

Renaissance Charter School At West Palm Beach



2014-15 School Improvement Plan

Renaissance Charter School At West Palm Beach

1889 PALM BEACH LAKES BLVD, West Palm Beach, FL 33409

westpalmcharter.org

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	Yes	69%

Alternative/ESE Center	Charter School	Minority
No	Yes	93%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	D		

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The WEST Family is committed to providing a quality education that includes character development and academic excellence to produce successful lifelong learners.

Provide the school's vision statement

We believe that all children can develop as intellectual learners, function as good citizens, and become academically successful

School Environment

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

Renaissance at West Palm Beach utilizes Responsive Classroom to learn about students' culture and build relations among teachers and students. It is a research- and evidence-based approach to education that is associated with greater teacher effectiveness, higher student achievement, and improved school climate. We also use Developmental Design which is another research based program that has middle school students practice seven key social-emotional skills every day: Cooperation, Communication, Assertion, Responsibility, Empathy, Engagement, and Self-control. Every day these two programs are used in a variety of ways. For example, in the morning each class on campus takes part in Morning Meeting or Advisory for 20 minutes.

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

Renaissance at West Palm Beach uses a few positive incentive approaches which encompass our R.I.S.E program. R.I.S.E stands for Responsible Action, Interact Respectfully, Safe Choices and Education First. Our scholars are taught this R.I.S.E concept each day through re-teaching, visuals and school wide initiatives. In the morning students are greeted as they exit their cars and come onto campus. Faculty are posted throughout the school to help with students getting to class, receiving breakfast and answering questions. During school students see visuals throughout talking about R.I.S.E to Excellence as well as they see and hear about it in class and during morning meeting. After school students are also walked to their cars and dismissed in a safe and orderly way.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The Renaissance Charter school at West Palm Beach incorporates CHAMPs classroom management as well as the R.I.S.E to Excellence school-wide plan. Within the K-5 classrooms teachers also include Classroom Dojo which is a behavior management incentive program. Within the 6-8 classrooms teachers also include PLASCO-HERO which tracks students behaviors for both positive and negative. Trainings have been provided during pre-planning and through professional development in September and August.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school has a full-time school counselor who pulls small groups relating to anger management, social skills, etc. Students go through an Rti process for behavior where they are on a check-in, check-out program, have individual behavior plans or participate in a functional behavioral assessment. Renaissance at West Palm also has an ESE coordinator and two other highly qualified ESE teachers who over see all students with IEP's and 504 plans. There is also a speech and language pathologist who pulls students for language or speech therapy. Renaissance at West Palm has an ESOL coordinator who works with all the ESOL students and provides strategies to teachers so they can be efficient in the classrooms with their ESOL students.

Early Warning Systems

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

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

Tardies - 3 tardies are equivalent to 1 unexcused absence. Follow the steps below for students who are

habitually tardy. - 3 tardies / 6 tardies within a one month period:

- Write a note in the student's agenda notifying the parent(s) that 3 tardies = 1 absence (6 = 2 absences).
- Document each contact made.
- 9 tardies within a one month period:
- Follow the steps below for absences

Absences

Procedures: Parents and guardians are responsible for notifying the school when a child will be absent

and informing the school of the reason of the absence within 24 hours of the absence.

- Parent(s)/guardian(s) may send a note explaining the reasons for the absences the day a student returns; this note will need to be submitted to the front office attendance clerk
- Parent(s)/guardian(s) are to be notified by telephone or by mail when lack of attendance endangers the student's grades

3 absences within one month:

- Teachers are to call the parent and explain the attendance procedures above.
- Document the conversation and the reasons the parent gave for the student's absences.

5 absences within one month:

- Teachers are to call the parent and explain the attendance procedures above as well as the next steps if the student continues to be absent.
- Document the conversation and the reasons the parent gave for the student's absences.
- Notify the Dean/Counselor of the student's attendance issues. Give him a copy of your documented phone calls to the parent re: unexcused absences. Letter (Sample #2) will be sent home.
- The Student Truancy Attendance Agreement will be signed (PBSD 2224) will be signed.

10 absences within three months:

- Teachers notify the Dean/Counselor that the student's attendance issue has progressed to 10 absences.
- A referral to the School Based Team will be made and set a conference with the parent (Letter Sample #3; documented on form PBSD 2228). Interventions will be set by the SBT.

15 absences within three months:

- Teachers notify the Dean/Counselor that the student's attendance issue has progressed to 15 absences.

- Agencies will be contacted to help with student Truancy (Urban League, CINS/FINS, DCF)

Suspensions: Parents are notified and must attend a conference with administration and the teachers before returning to school. At this meeting a document is formed between the student, teachers and

parents of the expectations in class and how the student can reach these expectations. The Counselor and Dean are also present to provide input and create an individualized behavior plan. All students who fail LA or Math must participate in course recovery through PLATO. They are monitored by the school counselor and subject area teachers. Any student with a level 1 on the state assessment is scheduled in intensive classrooms and must also attend mandatory tutoring after school three days a week for 90 minutes and Saturday Success Academy for 3 hours to get additional help in either Reading or Math.

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

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

Indicator	Grade Level								Total
	K	1	2	3	4	5	6	7	
Attendance below 90 percent	3	3	5	2	4	5	6	3	31
One or more suspensions	0	0	0	6	5	8	9	11	39
Course failure in ELA or Math	0	0	0	0	0	0	1	3	4
Level 1 on statewide assessment	0	0	0	36	16	18	15	22	107

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

Indicator	Grade Level					Total
	3	4	5	6	7	
Students exhibiting two or more indicators	4	3	6	8	8	29

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

For students below 90% attendance rates, parents will be contacted and home visits taking place to help with transportation issues. Incorporating a truancy policy which is reflected in the discipline plan which is shared with all parents. Hand-sanitizers installed in the cafeteria for students to use while in the food line so they can wash hands before eating to cut down on sick days.

For students with one or more suspensions, they will be provided group counseling and Rti for behavior once the infraction that occurs is discussed. Responsive classroom and Developmental Design will also be strategically placed in the bell schedule to help with cooperative grouping and social skills.

Students with a level 1 or level 2 or have failed any prior classes will be provided triple III time and intensive classes to increase their instructional minutes. They will also be provided with extended day after school for 90 minutes, three days a week and Saturday Success Academy for 3 hours.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

The following are targets for the FY13-14 school year: Involve families and the community in decision making policies and planning thru the PTO, strategic planning committee and provide increased parent professional development

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The Parent-Teacher Committee and Administration reach out to local entities to help with school culture and academic excellence at Renaissance at West Palm Beach. Some local partners include the US Attorneys office, Urban League, Bank of America, Duffys, Salvation Army and the Boys and Girls Club. Each partnership is unique in the way of supporting the school, for example Bank of America has representative that come to the school to teach our students about savings accounts and work with our math department to create lessons involving decimals, percentages, etc.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Lupton, Michael	Principal
Miller, Neil	Dean
Samuels, Katrina	Assistant Principal
Rodriguez, Caroleen	Instructional Coach
Edgar, Christine	Instructional Coach
Swiggum, Erin	Instructional Coach
King, Nadia	Teacher, ESE
Haiko, Ken	Other
Laguerre, Sherly	Guidance Counselor
Schettini, Christine	Other

Duties

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

Principal: The role of the principal is to be energetic, aware and knowledgeable of all the occurrences within the school. Be open with communication, input and provide feedback to all stakeholders. Some responsibilities include the school budget, school compliance, state and district reporting, board meeting facilitation, providing professional development and supporting teachers, strategic planning and team lead support.

Assistant Principal: Oversees testing, school compliance, teacher walk throughs, scheduling, data chat meetings, ESP and participates in weekly administrative meetings.

Instructional Coaches: Over see lesson planning, professional development, data analysis, writing

prompts, teacher walk-throughs, Curriculum support, models lessons, interventions, pull out groups, pacing guides, curriculum maps, instructional focus plans
ESE teacher: facilitates RTI meetings, develops plans for interventions, assists with data collections, supports the implementation of Tier 1,2,3 interventions
School Counselor: provides behavior Rti support, implements responsive classroom and developmental design, creates small group counseling sessions and has an outreach for outside school support

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school leadership team assesses the students prior year data as well as their pre-assessment data through NWEA benchmark assessments in reading, math and science. Students who are level 1's and 2's as well though below the 50th percentile on benchmarks are than targeted for pull-out groups and extended day. Reading Running Records and FAIR are also others measures for academic success. The School based team meets on a weekly basis to review weekly data and discuss overall implementation of the Rti plan. Rti data binders are reviewed along with weekly observations of teachers and students and student data for students who performed below proficiency in 2013-14 or are predicting to score below proficiency. The school leadership team first meets at the Data Summit in July where the previous years data is reviewed and actions decided upon by the stakeholders. The team also participates in professional development to ensure that WEST is using the most effective strategies to help students catch up their desired grade level. Tier I instructional resources include Wonders, Envision, Time for Kids and Science Weeklies.
Title I part A - Renaissance at West Palm Beach received \$126,974 this year and is allocating the majority of the money to fund a Resource teacher, a curriculum coach and part time hourly salaries for tutorial teachers. The funds are also being spent on Staff development through a consultant and PD supplies. Additionally there is funds for family involvement which are being spent towards a parent resource center and furniture.
Title I part C - When eligible migrant students are identified in school Renaissance charter school will coordinate with the district for possible services.
Title II - Participates in title II, by the Renaissance Charter school at West Palm beach allowing our teachers to participate in district professional developments through-out the year. Teachers sign in through palmbeachschools.org/charter to enroll in district PDs.
Title III - Renaissance at West Palm beach has an ESOL coordinator who communicates with the district ESOL coordinator to ensure compliance
Title X - When eligible homeless students are identified in school Renaissance charter school will coordinate with the district for possible services.
Urban League - They help our school and counselor with resources for students and parents. They participate in parent night meetings and provide mentors for our small group counseling sessions.
Salvation Army - They provide our students with a gymnasium for afterschool activities as well as provide many of our students from low social economical areas with free backpacks and school materials. During the holidays they will also be reaching out to our families to provide canned goods and presents.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Michael Lupton	Principal
Frank DeMaria	Teacher
Brittany Nelson	Teacher
Michelle Rock	Teacher
Natasha Derico	Parent
Dejeanne Jules	Parent
Sherly Laguerre	Education Support Employee
Ardyn Dukeshire	Student
Debra Cruz	Student
Angelica Sweeney	Parent
Pauline Lawson	Parent
Oshuntokie Mitchell	Parent

Duties

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

Evaluation of last year's school improvement plan

The strategies implemented to increase reading and math proficiency for the lowest 25% were effective.

Development of this school improvement plan

During July of 2014, teachers, parents and local stakeholders were invited to participate in the annual Data Summit where a strategic plan was discussed and goals were created for the 2014-15 school year. The members involved discussed areas of the SIP, from Reading to Math to EWS to STEM to title I. The group brainstormed ideas and a vision for the school in which Renaissance at West Palm Beach is now going in the right direction. The SAC team had a meeting in early September which didn't reach its quorum. We reviewed last years school improvement plan and how items needed to be adjusted and added for the 2014-15 school year.

Preparation of the school's annual budget and plan

School budget is available upon request.

Title I has allocated \$126,974 to Renaissance Charter School at West Palm Beach.

The SAC was involved in the planning of the budget by meeting in the summer during the annual data chat to review FCAT scores, parent, student and staff surveys and attendance data. It was than determined how the funds were going to be spent to support the SIP.

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

N/A

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Lupton, Michael	Principal
Edgar, Christine	Instructional Coach
Swiggum, Erin	Instructional Coach
Samuels, Katrina	Assistant Principal
Rodriguez, Caroleen	Instructional Coach
Laguerre, Sherly	Guidance Counselor
Miller, Neil	Dean
Schettini, Christine	Other
King, Nadia	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The LLT will increase school wide literacy across all content areas. They will ensure the implementation of approved research based reading programs by meeting with Curriculum specialists weekly to consider student assessment data and discuss classroom observation data. They will also talk about professional development needs and analyze instructional focus plan results and common monthly assessments. The team will provide support and guidance in the area of curriculum and instruction by reviewing lesson plans, developing leaders, and evaluating school core content standards. They will also implement progress monitoring through personalized learning plans and involve research based reading strategies and skills. The team will meet once a month to review school wide data and evaluate Tier I instruction and review progress monitoring data at each grade level and classroom level to determine where support is needed. Data will be used from NWEA benchmarks, FAIR, I-station and common monthly assessments to determine tier II and tier III students. These students will then create a progress monitoring plan(PMP) for the year which will be monitored by the teacher and parent.

Public and Collaborative Teaching

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

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

At the beginning of the year Renaissance at West Palm Charter has a New teacher Induction for 4 days and then has a Returning Teacher Orientation for 6 days which focuses on collaboration among departments or grade level teams. Teams get together to do lesson plans, create instructional focus plans, create uniformed discipline plans, analyze prior years data and set up University/College theme based classrooms. During the year there is numerous Professional developments and faculty meetings where teachers are recognized for the exceptional work they are doing. They also received incentives through the WEST teacher incentive program where they receive Lupton Loonies and Samuels denarios and they can "cash in" for certain items. Renaissance at West Palm Beach also has weekly Data chats with our teams where we review certain instructional items and analyze data and student progress. There are also 9 committees throughout the school that meet bi-weekly. They include the Sunshine committee, Book Club, Grants committee, School design and developmental committee, etc.

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

Vacancies are posted in the company's website along with sources web sources, college career portals, the state's job boards etc. There are annual job fairs in the Palm Beach area for principals to screen potential candidates. We have a mentor teacher coordinator who is responsible for working with our new teachers and that is our Dean. New teachers are paired up with mentor teachers through the ESP process. Our school will strive to hire certified highly qualified staff in compliance with ESEA law. There is also two Reading Curriculum Resource teachers that provide support to teachers on a daily basis. Additionally we have a curriculum specialist who is from the support center office and meets with the CRTs on a weekly basis. Renaissance at West Palm Beach also has a Math Coach who supports K-8 Math teachers with instructional strategies and curriculum resources. These curriculum resource teachers are also responsible for conducting professional development to support high quality instructional practices.

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

At Renaissance at West Palm Beach we implement a teacher mentoring program which is ongoing throughout the school year. We include peer to peer walk-throughs, monthly meetings and our mentoring partner support system. Teachers are encouraged to observe their peers during planning time, or lunch to see best practices in other classrooms. This way they can incorporate new ideas as well as provide important feedback to the observed teacher. There are monthly TLC (ESP) meetings for new teachers and our mentoring support system is a planned buddy program where teachers are paired up based on areas of need and strengths. The rationale for the pairings is that the mentor teachers have been successful teaching our students in the content area of the assigned mentee.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Renaissance at West Palm Beach communicates with the Support Center and its Curriculum Specialists to order the correct material that has been approved. The education team reviews all resources and materials and provides approval to the schools on what they can order. The curriculum utilized at West Palm Beach is Wonders, Envision, Time for Kids, Science Weekly, Readingplus, I-station, mathletics, journeys, Wonderworks, I-science, fusion science and math connects.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Renaissance at West Palm beach utilizes NWEA benchmark assessments to assess its students throughout the year. These benchmark assessments are computer based and individualized based on the students responses. Teachers then have weekly data chats to analyze the data and create small groups to focus on instructional needs. Students below proficiency are also identified and then pulled for small group throughout the day. A research based intervention program is used by a certified teacher when pulling these small groups. I-Station is another program which differentiates instruction and the students are assessed through I-station on a monthly basis. Home learning

activities through Reading and Math are also differentiated based on the students progress towards mastery in class.

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

Strategy: Extended School Day

Minutes added to school year: 9,600

Students who are level 1 or 2 or are reading below proficiency based on the NWEA benchmark assessment are required to attend Extended Day. This will occur 3 times a week for 120 minutes from October 2014 through the beginning of May 2015. Students will receive instruction in vocabulary, fluency and comprehension through Wonder Works, Journeys, Readingplus and I-Station, all of which are research based intervention programs.

Strategy Rationale

Research has shown that students need a vast amount of additional minutes for catch-up growth.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lupton, Michael, michael.lupton@palmbeachschools.org

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

Data will be collected bi-weekly to assess the students progress. It will be determined through readingplus reports, I-station analysis and adventure checkpoints in Journeys. Attendance will also be monitored to ensure high participation rates.

Strategy: Weekend Program

Minutes added to school year: 2,160

Saturday Success Academy will be provided once a week from January through May for 3 hours a day. The instructional focus will be in Reading, Math and Science. teachers will create lesson plans based on NWEA benchmark analysis as to what is the area of weakness for each grade level. They will review the curriculum maps and create a plan of action to help students learn testing strategies on the computer as well as targeted reading skills.

Strategy Rationale

Research has shown that students need a vast amount of additional minutes for catch-up growth.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lupton, Michael, michael.lupton@palmbeachschools.org

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

Common Monthly Assessments will help us determine if the instruction is beneficial and if students are progressing on the targeted skill.

Student Transition and Readiness

PreK-12 Transition

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

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

During the summer of 2014 incoming kindergarten students and parents were invited to Transition sessions three times. At each session we discussed the content the students will be learning as well as the Florida Standards each child needs to master to show proficiency. There were also kindergarten pre-screenings after the child was already enrolled to assess the level at which the child was on coming into school. Once the local vpk programs are identified, there will be outreach to them to provide field trips to our school to see how students behave and interact in kindergarten. For our 8th grade students we will be holding High School Nights where the local high schools will be invited to our school to present to our parents. We will discuss the transition to high school as well as the academic and behavioral expectations.

College and Career Readiness

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

N/A

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

N/A

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase proficiency in all major subject areas tested through state assessments by 10%.
- G2.** Decrease the turn over rate of faculty to less than 25% as compared to the 2013-14 school year.
- G3.** Decrease suspensions and detentions by 5% as measured in Powerschools.

Strategic Goals Detail

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

G1. Increase proficiency in all major subject areas tested through state assessments by 10%. 1a

G039574

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	57.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	80.0

Resources Available to Support the Goal 2

- Wonders Reading Curriculum Wonder Works Intervention Kits Readingplus I-Station Leveled Readers, Reading A-Z Envision Mathletics Envision Intervention Kits Fountas and Pinnell Kits Graphic Organizers Journeys Curriculum Resource Teachers, Coaches, Pull-Out teachers

Targeted Barriers to Achieving the Goal 3

- Ensuring time to conference with teachers and analyze data in order to develop the Instructional focus program and Instructional calendars. A large number of new teachers to the profession Ability to differentiate instruction based on individual student needs Consistently incorporating higher order questions in lesson plans and lesson plan implementation with fidelity Need to provide additional, focused instructional time for targeted students
- Lack of parent participation and knowledge of their child's academics

Plan to Monitor Progress Toward G1. 8

Learning team meetings
 Grade level meetings
 Instructional focus calendars
 Informal/formal observations
 Data chats

Person Responsible

Michael Lupton

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative assessment results Learning team meeting data results

G2. Decrease the turn over rate of faculty to less than 25% as compared to the 2013-14 school year. 1a

G047891

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	75.0
Highly Qualified Teachers	100.0

Resources Available to Support the Goal 2

- Title I consultant
- Professional development materials

Targeted Barriers to Achieving the Goal 3

- lack of professional development

Plan to Monitor Progress Toward G2. 8

PD consultant - monitor the PD

Person Responsible

Michael Lupton

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

consultant contract, flyers, sign-in sheet, agenda

G3. Decrease suspensions and detentions by 5% as measured in Powerschools. 1a

G039575

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	10.0
Discipline incidents	10.0
Students exhibiting two or more EWS indicators (Total)	10.0

Resources Available to Support the Goal 2

- Classroom libraries Supplemental materials aligned with balanced literacy program Teachers for reading tutoring pullouts after school and on Saturdays DIBELS RTI coaches ESOL teacher

Targeted Barriers to Achieving the Goal 3

- Ensuring time to conference with teachers and analyze data in order to develop the Instructional Focus Program and instructional focus calendars A large number of new teachers to the teaching profession Ability to differentiate instruction based on individual student needs Consistently incorporating higher order questions in lesson plans and lesson plan implementation with fidelity Need to provide additional, focused instructional time for targeted students

Plan to Monitor Progress Toward G3. 8

Learning Team Meetings
 Grade Level Planning
 Instructional Focus calendars
 Informal and Formal Observations
 Data Chats

Person Responsible

Schedule

Evidence of Completion

Monthly formative assessment results Learning team meeting data results

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase proficiency in all major subject areas tested through state assessments by 10%. 1

G039574

G1.B1 Ensuring time to conference with teachers and analyze data in order to develop the Instructional focus program and Instructional calendars. A large number of new teachers to the profession Ability to differentiate instruction based on individual student needs Consistently incorporating higher order questions in lesson plans and lesson plan implementation with fidelity Need to provide additional, focused instructional time for targeted students 2

B095523

G1.B1.S1 Teachers will meet during common planning with the curriculum resource teacher to effectively use data to plan and drive math instruction weekly resulting in a Instructional Focus program which is updated after each Benchmark Assessment. Teachers will receive support through the coaching cycle on how to effectively use data to drive instruction. Teachers will identify current and potential Level I and II students and provide small group instruction that focuses in greater depth on student weaknesses. Teachers will incorporate research based questioning strategies into all content areas. High order questioning will be included in every lesson plan. Teachers will develop personalized learning plans for each student. Small group instruction with specific focus for select student 30 minutes during the school day as well as 60 minutes twice a week after school and 180 minutes on Saturdays. To hire a supplemental resource teachers and an academic coach. 4

S106674

Strategy Rationale

To increase the overall reading proficiency and provide support to all teachers and students with instructional academic needs.

Action Step 1 5

A reading teachers and academic coach

Person Responsible

Michael Lupton

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data binders Grade Level planning Classroom walk throughs Informal/formal observations
Lesson plans Student personal learning plans coach schedule of services

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

Review grade level team meeting data
Data chats with all teachers at grade level meetings
walk throughs
observe professional development

Person Responsible

Michael Lupton

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Notes from grade level meetings Data binders Walk through in classroom lesson plans
coach schedule conference notes with teachers emails charter school reimbursement
request

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

Benchmark Assessment results
Monthly/weekly meetings
Data chats with teachers

Person Responsible

Michael Lupton

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Benchmark results Lesson plans Data binders agenda, notes emails charter school
reimbursement

G1.B2 Lack of parent participation and knowledge of their child's academics **2**

 B119276

G1.B2.S1 Install two desktop computers and a printer for the parent resource center, **4**

 S131475

Strategy Rationale

So parents can access their child's grades and have access to online learning with their children and review educational online programs.

Action Step 1 **5**

Create a parent resource center with computers and a printer on a table

Person Responsible

Michael Lupton

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

purchase order of computers and printers, receipts and reimbursement requests

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

Parent resource center

Person Responsible

Michael Lupton

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

receipts, purchase order and reimbursement request

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

Parent resource center

Person Responsible

Michael Lupton

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

receipts, purchase order and reimbursement requests

G2. Decrease the turn over rate of faculty to less than 25% as compared to the 2013-14 school year. 1

 G047891

G2.B1 lack of professional development 2

 B119277

G2.B1.S1 Hire a PD consultant and provide PD supplies as needed 4

 S131457

Strategy Rationale

Train teachers so they can be better equipped with the knowledge and materials necessary to teach their students.

Action Step 1 5

Hire a PD consultant

Person Responsible

Michael Lupton

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

hire a consultant - observe the professional development

Person Responsible

Michael Lupton

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

agenda, sign in sheet, follow up on the PD presented, reflection, consultant contract, reimbursement request

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

hire a consultant, observe the professional development

Person Responsible

Michael Lupton

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

agenda, sign in sheet, reflection on the training, consultant contract for reimbursement

G3. Decrease suspensions and detentions by 5% as measured in Powerschools. 1

G039575

G3.B1 Ensuring time to conference with teachers and analyze data in order to develop the Instructional Focus Program and instructional focus calendars A large number of new teachers to the teaching profession Ability to differentiate instruction based on individual student needs Consistently incorporating higher order questions in lesson plans and lesson plan implementation with fidelity Need to provide additional, focused instructional time for targeted students 2

B095524

G3.B1.S1 Teachers will meet during common planning with the curriculum resource teacher to effectively use data to plan and drive reading instruction weekly, resulting in an Instructional Focus Program which is updated after each Benchmark Assessment. Teacher will receive support through the coaching cycle on to effectively use data to drive instruction. Teachers will identify current and potential Level I and II students and provide small group instruction that focuses in greater depth on student weaknesses. Teachers will incorporate research based questioning strategies into all content areas. High order questioning will be included in every lesson plan. Teachers will develop personalized learning plans for each student. Small group instruction with specific focus for select students 30 minutes during the school day as well as 60 minutes twice a week after school and 180 minutes on Saturdays 4

S106675

Strategy Rationale

Action Step 1 5

Review grade level team meeting data
Collect results monthly of common formative assessments that assess reading skills and disseminate this to grade level teams
Data chats with all teachers at grade level meetings

Person Responsible

Schedule

Evidence of Completion

Data Binders Grade Level Planning Classroom Walk-Throughs Informal and Formal Observations Lesson Plans Personal Learning Plans

Action Step 2 5

Review grade level team meeting data
Collect results monthly of common formative assessments that assess reading skills and disseminate this to grade level teams
Data chats with all teachers at grade level meetings

Person Responsible

Schedule

Evidence of Completion

Data Binders Grade Level Planning Classroom Walk-Throughs Informal and Formal Observations Lesson Plans Personal Learning Plans

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

Review grade level team meeting data
Data chats with all teachers at grade level meetings

Person Responsible

Schedule

Evidence of Completion

Notes from grade level meetings Data binders Classroom walk throughs

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

Reading Challenge results
Benchmark Assessment results
Monthly and weekly formative assessment results
Data chats

Person Responsible

Schedule

Evidence of Completion

Benchmark assessments Lesson plan analysis Data binders

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	A reading teachers and academic coach	Lupton, Michael	8/18/2014	Data binders Grade Level planning Classroom walk throughs Informal/formal observations Lesson plans Student personal learning plans coach schedule of services	6/5/2015 annually
G3.B1.S1.A1	Review grade level team meeting data Collect results monthly of common formative assessments that assess reading skills and disseminate this to grade level teams Data chats with all teachers at grade level meetings		Data Binders Grade Level Planning Classroom Walk-Throughs Informal and Formal Observations Lesson Plans Personal Learning Plans	once	
G2.B1.S1.A1	Hire a PD consultant	Lupton, Michael	8/18/2014		6/5/2015 annually
G1.B2.S1.A1	Create a parent resource center with computers and a printer on a table	Lupton, Michael	8/18/2014	purchase order of computers and printers, receipts and reimbursement requests	6/5/2015 annually
G3.B1.S1.A2	Review grade level team meeting data Collect results monthly of common formative assessments that assess reading skills and disseminate this to grade level teams Data chats with all teachers at grade level meetings		Data Binders Grade Level Planning Classroom Walk-Throughs Informal and Formal Observations Lesson Plans Personal Learning Plans	once	
G1.MA1	Learning team meetings Grade level meetings Instructional focus calendars Informal/formal observations Data chats	Lupton, Michael	8/18/2014	Formative assessment results Learning team meeting data results	6/5/2015 annually
G1.B1.S1.MA1	Benchmark Assessment results Monthly/weekly meetings Data chats with teachers	Lupton, Michael	8/18/2014	Benchmark results Lesson plans Data binders agenda, notes emails charter school reimbursement	6/5/2015 annually
G1.B1.S1.MA1	Review grade level team meeting data Data chats with all teachers at grade level meetings walk throughs observe professional development	Lupton, Michael	8/18/2014	Notes from grade level meetings Data binders Walk through in classroom lesson plans coach schedule conference notes with teachers emails charter school reimbursement request	6/5/2015 annually
G1.B2.S1.MA1	Parent resource center	Lupton, Michael	8/18/2014	receipts, purchase order and reimbursement requests	6/5/2015 annually
G1.B2.S1.MA1	Parent resource center	Lupton, Michael	8/18/2014	receipts, purchase order and reimbursement request	6/5/2015 annually
G2.MA1	PD consultant - monitor the PD	Lupton, Michael	8/18/2014	consultant contract, flyers, sign-in sheet, agenda	6/5/2015 annually
G2.B1.S1.MA1	hire a consultant, observe the professional development	Lupton, Michael	8/18/2014	agenda, sign in sheet, reflection on the training, consultant contract for reimbursement	6/5/2015 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	hire a consultant - observe the professional development	Lupton, Michael	8/18/2014	agenda, sign in sheet, follow up on the PD presented, reflection, consultant contract, reimbursement request	6/5/2015 annually
G3.MA1	Learning Team Meetings Grade Level Planning Instructional Focus calendars Informal and Formal Observations Data Chats		Monthly formative assessment results Learning team meeting data results	once	
G3.B1.S1.MA1	Reading Challenge results Benchmark Assessment results Monthly and weekly formative assessment results Data chats		Benchmark assessments Lesson plan analysis Data binders	once	
G3.B1.S1.MA1	Review grade level team meeting data Data chats with all teachers at grade level meetings		Notes from grade level meetings Data binders Classroom walk throughs	once	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase proficiency in all major subject areas tested through state assessments by 10%.

G1.B1 Ensuring time to conference with teachers and analyze data in order to develop the Instructional focus program and Instructional calendars. A large number of new teachers to the profession Ability to differentiate instruction based on individual student needs Consistently incorporating higher order questions in lesson plans and lesson plan implementation with fidelity Need to provide additional, focused instructional time for targeted students

G1.B1.S1 Teachers will meet during common planning with the curriculum resource teacher to effectively use data to plan and drive math instruction weekly resulting in a Instructional Focus program which is updated after each Benchmark Assessment. Teachers will receive support through the coaching cycle on how to effectively use data to drive instruction. Teachers will identify current and potential Level I and II students and provide small group instruction that focuses in greater depth on student weaknesses. Teachers will incorporate research based questioning strategies into all content areas. High order questioning will be included in every lesson plan. Teachers will develop personalized learning plans for each student. Small group instruction with specific focus for select student 30 minutes during the school day as well as 60 minutes twice a week after school and 180 minutes on Saturdays. To hire a supplemental resource teachers and an academic coach.

PD Opportunity 1

A reading teachers and academic coach

Facilitator

Curriculum resource teacher - sharing best practices

Participants

Principal Assistant Principal Curriculum Resource Teacher Lead Teachers Teachers

Schedule

Annually, from 8/18/2014 to 6/5/2015

G2. Decrease the turn over rate of faculty to less than 25% as compared to the 2013-14 school year.

G2.B1 lack of professional development

G2.B1.S1 Hire a PD consultant and provide PD supplies as needed

PD Opportunity 1

Hire a PD consultant

Facilitator

PD consultant

Participants

teachers, team leads, coaches, administration

Schedule

Annually, from 8/18/2014 to 6/5/2015

G3. Decrease suspensions and detentions by 5% as measured in Powerschools.

G3.B1 Ensuring time to conference with teachers and analyze data in order to develop the Instructional Focus Program and instructional focus calendars A large number of new teachers to the teaching profession Ability to differentiate instruction based on individual student needs Consistently incorporating higher order questions in lesson plans and lesson plan implementation with fidelity Need to provide additional, focused instructional time for targeted students

G3.B1.S1 Teachers will meet during common planning with the curriculum resource teacher to effectively use data to plan and drive reading instruction weekly, resulting in an Instructional Focus Program which is updated after each Benchmark Assessment. Teacher will receive support through the coaching cycle on to effectively use data to drive instruction. Teachers will identify current and potential Level I and II students and provide small group instruction that focuses in greater depth on student weaknesses. Teachers will incorporate research based questioning strategies into all content areas. High order questioning will be included in every lesson plan. Teachers will develop personalized learning plans for each student. Small group instruction with specific focus for select students 30 minutes during the school day as well as 60 minutes twice a week after school and 180 minutes on Saturdays

PD Opportunity 1

Review grade level team meeting data Collect results monthly of common formative assessments that assess reading skills and disseminate this to grade level teams Data chats with all teachers at grade level meetings

Facilitator

curriculum resource teacher

Participants

Principal Assistant Principal Curriculum Resource Teacher Teacher

Schedule

Budget Rollup

Summary

Description	Total
Goal 1: Increase proficiency in all major subject areas tested through state assessments by 10%.	119,921
Goal 2: Decrease the turn over rate of faculty to less than 25% as compared to the 2013-14 school year.	7,053
Grand Total	126,974

Goal 1: Increase proficiency in all major subject areas tested through state assessments by 10%.

Description	Source	Total
B1.S1.A1 - supplemental teacher salary salary of an academic coach	Title I Part A	116,995
B2.S1.A1 - computers, printer and furniture and fixture	Title I Part A	2,926
Total Goal 1		119,921

Goal 2: Decrease the turn over rate of faculty to less than 25% as compared to the 2013-14 school year.

Description	Source	Total
B1.S1.A1 - consultant salary PD materials	Title I Part A	7,053
Total Goal 2		7,053