



## JFK Medical Center Charter School

4696 DAVIS RD, Lake Worth, FL 33461

<http://brighthorizons.com/site/index.aspx>

### School Demographics

**School Type**

Combination

**Title I**

Yes

**Free/Reduced Price Lunch**

61%

**Alternative/ESE Center**

No

**Charter School**

Yes

**Minority**

76%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	B	A

### 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	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

JFK Medical Center Charter School is committed to provide an in the workplace public school of choice where the community of learners are provided learning experiences that reflect our changing world, our community, our families and that is woven deeply with tradition. This school is a place where rich content comes alive every day; we reflect strong family values, promote positive role models, and teachers respect students' active participation to shape their own learning so that all students can find the leader within.

##### Provide the school's vision statement

At JFK Medical Center Charter School we envision a school community rich with learners, who foster high expectations, dedicate themselves to achieve and where passion ignites the classroom everyday so that all students can be successful.

#### School Environment

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

JFK Medical Center Charter School will infuse the content required by Florida Statute 1003.42(2) as SB Policy 2.09(8)(b), as applicable to appropriate grade levels including but not limited to:

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

Our school community is a vibrant tapestry of children, families, and employee who represent many different cultures, backgrounds, and experiences. We strive to create a culture that values and includes every individual and celebrates unique differences. To do this we act deliberately to embrace diversity and encourage inclusion and respect by providing diversity education to our employees. We celebrate and value all people through inclusive classroom experiences and diversity showcases.

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

The JFK Medical Center Charter Schools mission is to provide innovative programs that help children, families, and employee work together to be their very best. Each one of us has an important role to play in fulfilling that mission. We care passionately about what we do, and we are committed to building an school community that will make a different for generations to come. Our HEART Principles are a guide to help us support one another and reflect that spirit of our company in the important work that we do each day.

We also follow a single school culture for behavior that outlines guidelines for success. These expectations communicate to students what behavior is expected before, during, & after school. Classroom teachers develop individual classroom management plans that include classroom expectations, procedures, & routines. They also develop procedures for students to communicate needs & concerns. Safety on campus is a top priority.

Security is monitored closely. Procedures are in place for emergencies & drills are conducted according to state/district requirements.

**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**

JFK Medical Center Charter School has a Single School Culture that begins with shared norms, beliefs, values, and goals and results in agreed upon processes and procedures that produce consistency in practice.

We outline a universal set of Guidelines of Success. These guidelines are taught to students several times a year along with classroom expectations & procedures. We ensure that teachers are trained and utilize classroom management techniques (i.e. CHAMPS, color chart, etc).

Administration ensure differentiated instruction is taking place to meet the needs of all learners, expectations are reviewed with each activity. Support staff is in place to assist with remediation, academic & behavioral support.

**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 Based Team (SBT) meets regularly to discuss students who have academic or social-emotional barrier to success. Support staff does check-in with students and teachers to ensure students needs are being met. The team utilizes data-based decision making to close academic and social-emotional gaps to ensure all students are college-career ready. The school engages with appropriate personnel (SLP, school psychologists, private agencies) to provide services based upon student need. We employ a student services coordinator that works with teachers, students, and parents in order to provide guidance services. She is also a member of the SBT and coordinates ESE/ELL services. Teachers are provided professional development to educate them on best practices in social-emotional & behavioral techniques.

### **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**

JFK Medical Center Charter School employs an early warning system to monitor students who may need to be provided with early interventions and supports. The indicators listed below allow us to increase our effectiveness in identifying students who are falling behind academically, behaviorally, and/or social-emotionally.

- Student attendance is below 90% (K-8)
- Two or more behavior referrals (K-8)
- One or more suspensions (K-8)
- Currently receiving Tier II & Tier III interventions with minimal progress (K-8)
- Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics (3-8)
- Course failure in English Language Arts or Mathematics (6-8)

**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	
Attendance below 90 percent	2	0	0	1	0	1	2	6
One or more suspensions	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	4	9	11	7	31
Students in Tier III Interventions	5	8	6	8	7	3	4	41
Two or more behavior referrals	0	0	0	0	1	0	1	2

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

Indicator	Grade Level				Total
	K	3	4	6	
Students exhibiting two or more indicators	1	4	6	3	14

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

JFK Medical Center Charter School provides research-based intervention strategies to improve the academic performance of students identified by the early warning system. The interventions listed below are provided to students immediately and all stakeholders are involved in the system of supports process. Teachers are provided professional development on differentiated instruction and provide scaffolding during daily instruction.

- Students are referred to School Based Team (SBT)
- Students are provided with Tier II/Tier III instruction (iii, Wilson Foundations, etc.)
- Frequent communication is established between home & school
- Administrative/Student Services provide guidance services for students and/or parents

**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**

**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 JFK Medical Center Charter School evaluates the assessment data to identify the areas of strength & weakness. The school leadership team, SAC, &/or board of directors utilize this information to seek out community resources to support the school.

Some of the established partnerships are:  
 JFK Medical Center - health & wellness, Well Aware Day  
 Tau Beta Pi (FAU) - members provide hands-on mathematics learning experiences  
 Palm Beach Atlantic University - education students volunteer within the classrooms

## 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
Sills, Stephen	Principal
LaCoursiere, Michele	Assistant Principal
Chiple, Jennifer	Administrative Support

#### Duties

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

Both the Principal & Assistant Principal provide leadership and direction to team members, coordinate all activities/assignments of the school staff, and recommend outside resources. They monitor the progress of all students and coordinate instructional changes after team review. They ensure compliance of appropriate statutes and policies. The Student Services Coordinator provides administrative/student support in the areas of ESE, ELL, & guidance. The leadership team practices the 4 step Problem-Solving model and creates staff committees that work together to practice in shared decision making.

***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***

For this school year, JFK Medical Center Charter School received a Title I allocation of 84,019.00. The funds will be used for resource teacher, paraprofessionals, professional development, & supplies.

Title I, part C - when JFK Medical Center Charter School receives the list of eligible migratory students, they will work with the School District of Palm Beach County to coordinate services needed.

Title II - JFK Medical Center Charter School will participate in the school district sponsored training whenever applicable.

Title III - JFK Medical Center Charter School will continue to receive multicultural department services for ELL students & parents.

Title X - when JFK Medical Center Charter School receives the list of eligible homeless students, they will work with the School District of Palm Beach County to coordinate services needed.

Bright Horizons Family Solutions provides management services and support throughout the year to the school.

The JFK Medical Center Charter School works with the School District Food Service to provide meals to our students.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Steve Sills	Principal
Michele LaCoursiere	Principal
Patrick Tierney	Business/Community
Julie Lohman	Parent
Diedre Halsey	Parent
Kerry Bradshaw	Teacher
Jennifer Chipley	Teacher
Barrie Hughes	Teacher
Jeanette Ramos	Parent
Kia Barrow	Teacher
Larry O'Neal	Parent
Nicole Flanery	Business/Community
Rachel Keene	Parent
Terri Clark	Education Support Employee
Alesha Real	Teacher

**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*

SAC reviews previous SIP at the beginning of the year as well as analyzes assessment & parent involvement data. SAC then brainstorms additional services & resources that may assist school improvement.

*Development of this school improvement plan*

SAC identifies assessment goals for the new SIP and develops strategies for school improvement. SAC reviews new SIP and approves plan.

*Preparation of the school's annual budget and plan*

Annual budget is prepared by the school in coordination with the management company. The school's governing board approves the budget prior to the start of the school year. The budget is reviewed with the SAC to coordinate plan with allocated funds.

***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
Sills, Stephen	Principal
LaCoursiere, Michele	Assistant Principal
Bradshaw, Kerry	Teacher, K-12
Buehler, Sandi	Teacher, ESE
Chiple, Jennifer	Administrative Support
Newkirk, Caroline	Teacher, K-12
Patrick, Kelly	Teacher, K-12
Prazak, Christina	Instructional Media
Simonelli, Kathy	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

The Literacy Leadership Team builds capacity of reading knowledge within the school and focuses on literacy concerns within the school. The team meets regularly with administration to discuss the team's goals and progress. They brainstorm new strategies and activities to implement in order to address the identified areas of concern. The team also provides mentoring/guidance for new and veteran teachers and works to provide professional development for staff.

**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**

Teachers work together in weekly learning team meetings. These meetings also include opportunities for teachers to collaborate over grade level bands (i.e. K-2 or 3-5). The master schedule allows for teachers at a grade level to common planning time. The SBT members also attend the learning team meetings to ensure that student improvement is monitored. Instructional strategies are discussed after data reviews and modified as needed based upon teacher/administrative collaboration.

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

The JFK Medical Center Charter School recruits highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events. We monitor and assist all applicants in the hiring process in an effort to reduce the length of the hiring process and increase instructional time. As well as maintain regular contact with designated recruiter to improve talent acquisition effectiveness.

Teachers are evaluated using the Marzano teacher Evaluation system, provided a company job performance appraisal (JPA), and meetings are held to discuss goals for the next year.

JFK Medical Center Charter school will strive to hire certified and HQ teachers in compliance with ESEA law.

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

All first year teachers participate in the Educator Support Program (ESP). This program provides a system of supports that include a mentor support team, staff development opportunities, observations, conferences, and written/oral feedback. This program assists beginning teachers in the development of instructional strategies, classroom management, and understandings of students' individual differences. Beginning teachers are paired with a mentor that can support their growth and can provide them with the skills & strategies they need to improve upon.

## **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***

The JFK Medical Center Charter School creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading, writing, and math curriculum that aligns to the standards. This supports a deeper level of comprehension and creates open dialogue that leads to a common understanding of expectations. Through weekly learning team meetings, common planning time, and meeting across the grade level bands, teachers can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, & the standards.

#### **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***

The JFK Medical Center Charter School employs the School Based Team (SBT) to ensure fidelity of the RtI process. Teachers refer students to the SBT, where they are discussed as a team. Appropriate interventions are created and put into place in a timely manner. All stakeholders are involved in this process. SBT holds monthly meetings where they discuss new referred students, analyze student data to make determinations of intervention effectiveness, and recommend students for further services.

We utilize a balanced literacy approach to reading/writing instruction which includes a 90 minute reading block, whole group, small group, and one-to-one instruction based upon student need. Teachers also provide a 30 minutes of immediate intensive intervention to students who fall below grade level in reading.

Remediation in math is also provided during the 60 minutes of math instruction.

During weekly LTM teachers analyze assessment data, monitor student progress, and create units of study based upon the current data.

##### ***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:** After School Program

**Minutes added to school year:** 10,000

Teachers are provided an additional 60 minutes per day for collaboration, planning, and professional development.

**Strategy Rationale**

By making this time part of their daily duty time, it encourages them to enhance their instructional strategies and collaborate with their grade level teams.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

LaCoursiere, Michele, michele.drobot@palmbeachschools.org

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

Teachers are required to take detailed notes during their collaboration sessions. Sign in sheets are also collected.

**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**

The JFK Medical Center Charter School will work with local pre-schools in our area to provide support and curriculum guidance in order to ensure readiness for kindergarten. Upon acceptance all pre-k students are scheduled for an academic screening. This screening is comprised of letters/sounds, number recognition, name writing, and pre-reading skills (HFW, one to one correspondence, early reading). An Open House & curriculum night events are planned in order to provide parents with critical information.

**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.** If we increase rigorous hands-on math instruction and daily math remediation to students, then 71% of students will score at proficiency on the 2014-2015 Math FSA.
- G2.** If teachers collaborate to establish expectations for high quality writing instruction and implement the curriculum with fidelity, then 55% of students will score at proficiency on the 2014-2015 Writing FSA.

## 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.** If we increase rigorous hands-on math instruction and daily math remediation to students, then 71% of students will score at proficiency on the 2014-2015 Math FSA. 1a

G048987

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	47.0
AMO Math - SWD	55.0

**Resources Available to Support the Goal** 2

- Professional Development opportunities
- Personnel
- Title 1
- Operating Budget

**Targeted Barriers to Achieving the Goal** 3

- Supplemental assistance for the LPQ in math
- Teachers' knowledge & skills in curriculum development
- Lack of Parent Involvement

**Plan to Monitor Progress Toward G1.** 8

Student assessment data

**Person Responsible**

Michele LaCoursiere

**Schedule**

Monthly, from 11/17/2014 to 1/30/2015

**Evidence of Completion**

Teachers will use the data-feedback strategy to analyze unit assessment data

**G2.** If teachers collaborate to establish expectations for high quality writing instruction and implement the curriculum with fidelity, then 55% of students will score at proficiency on the 2014-2015 Writing FSA. **1a**

G049030

**Targets Supported** **1b**

Indicator	Annual Target
Highly Effective Teachers (Performance Rating)	75.0

**Resources Available to Support the Goal** **2**

- Writing Curriculum
- Common Planning Time
- Professional Development opportunities

**Targeted Barriers to Achieving the Goal** **3**

- Instructional Practices

**Plan to Monitor Progress Toward G2.** **8**

Student writing samples

**Person Responsible**

Michele LaCoursiere

**Schedule**

Every 6 Weeks, from 12/1/2014 to 5/1/2015

**Evidence of Completion**

Student writing samples will be analyzed for skill mastery. Teachers will be provided additional professional development as needed.

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If we increase rigorous hands-on math instruction and daily math remediation to students, then 71% of students will score at proficiency on the 2014-2015 Math FSA. **1**

 G048987

**G1.B1** Supplemental assistance for the LPQ in math **2**

 B122488

**G1.B1.S1** Hire a supplemental math resource teacher **4**

 S134473

#### Strategy Rationale

For mastery learning in math

#### Action Step 1 **5**

Sandi Buehler will provide supplemental math instruction for LPQ

#### Person Responsible

Michele LaCoursiere

#### Schedule

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

#### Evidence of Completion

Lesson plans, student data, charter school reimbursement request

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

Teacher observation, lesson plans, data analysis

**Person Responsible**

Michele LaCoursiere

**Schedule**

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

***Evidence of Completion***

iobservation, conference notes, student data, lesson plans

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

Teacher observation, lesson plans, student data

**Person Responsible**

Michele LaCoursiere

**Schedule**

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

***Evidence of Completion***

iobservation, conference notes, lesson plans, student data, reimbursement

**G1.B1.S2 Hire paraprofessionals** 4

S134474

**Strategy Rationale**

Paraprofessionals will assist classroom teachers by providing math remediation

**Action Step 1** 5

Paraprofessional will provide math remediation

**Person Responsible**

Michele LaCoursiere

**Schedule**

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

**Evidence of Completion**

paraprofessional schedule of services, reimbursement

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Analyze student data, teacher feedback

**Person Responsible**

Michele LaCoursiere

**Schedule**

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

**Evidence of Completion**

teacher feedback form, student assessment data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Staff observation & performance appraisals

**Person Responsible**

Michele LaCoursiere

**Schedule**

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

**Evidence of Completion**

job performance appraisal, conference notes, teacher feedback form

**G1.B2 Teachers' knowledge & skills in curriculum development** 2

 B122489

**G1.B2.S1** Provide detailed professional development to teachers, purchase staff development supplies, and attend conferences, so they build their unit planning capacity. 4

 S134399

**Strategy Rationale**

By allowing teachers to learn the skills needed to build better instructional units, they will be more prepared to deliver effective instruction.

**Action Step 1** 5

Teachers will attend a detailed professional development, provided with the PD supplies & attend conferences on planning math instructional units.

**Person Responsible**

Michele LaCoursiere

**Schedule**

Quarterly, from 11/10/2014 to 1/30/2015

**Evidence of Completion**

Sign in sheets, agenda, powerpoints, registration, follow-up activities, unit plans

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

Purchase PD materials, organize PD schedule, Teachers will provide an detailed outline of their created math units

**Person Responsible**

Michele LaCoursiere

**Schedule**

Monthly, from 11/10/2014 to 1/30/2015

**Evidence of Completion**

Registration to conference, purchase order & reimbursement request, Math Instructional Unit Outlines, lesson plans, teacher observation data

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

Teachers will be observed using rigorous hands-on instruction

**Person Responsible**

Michele LaCoursiere

**Schedule**

Biweekly, from 11/17/2014 to 1/30/2015

**Evidence of Completion**

Teacher observation data

**G1.B3 Lack of Parent Involvement** 2

 B122563

**G1.B3.S1 Conduct parent involvement activities & trainings** 4

 S134467

**Strategy Rationale**

By increasing parent participation & capacity they are better able to assist their children at home with academics.

**Action Step 1** 5

Conduct parent involvement activities & training.

**Person Responsible**

Michele LaCoursiere

**Schedule**

Quarterly, from 9/29/2014 to 6/1/2015

**Evidence of Completion**

Agenda, flyer, parent sign-in, & evaluation

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Analyze parents' feedback following events & training.

**Person Responsible**

Michele LaCoursiere

**Schedule**

On 6/1/2015

***Evidence of Completion***

Parent feedback forms, sign-in sheets, reimbursement requests

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Analyze parent attendance & feedback

**Person Responsible**

Michele LaCoursiere

**Schedule**

Semiannually, from 9/29/2014 to 6/1/2015

***Evidence of Completion***

Parent attendance sheets (sign-in) & feedback forms

**G2.** If teachers collaborate to establish expectations for high quality writing instruction and implement the curriculum with fidelity, then 55% of students will score at proficiency on the 2014-2015 Writing FSA. 1

G049030

**G2.B2** Instructional Practices 2

B122491

**G2.B2.S1** Adopt a new writing curriculum 4

S134404

**Strategy Rationale**

If teachers are provided a specific curriculum to follow their instruction will be delivered with more fidelity

**Action Step 1** 5

Utilize the Lucy Calkins writing curriculum

**Person Responsible**

Michele LaCoursiere

**Schedule**

On 5/1/2015

**Evidence of Completion**

lesson plans, teacher observations, student work samples,

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Teachers will collaborate during learning team meetings & analyze student writing samples

**Person Responsible**

Michele LaCoursiere

**Schedule**

On 5/1/2015

**Evidence of Completion**

Student writing samples, teacher lesson plans, teacher observation data

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

Writing instruction will be observed

**Person Responsible**

Michele LaCoursiere

**Schedule**

Every 6 Weeks, from 12/1/2014 to 5/1/2015

**Evidence of Completion**

Teacher observation data, student engagement data

**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.B2.S1.A1	Teachers will attend a detailed professional development, provided with the PD supplies & attend conferences on planning math instructional units.	LaCoursiere, Michele	11/10/2014	Sign in sheets, agenda, powerpoints, registration, follow-up activities, unit plans	1/30/2015 quarterly
G2.B2.S1.A1	Utilize the Lucy Calkins writing curriculum	LaCoursiere, Michele	11/3/2014	lesson plans, teacher observations, student work samples,	5/1/2015 one-time
G1.B3.S1.A1	Conduct parent involvement activities & training.	LaCoursiere, Michele	9/29/2014	Agenda, flyer, parent sign-in, & evaluation	6/1/2015 quarterly
G1.B1.S1.A1	Sandi Buehler will provide supplemental math instruction for LPQ	LaCoursiere, Michele	8/18/2014	Lesson plans, student data, charter school reimbursement request	6/5/2015 annually
G1.B1.S2.A1	Paraprofessional will provide math remediation	LaCoursiere, Michele	8/18/2014	paraprofessional schedule of services, reimbursement	6/5/2015 quarterly
G1.MA1	Student assessment data	LaCoursiere, Michele	11/17/2014	Teachers will use the data-feedback strategy to analyze unit assessment data	1/30/2015 monthly
G1.B2.S1.MA1	Teachers will be observed using rigorous hands-on instruction	LaCoursiere, Michele	11/17/2014	Teacher observation data	1/30/2015 biweekly
G1.B2.S1.MA1	Purchase PD materials, organize PD schedule, Teachers will provide an detailed outline of their created math units	LaCoursiere, Michele	11/10/2014	Registration to conference, purchase order & reimbursement request, Math Instructional Unit Outlines, lesson plans, teacher observation data	1/30/2015 monthly
G1.B3.S1.MA1	Analyze parent attendance & feedback	LaCoursiere, Michele	9/29/2014	Parent attendance sheets (sign-in) & feedback forms	6/1/2015 semiannually
G1.B3.S1.MA1	Analyze parents' feedback following events & training.	LaCoursiere, Michele	9/29/2014	Parent feedback forms, sign-in sheets, reimbursement requests	6/1/2015 one-time
G1.B1.S1.MA1	Teacher observation, lesson plans, student data	LaCoursiere, Michele	8/18/2014	observation, conference notes, lesson plans, student data, reimbursement	6/5/2015 semiannually
G1.B1.S1.MA1	Teacher observation, lesson plans, data analysis	LaCoursiere, Michele	8/18/2014	observation, conference notes, student data, lesson plans	6/5/2015 semiannually
G1.B1.S2.MA1	Staff observation & performance appraisals	LaCoursiere, Michele	8/18/2014	job performance appraisal, conference notes, teacher feedback form	6/5/2015 annually
G1.B1.S2.MA1	Analyze student data, teacher feedback	LaCoursiere, Michele	8/18/2014	teacher feedback form, student assessment data	6/5/2015 semiannually
G2.MA1	Student writing samples	LaCoursiere, Michele	12/1/2014	Student writing samples will be analyzed for skill mastery. Teachers	5/1/2015 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				will be provided additional professional development as needed.	
G2.B2.S1.MA1	Writing instruction will be observed	LaCoursiere, Michele	12/1/2014	Teacher observation data, student engagement data	5/1/2015 every-6-weeks
G2.B2.S1.MA1	Teachers will collaborate during learning team meetings & analyze student writing samples	LaCoursiere, Michele	11/3/2014	Student writing samples, teacher lesson plans, teacher observation data	5/1/2015 one-time

## 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.** If we increase rigorous hands-on math instruction and daily math remediation to students, then 71% of students will score at proficiency on the 2014-2015 Math FSA.

### **G1.B2** Teachers' knowledge & skills in curriculum development

**G1.B2.S1** Provide detailed professional development to teachers, purchase staff development supplies, and attend conferences, so they build their unit planning capacity.

#### **PD Opportunity 1**

Teachers will attend a detailed professional development, provided with the PD supplies & attend conferences on planning math instructional units.

##### **Facilitator**

Assistant Principal

##### **Participants**

Teachers

##### **Schedule**

Quarterly, from 11/10/2014 to 1/30/2015

**G2.** If teachers collaborate to establish expectations for high quality writing instruction and implement the curriculum with fidelity, then 55% of students will score at proficiency on the 2014-2015 Writing FSA.

### **G2.B2** Instructional Practices

**G2.B2.S1** Adopt a new writing curriculum

#### **PD Opportunity 1**

Utilize the Lucy Calkins writing curriculum

##### **Facilitator**

Assistant Principal

##### **Participants**

Teachers

##### **Schedule**

On 5/1/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> If we increase rigorous hands-on math instruction and daily math remediation to students, then 71% of students will score at proficiency on the 2014-2015 Math FSA.	84,019
<b>Grand Total</b>	<b>84,019</b>

### Goal 1: If we increase rigorous hands-on math instruction and daily math remediation to students, then 71% of students will score at proficiency on the 2014-2015 Math FSA.

Description	Source	Total
<b>B1.S1.A1</b> - Salary	Title I Part A	45,751
<b>B1.S2.A1</b> - Salary for Linda Lilienthal & TBD	Title I Part A	27,755
<b>B2.S1.A1</b> - Heinniman Conference - ASCD Conference Registration & travel PD Supplies such as paper, chart tables, markers, folders, binders, printer ink	Title I Part A	8,643
<b>B3.S1.A1</b> - Training supplies such as food, ink, paper, pens, markers, folders	Title I Part A	1,870
<b>Total Goal 1</b>		<b>84,019</b>