

2013-2014 SCHOOL IMPROVEMENT PLAN

Potentials Charter School
1201 AUSTRALIAN AVE
Riviera Beach, FL 33404
561-842-3213

School Demographics

| | | |
|---|------------------------------|---|
| School Type Elementary School | Title I Yes | Free and Reduced Lunch Rate <i>[Data Not Available]</i> |
| Alternative/ESE Center No | Charter School Yes | Minority Rate <i>[Data Not Available]</i> |

School Grades History

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

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

Potentials Charter School

Principal

Dr Tiffany North

School Advisory Council chair

Christi Chane

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

| Name | Title |
|------|-------|
|------|-------|

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

Board President: Christi Chane

Members: Carol Hochstaedt, Jack Kaplan, Maria Berber, Joost Oolders (parent representative),

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

Board meetings, participation in school events such as Thanksgiving and holiday events and ad hoc events. The School board is consistency helping with strategies to engage parenst as this is an area of concern. We have a parent representative who will help reinstate the PTO which lost key members when their child transitioned out last school session.

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

\$1400 for Technology, Professional development, adaptive equipment, and classroom materials.

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:

Dr Tiffany North

Principal

Years as Administrator: 4

Years at Current School: 3

Credentials

Phd In Educational Leadership

Performance Record

Above Standard

Instructional Coaches

of instructional coaches

receiving effective rating or higher

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

3

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

100%

certified in-field

3, 100%

ESOL endorsed

1, 33%

reading endorsed

1, 33%

with advanced degrees

3, 100%

National Board Certified

, 0%

first-year teachers

, 0%

with 1-5 years of experience

1, 33%

with 6-14 years of experience

1, 33%

with 15 or more years of experience

, 0%

Education Paraprofessionals

of paraprofessionals

4

Highly Qualified

4, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

4

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

School retains highly qualified staff by providing training opportunities and time to attend training. Additionally our HR department does a tremendous job in marketing to agencies and sites that have proven to be successful in garnering qualified applicant.

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

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

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

Potentials using the Unique Learning System, an online, dynamic, standards-based curriculum specifically designed for students with special needs. Subscribers download monthly instructional thematic units of study. Each unit contains 30 special education lesson plans and downloadable materials that teachers can readily implement into classroom learning activities. All materials are created using SymbolStix graphics. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities. Additionally Potentials has a capacity of 32 students who are non-verbal and non-ambulatory and all instruction occurs in a one on one or small group instruction due to students cognitive abilities.

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

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

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

Leadership measures success of SIP based on monthly and quarterly data regarding student gains and performance on IEP goals and therapeutic goals as well as monthly data on parent involvement and volunteer hours.

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

Unique Learning System is the an online, dynamic, standards-based curriculum specifically designed for students with special needs. Subscribers download monthly instructional thematic units of study. Each unit contains 30 special education lesson plans and downloadable materials that teachers can readily implement into classroom learning activities. All materials are created using SymbolStix graphics. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities.

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

Staff will meet with learning based team on a monthly basis to ensure understanding of and effective implementation of SIP.

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: 0

Potentials Charter school currently has no strategy to increase the amount of learning time for our students. Potentials Charter school serves children ages 3-10 who are non verbal and non ambulatory and have varied cognitive abilities. Due to our population of students the tolerance level of our student does not warrant extended learning time. We however ensure that the parents have effective tools to help their child at home and transfer of learning can take place.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

NA

Who is responsible for monitoring implementation of this strategy?

NA

Literacy Leadership Team (LLT)

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

| Name | Title |
|------------------|-------------|
| Dr Tiffany North | principal |
| Sara Trovinger | ESE Teacher |
| Kim Schwartz | ESE Teacher |

How the school-based LLT functions

All Potentials students must qualify for ESE services through the school district , or Child Find, prior to acceptance to Potentials. The team at Potentials participates in evaluations, IEP meetings and transition meetings. Additionally the team meets to discuss student performance, literacy strategies to help other members of the staff.

Major initiatives of the LLT

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

Potentials Charter School serves children between pk and 5th grade in ESE. Potentials has four pillars of focus for the Therapeutic Educational Model. The first is Independence, focusing on establishing

independence skills in self help, self care, self feeding, independence in ambulation and mobility, and toileting. The second pillar is Communication. For the non verbal child who has limited physical abilities, technology is the key that can literally unlock the world. Students are working towards technology already. Every child deserves the opportunity to develop literacy and mathematics skills. The therapy team is responsible for not only achieving the individualized goals they have established in their discipline but also to reinforce the teachers goals. Lastly is the social/emotional pillar where students focus on behavioral needs and interactions Potentials will continue to strive for students to demonstrate mastery of 70-80% of their IEP goals in each of these areas.

Every Teacher Contributes to Reading Instruction

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

Potentials Charter School serves children ages 3-10 who are both no verbal and non ambulatory in addition to students who have sensory impairment and vision and hearing concerns. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vastness of cognitive, physical, and communicative needs of our students educational opportunities are individualized on a child to child basis. Instruction is provided by certified special educators in small group or one on one instruction occurs. the staff uses a multi-sensory approach and utilizes technology and adaptive technology within the classroom. There is a functional approach to curriculum including community based instruction. Potentials staff is consistently trained in curriculum such as Unique Learning systems and on the disabilities that our students display to ensure that reading gains are made.

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

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

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

NA

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

NA

Strategies for improving student readiness for the public postsecondary level

NA

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 | | | | |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | | | | |
| Hispanic | | | | |
| White | | | | |
| English language learners | | | | |
| Students with disabilities | | | | |
| Economically disadvantaged | | | | |

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> | | 0% |
| Students scoring at or above Achievement Level 4 | <i>[data excluded for privacy reasons]</i> | | 0% |

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> | | 5% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 0% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|--|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | 24 | 75% | 75% |
| Students in lowest 25% making learning gains (FCAT 2.0) | <i>[data excluded for privacy reasons]</i> | | 25% |

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] | | 0% |
| 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] | | 0% |
| 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] | | 0% |

Postsecondary Readiness

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|-------------------------------------|---------------|---------------|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | [data excluded for privacy reasons] | | 0% |

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 | [data excluded for privacy reasons] | | 0% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | [data excluded for privacy reasons] | | 0% |

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 | | | | |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | | | | |
| Hispanic | | | | |
| White | | | | |
| English language learners | | | | |
| Students with disabilities | | | | |
| Economically disadvantaged | | | | |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|-------------------------------------|---------------|---------------|
| Students scoring at Achievement Level 3 | [data excluded for privacy reasons] | | 0% |
| Students scoring at or above Achievement Level 4 | [data excluded for privacy reasons] | | 0% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|-------------------------------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | [data excluded for privacy reasons] | | 5% |
| Students scoring at or above Level 7 | [data excluded for privacy reasons] | | 0% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|-------------------------------------|---------------|---------------|
| Learning Gains | 24 | 75% | 75% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | [data excluded for privacy reasons] | | 25% |

Middle School Acceleration

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|-------------------------------------|---------------|---------------|
| Middle school participation in high school EOC and industry certifications | [data excluded for privacy reasons] | | 0% |
| Middle school performance on high school EOC and industry certifications | [data excluded for privacy reasons] | | 0% |

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> | | 0% |
| Students scoring at or above Achievement Level 4 | <i>[data excluded for privacy reasons]</i> | | 0% |

Geometry End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Achievement Level 3 | <i>[data excluded for privacy reasons]</i> | | 0% |
| Students scoring at or above Achievement Level 4 | <i>[data excluded for privacy reasons]</i> | | 0% |

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> | | 0% |
| Students scoring at or above Achievement Level 4 | <i>[data excluded for privacy reasons]</i> | | 0% |

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> | | 5% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 5% |

Middle 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> | | 0% |
| Students scoring at or above Achievement Level 4 | <i>[data excluded for privacy reasons]</i> | | 0% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|-------------------------------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | [data excluded for privacy reasons] | | 0% |
| Students scoring at or above Level 7 | [data excluded for privacy reasons] | | 0% |

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) | 12 | | 12 |
| Participation in STEM-related experiences provided for students | 29 | 90% | 95% |

Area 6: Career and Technical Education (CTE)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students enrolling in one or more CTE courses | 0 | 0% | 0% |
| Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses | 0 | 0% | 0% |
| Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses | | 0% | 0% |
| Students taking CTE industry certification exams | 0 | 0% | 0% |
| Passing rate (%) for students who take CTE industry certification exams | | 0% | 0% |
| CTE program concentrators | 0 | 0% | 0% |
| CTE teachers holding appropriate industry certifications | 0 | 0% | 0% |

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 | 8 | 25% | 20% |
| Students retained, pursuant to s. 1008.25, F.S. | 0 | 0% | 0% |
| Students who are not proficient in reading by third grade | 32 | 100% | 95% |
| 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% |

Middle School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time | 8 | 25% | 20% |
| Students who fail a mathematics course | 0 | 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 | 0 | 0% | 0% |
| Students who receive one or more behavior referrals that leads 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

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

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Increased parent involvement with volunteer hours, meetings, fundraising activities of PTO. Communication with school and involvement with school activities. | 22 | 75% | 75% |

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--------|---------------|---------------|---------------|
|--------|---------------|---------------|---------------|

Goals Summary

- G1.** 75% of students will increase math goals identified by their IEP goals. This can also be affected by regression due to the sensitivity of the medical needs of our special need students.
- G2.** 75% of students will increase science goals identified by their IEP goals. This can also be affected by regression due to the sensitivity of the medical needs of our special need students.
- G3.** 755 of parents will increase their involvement with volunteer hours, meetings, fundraising activities,. Increased communication with school and school activities.
- G4.** 75% of students will increase reading goals identified by their IEP goals. This can also be affected by regression due to the sensitivity of the medical needs of our special need students.

Goals Detail

G1. 75% of students will increase math goals identified by their IEP goals. This can also be affected by regression due to the sensitivity of the medical needs of our special need students.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Unique system curriculum, school supplies, software, technology, trainings.

Targeted Barriers to Achieving the Goal

- Potentials Charter school serves children ages 3-10 who are both non verbal and non ambulatory. In addition to these students physical disabilities some students present with sensory impairment, and visions and hearing concerns. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vast array of cognitive, physical, and communicative needs of the students, educational opportunities are individualized on a child to child basis.

Plan to Monitor Progress Toward the Goal

75% of students will master at least one IEP goal specific to math exclusive of medical regression.

Person or Persons Responsible

Dr Tiffany North and Learning Team.

Target Dates or Schedule:

At monthly and quartet intervals as well as learning team meetings and IEP meetings .

Evidence of Completion:

Data is obtained at a minimum on a monthly basis. Data is summarized within each quarter and monthly progress notes as prepared by ESE teachers.

G2. 75% of students will increase science goals identified by their IEP goals. This can also be affected by regression due to the sensitivity of the medical needs of our special need students.

Targets Supported

- Science
- Science - Elementary School
- Science - Middle School

Resources Available to Support the Goal

- Unique system curriculum, school supplies, software, technology, training. Field trip and outside community partnerships such as Science Museum and Loggerhead.

Targeted Barriers to Achieving the Goal

- Potentials Charter school serves children ages 3-10 who are both non verbal and non ambulatory. In addition to these students physical disabilities some students present with sensory impairment, and visions and hearing concerns. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vast array of cognitive, physical, and communicative needs of the students, educational opportunities are individualized on a child to child basis.

Plan to Monitor Progress Toward the Goal

75% of students will master at least one IEP goal specific to science exclusive of medical regression.

Person or Persons Responsible

Dr Tiffany North and Learning Team

Target Dates or Schedule:

At monthly and quarterly intervals as well as at IEP meetings.

Evidence of Completion:

Successful mastery of at least one IEP goal related to science. As well as proper use of technology to support goal understanding and attainment.

G3. 755 of parents will increase their involvement with volunteer hours, meetings, fundraising activities,. Increased communication with school and school activities.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- PTO, School board, ESE staff, Dr Tiffany North, Parent training and workshop, Arc Family support Services, supplies.

Targeted Barriers to Achieving the Goal

- Due to Potentials Charter School being a Title 1 school many of our parents have a hard time attending school activities due too transportation needs as well as babysitting or work responsibilities. Additionally like many schools we are having a hard time engaging our parents and getting them involved in attending meetings outside of the IEP meetings such as workshops, training and school activities.

Plan to Monitor Progress Toward the Goal

Parents will also show increased knowledge of school events and activities.

Person or Persons Responsible

Dr Tiffany North

Target Dates or Schedule:

Monthly and at various intervals throughout school year.

Evidence of Completion:

Parents will be more involved in school activities and events. Parent surveys can help garner effectiveness of strategies

G4. 75% of students will increase reading goals identified by their IEP goals. This can also be affected by regression due to the sensitivity of the medical needs of our special need students.

Targets Supported

- Reading (FAA, Learning Gains, CELLA)

Resources Available to Support the Goal

- Unique system curriculum, school supplies, software, technology, trainings.

Targeted Barriers to Achieving the Goal

- Potentials Charter school serves children ages 3-10 who are both non verbal and non ambulatory. In addition to these students physical disabilities some students present with sensory impairment, and visions and hearing concerns. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vast array of cognitive, physical, and communicative needs of the students, educational opportunities are individualized on a child to child basis.

Plan to Monitor Progress Toward the Goal

Child specific due to each child's individual needs. Overall 75% of our students master at least one IEP goal specific to reading exclusive of medical regression. is will be monitored through formal and informal assessments. Team meetings will also occur to ensure effective implementation of curriculum.

Person or Persons Responsible

Dr Tiffany North

Target Dates or Schedule:

monthly and quarterly interval and annual IEP meetings

Evidence of Completion:

Data is obtained at a minimum on a monthly basis; data is summarized within each quarterly and monthly progress note as prepared by the ESE teacher and/or speech therapists.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. 75% of students will increase math goals identified by their IEP goals. This can also be affected by regression due to the sensitivity of the medical needs of our special need students.

G1.B1 Potentials Charter school serves children ages 3-10 who are both non verbal and non ambulatory. In addition to these students physical disabilities some students present with sensory impairment, and visions and hearing concerns. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vast array of cognitive, physical, and communicative needs of the students, educational opportunities are individualized on a child to child basis.

G1.B1.S1 Specialized instruction provided by special educator and use of technology including adaptive switches and literacy software. Use of augmentative devices and alternative forms of communication devices to participate in literacy activities,

Action Step 1

Staff will be trained in curriculum and technology to support student achievement.

Person or Persons Responsible

ESE staff, Physical therapists, speech therapists, occupational therapists.

Target Dates or Schedule

During school year and throughout goal implementation

Evidence of Completion

Data will be obtained at a minimum on a monthly basis as well as quarterly. Staff will also meet in tema meetings to discuss implementation and teaching strategies of curriculum and technology to support curriculum.

Facilitator:

Dr Tiffany North and training facilitators

Participants:

ESE teachers, Physical therapists, Occupational therapists and speech therapists.

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

Training and technology needs will be identified and followed through on. Monitoring will occur through formal and informal assessments as well as through ongoing training to ensure proper implementation.

Person or Persons Responsible

Dr Tiffany North and Learning Team

Target Dates or Schedule

At monthly and quarterly intervals as well as throughout the school year

Evidence of Completion

Completion of training, participation in learning team meetings.

Plan to Monitor Effectiveness of G1.B1.S1

Training and technology needs will be identified and followed through on. Monitoring will occur through formal and informal assessments as well as through ongoing training to ensure proper implementation. Additionally observations will occur to ensure effective instruction.

Person or Persons Responsible

Dr Tiffany North and Learning Team

Target Dates or Schedule

At monthly and quartet intervals as well as learning team meetings and IEP meetings .

Evidence of Completion

Completion of training, participation in learning team meetings. Increase in math goal achievements and effective use of technology to support learning gains.

G2. 75% of students will increase science goals identified by their IEP goals. This can also be affected by regression due to the sensitivity of the medical needs of our special need students.

G2.B1 Potentials Charter school serves children ages 3-10 who are both non verbal and non ambulatory. In addition to these students physical disabilities some students present with sensory impairment, and visions and hearing concerns. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vast array of cognitive, physical, and communicative needs of the students, educational opportunities are individualized on a child to child basis.

G2.B1.S1 Specialized instruction provided by special educator and use of technology including adaptive switches and science software. Use of augmentative devices and alternative forms of communication devices to participate in science activities,

Action Step 1

Staff will be trained in curriculum, technology and adaptive equipment usage to support learning.

Person or Persons Responsible

ESE teachers, occupational therapists, physical therapists and speech therapists.

Target Dates or Schedule

Beginning of school year and at intervals throughout school year.

Evidence of Completion

Completion of training, effective use of technology and curriculum usage.

Facilitator:

Dr Tiffany North

Participants:

Potentials staff and outside trainers and vendors.

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

Monitor effective usage of curriculum to support learning for our unique population of students. Effective use of technology to support curriculum due to our students physical and cognitive limitations.

Person or Persons Responsible

Dr Tiffany North

Target Dates or Schedule

Monthly and quarterly intervals.

Evidence of Completion

Data is obtained at a minimum on a monthly basis and summarized on a monthly and quarterly basis. Implementation of curriculum and technology usage.

Plan to Monitor Effectiveness of G2.B1.S1

Use of curriculum to support science will be observed and monitored as well as use of technology to support learning. Additionally field trips will be streamlined to effectively support experiential learning of science.

Person or Persons Responsible

Dr Tiffany North

Target Dates or Schedule

Monthly and quarterly intervals.

Evidence of Completion

Data is obtained at a minimum on a monthly basis and summarized on a monthly and quarterly basis. Implementation of curriculum and technology usage.

G3. 755 of parents will increase their involvement with volunteer hours, meetings, fundraising activities,. Increased communication with school and school activities.

G3.B1 Due to Potentials Charter School being a Title 1 school many of our parents have a hard time attending school activities due too transportation needs as well as babysitting or work responsibilities. Additionally like many schools we are having a hard time engaging our parents and getting them involved in attending meetings outside of the IEP meetings such as workshops, training and school activities.

G3.B1.S1 Mandatory an comprehensive parent orientation outlining expectations of parents. Daily communication with parents regarding their child's activities and learning via notebooks and email. Written memos and letters regarding school events. Mandatory 100 hours of volunteer activity within and outside of school. Parent satisfaction surveys. Home programming demonstration and increased parent training, workshops and advocacy events.

Action Step 1

There will be increased communication and activities that parents can participate in. These events (meetings, workshops, trainings) will be held at flexible times and days and childcare will also be provided.

Person or Persons Responsible

PTO, Parents, Principal, outside trainers

Target Dates or Schedule

Throughout school year at flexible time and locations

Evidence of Completion

Increased parent communication and volunteer hours by parents .

Facilitator:

Dr Tiffany North, Family Support Services and outside trainers and facilitators.

Participants:

Potentials Parents

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

Monitor hours and parent participation at events, meetings and with communication with school

Person or Persons Responsible

Dr Tiffany North and Administrative Asst

Target Dates or Schedule

Monthly parents receive a volunteer summary of their hours

Evidence of Completion

Monthly summary and sign in sheets at events

Plan to Monitor Effectiveness of G3.B1.S1

Monitor increased parent involvement and flexibility of activities and events to support parents schedule.

Person or Persons Responsible

Dr Tiffany North and Administrative Asst

Target Dates or Schedule

Monthly and at intervals throughout the year when events are held and parent involvement needed.

Evidence of Completion

Increased parent participation and communication

G4. 75% of students will increase reading goals identified by their IEP goals. This can also be affected by regression due to the sensitivity of the medical needs of our special need students.

G4.B1 Potentials Charter school serves children ages 3-10 who are both non verbal and non ambulatory. In addition to these students physical disabilities some students present with sensory impairment, and visions and hearing concerns. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vast array of cognitive, physical, and communicative needs of the students, educational opportunities are individualized on a child to child basis.

G4.B1.S1 Specialized instruction provided by special educator and use of technology including adaptive switches and literacy software. Use of augmentative devices and alternative forms of communication devices to participate in literacy activities,

Action Step 1

Staff will be trained in curriculum to support student achievement.

Person or Persons Responsible

ESE teachers and speech language therapists.

Target Dates or Schedule

Within one year of goal establishment or sooner as evidenced by reports.

Evidence of Completion

Data is obtained at a minimum on a monthly basis; data is summarized within each quarterly and monthly progress note as prepared by the ESE teacher and/or speech therapists.

Facilitator:

Dr Tiffany North

Participants:

ESE staff, speech and occupational therapists

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

Child specific due to each child's individual needs. Overall 75% of our students master at least one IEP goal specific to reading exclusive of medical regression. This will be monitored through formal and informal assessments.

Person or Persons Responsible

Dr Tiffany North

Target Dates or Schedule

At monthly and quarterly intervals.

Evidence of Completion

Data is obtained at a minimum on a monthly basis; data is summarized within each quarterly and monthly progress note as prepared by the ESE teacher and/or speech therapists.

Plan to Monitor Effectiveness of G4.B1.S1

Child specific due to each child's individual needs. Overall 75% of our students master at least one IEP goal specific to reading exclusive of medical regression. . This will be monitored through formal and informal assessments. Team meetings will also occur to ensure effective implementation of curriculum.

Person or Persons Responsible

Dr Tiffany North

Target Dates or Schedule

At monthly and quarterly intervals.

Evidence of Completion

Data is obtained at a minimum on a monthly basis; data is summarized within each quarterly and monthly progress note as prepared by the ESE teacher and/or speech therapists.

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

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

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. 75% of students will increase math goals identified by their IEP goals. This can also be affected by regression due to the sensitivity of the medical needs of our special need students.

G1.B1 Potentials Charter school serves children ages 3-10 who are both non verbal and non ambulatory. In addition to these students physical disabilities some students present with sensory impairment, and visions and hearing concerns. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vast array of cognitive, physical, and communicative needs of the students, educational opportunities are individualized on a child to child basis.

G1.B1.S1 Specialized instruction provided by special educator and use of technology including adaptive switches and literacy software. Use of augmentative devices and alternative forms of communication devices to participate in literacy activities,

PD Opportunity 1

Staff will be trained in curriculum and technology to support student achievement.

Facilitator

Dr Tiffany North and training facilitators

Participants

ESE teachers, Physical therapists, Occupational therapists and speech therapists.

Target Dates or Schedule

During school year and throughout goal implementation

Evidence of Completion

Data will be obtained at a minimum on a monthly basis as well as quarterly. Staff will also meet in tema meetings to discuss implementation and teaching strategies of curriculum and technology to support curriculum.

G2. 75% of students will increase science goals identified by their IEP goals. This can also be affected by regression due to the sensitivity of the medical needs of our special need students.

G2.B1 Potentials Charter school serves children ages 3-10 who are both non verbal and non ambulatory. In addition to these students physical disabilities some students present with sensory impairment, and visions and hearing concerns. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vast array of cognitive, physical, and communicative needs of the students, educational opportunities are individualized on a child to child basis.

G2.B1.S1 Specialized instruction provided by special educator and use of technology including adaptive switches and science software. Use of augmentative devices and alternative forms of communication devices to participate in science activities,

PD Opportunity 1

Staff will be trained in curriculum, technology and adaptive equipment usage to support learning.

Facilitator

Dr Tiffany North

Participants

Potentials staff and outside trainers and vendors.

Target Dates or Schedule

Beginning of school year and at intervals throughout school year.

Evidence of Completion

Completion of training, effective use of technology and curriculum usage.

G3. 755 of parents will increase their involvement with volunteer hours, meetings, fundraising activities,. Increased communication with school and school activities.

G3.B1 Due to Potentials Charter School being a Title 1 school many of our parents have a hard time attending school activities due too transportation needs as well as babysitting or work responsibilities. Additionally like many schools we are having a hard time engaging our parents and getting them involved in attending meetings outside of the IEP meetings such as workshops, training and school activities.

G3.B1.S1 Mandatory an comprehensive parent orientation outlining expectations of parents. Daily communication with parents regarding their child's activities and learning via notebooks and email. Written memos and letters regarding school events. Mandatory 100 hours of volunteer activity within and outside of school. Parent satisfaction surveys. Home programming demonstration and increased parent training, workshops and advocacy events.

PD Opportunity 1

There will be increased communication and activities that parents can participate in. These events (meetings, workshops, trainings) will be held at flexible times and days and childcare will also be provided.

Facilitator

Dr Tiffany North, Family Support Services and outside trainers and facilitators.

Participants

Potentials Parents

Target Dates or Schedule

Throughout school year at flexible time and locations

Evidence of Completion

Increased parent communication and volunteer hours by parents .

G4. 75% of students will increase reading goals identified by their IEP goals. This can also be affected by regression due to the sensitivity of the medical needs of our special need students.

G4.B1 Potentials Charter school serves children ages 3-10 who are both non verbal and non ambulatory. In addition to these students physical disabilities some students present with sensory impairment, and visions and hearing concerns. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vast array of cognitive, physical, and communicative needs of the students, educational opportunities are individualized on a child to child basis.

G4.B1.S1 Specialized instruction provided by special educator and use of technology including adaptive switches and literacy software. Use of augmentative devices and alternative forms of communication devices to participate in literacy activities,

PD Opportunity 1

Staff will be trained in curriculum to support student achievement.

Facilitator

Dr Tiffany North

Participants

ESE staff, speech and occupational therapists

Target Dates or Schedule

Within one year of goal establishment or sooner as evidenced by reports.

Evidence of Completion

Data is obtained at a minimum on a monthly basis; data is summarized within each quarterly and monthly progress note as prepared by the ESE teacher and/or speech therapists.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

| Goal | Description | Total |
|-------|--|---------|
| G1. | 75% of students will increase math goals identified by their IEP goals. This can also be affected by regression due to the sensitivity of the medical needs of our special need students. | \$2,000 |
| G2. | 75% of students will increase science goals identified by their IEP goals. This can also be affected by regression due to the sensitivity of the medical needs of our special need students. | \$400 |
| G3. | 75% of parents will increase their involvement with volunteer hours, meetings, fundraising activities,. Increased communication with school and school activities. | \$1,000 |
| G4. | 75% of students will increase reading goals identified by their IEP goals. This can also be affected by regression due to the sensitivity of the medical needs of our special need students. | \$700 |
| Total | | \$4,100 |

Budget Summary by Funding Source and Resource Type

| Funding Source | Professional Development | Evidence-Based Program | Other | Total |
|-----------------------|--------------------------|------------------------|---------|---------|
| School grants | \$700 | \$0 | \$0 | \$700 |
| Title 1 and PTO funds | \$0 | \$2,000 | \$0 | \$2,000 |
| Title 1 | \$0 | \$400 | \$0 | \$400 |
| Title 1 and grants | \$0 | \$0 | \$1,000 | \$1,000 |
| Total | \$700 | \$2,400 | \$1,000 | \$4,100 |

Budget Details

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

G1. 75% of students will increase math goals identified by their IEP goals. This can also be affected by regression due to the sensitivity of the medical needs of our special need students.

G1.B1 Potentials Charter school serves children ages 3-10 who are both non verbal and non ambulatory. In addition to these students physical disabilities some students present with sensory impairment, and visions and hearing concerns. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vast array of cognitive, physical, and communicative needs of the students, educational opportunities are individualized on a child to child basis.

G1.B1.S1 Specialized instruction provided by special educator and use of technology including adaptive switches and literacy software. Use of augmentative devices and alternative forms of communication devices to participate in literacy activities,

Action Step 1

Staff will be trained in curriculum and technology to support student achievement.

Resource Type

Evidence-Based Program

Resource

Unique Learning System is the an online, dynamic, standards-based curriculum specifically designed for students with special needs. Subscribers download monthly instructional thematic units of study. Each unit contains 30 special education lesson plans and downloadable materials that teachers can readily implement into classroom learning activities. All materials are created using SymbolStix graphics. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities. Additionally technology and adaptive equipment

Funding Source

Title 1 and PTO funds

Amount Needed

\$2,000

G2. 75% of students will increase science goals identified by their IEP goals. This can also be affected by regression due to the sensitivity of the medical needs of our special need students.

G2.B1 Potentials Charter school serves children ages 3-10 who are both non verbal and non ambulatory. In addition to these students physical disabilities some students present with sensory impairment, and visions and hearing concerns. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vast array of cognitive, physical, and communicative needs of the students, educational opportunities are individualized on a child to child basis.

G2.B1.S1 Specialized instruction provided by special educator and use of technology including adaptive switches and science software. Use of augmentative devices and alternative forms of communication devices to participate in science activities,

Action Step 1

Staff will be trained in curriculum, technology and adaptive equipment usage to support learning.

Resource Type

Evidence-Based Program

Resource

Unique Learning System is the only online, dynamic, standards-based curriculum specifically designed for students with special needs. Subscribers download monthly instructional thematic units of study. Each unit contains 30 special education lesson plans and downloadable materials that teachers can readily implement into classroom learning activities. All materials are created using SymbolStix graphics. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities.

Funding Source

Title 1

Amount Needed

\$400

G3. 755 of parents will increase their involvement with volunteer hours, meetings, fundraising activities,. Increased communication with school and school activities.

G3.B1 Due to Potentials Charter School being a Title 1 school many of our parents have a hard time attending school activities due too transportation needs as well as babysitting or work responsibilities. Additionally like many schools we are having a hard time engaging our parents and getting them involved in attending meetings outside of the IEP meetings such as workshops, training and school activities.

G3.B1.S1 Mandatory an comprehensive parent orientation outlining expectations of parents. Daily communication with parents regarding their child's activities and learning via notebooks and email. Written memos and letters regarding school events. Mandatory 100 hours of volunteer activity within and outside of school. Parent satisfaction surveys. Home programming demonstration and increased parent training, workshops and advocacy events.

Action Step 1

There will be increased communication and activities that parents can participate in. These events (meetings, workshops, trainings) will be held at flexible times and days and childcare will also be provided.

Resource Type

Other

Resource

Supplies for parent mailings, workshop facilitators and other educational workshops trainers.

Funding Source

Title 1 and grants

Amount Needed

\$1,000

G4. 75% of students will increase reading goals identified by their IEP goals. This can also be affected by regression due to the sensitivity of the medical needs of our special need students.

G4.B1 Potentials Charter school serves children ages 3-10 who are both non verbal and non ambulatory. In addition to these students physical disabilities some students present with sensory impairment, and visions and hearing concerns. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vast array of cognitive, physical, and communicative needs of the students, educational opportunities are individualized on a child to child basis.

G4.B1.S1 Specialized instruction provided by special educator and use of technology including adaptive switches and literacy software. Use of augmentative devices and alternative forms of communication devices to participate in literacy activities,

Action Step 1

Staff will be trained in curriculum to support student achievement.

Resource Type

Professional Development

Resource

Learning team and outside trainers

Funding Source

School grants

Amount Needed

\$700