide our students with a strong foundation in reading

Resource Type

Evidence-Based Program

Resource

"Superkids" reading program from Rowland Reading Foundation

Funding Source

FTE funds

Amount Needed

\$2,153

Action Step 2

The principal and classroom teachers will monitor all reading assessments on an on-going basis throughout the school year. Teachers will increase the number of formative assessments given, in order to assess, re-teach and re-assess, analyzing strategies implemented. Teachers and principal will attend International Baccalaureate workshops so that they can better instruct students using the IB PYP Programme. Teachers will be able to improve their Units of Inquiry and instruction for all students. An independent trainer/consultant will work with the teachers and principal to improve everyone's knowledge and expertise with the IB PYP Programme. Teachers also attend professional development provided by the PBCSD to improve strategies needed to better assist our students.

Resource Type

Professional Development

Resource

IB Workshops and IB trainer

Funding Source

FTE funds

Amount Needed

\$31,463