

Potentials Charter School



2014-15 School Improvement Plan

Potentials Charter School

1201 AUSTRALIAN AVE, Riviera Beach, FL 33404

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	%

Alternative/ESE Center	Charter School	Minority
Yes	Yes	%

School Grades History

Year
Grade

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 School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Potential Charter School provide a learning environment which is caring, innovative, interdisciplinary, team driven, supportive of each student's global needs and family dynamics and is dedicated to facilitating each child's maximum independence, communicative abilities and academic skills.

Provide the school's vision statement

The School District of Palm Beach County envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

Potential Charter School envisions a community where students with disabilities learn independent skills and will benefit from skills promoting self-sufficiency and communication.

School Environment

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

Relationship building is a clear priority for Potentials Charter School. The importance of family and school involvement is not lost on our population. We serve children with severe special needs that impact their ability to communicate. Therefore the importance of knowing their culture and building those relationships is vital.

Potentials school staff is working on putting together several events to encourage families to come and share with us.

Part of our curriculum is to celebrate our cultural diversity by having lessons based on wide varieties of cultural traditions.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

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

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

Building a positive, caring and supportive school community is very important to our school especially considering the high impact our students disabilities have on the family culture. In-house support and training will be provided to the school staff on how to best communicate with families in order for them to feel part of our school community. In this was our students can feel safe and respected within the Potentials family. During these trainings, the importance of positive interpersonal interactions with other staff as well as with students, family members and any other personnel in our school will be highlighted. All staff will be involved including instructional aides, nurses and office staff.

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

All students at Potentials Charter School have severe cognitive and motor disabilities. Our behavior plans are individualized per student as needed. Throughout the school, teachers and staff use positive feedback and reinforcement for appropriate and responsible behavior. Continued support and training will be provided to all school staff to continue this behavior.

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 students at Potentials Charter School avail of many services that are provided to ensure their social-emotional needs are being met. They participate in all activities organized by school staff as possible.

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

We serve children with severe special needs that impact their ability to communicate.

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

We are an ESE school and we do not have early warning signs. We use the Unique Curriculum which is a curriculum specific to the needs of children with severe disabilities.

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

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

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

Potentials Charter School has continuous and supportive partnerships with other agencies in the community who support children, especially children with severe disabilities. Some of our partnerships include agencies who provide special equipment, special services (therapies, etc) and services for low income families. Potentials is a school located at the Arc of Palm Beach County. The Arc is a huge supporter of the school and provide numerous services to our families including respite, family support, and leisure and recreation activities.

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
Flood, Bairbre	

Duties

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

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

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

Potentials using the Unique Learning System, an online, dynamic, standards-based curriculum specifically designed for students with special needs. Subscribers download monthly instructional thematic units of study. Each unit contains 30 special education lesson plans and downloadable materials that teachers can readily implement into classroom learning activities. All materials are created using SymbolStix graphics. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities. Additionally Potentials has a capacity of 32 students who are not verbal and non ambulatory and all instruction occurs in a one on one or small group instruction due to students cognitive abilities.

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

Title 1, Part A - \$3,242 will be used for PD opportunities for staff, parent involvement and classroom supplies.

Title 1, Part C - The school will coordinate with the district for an eligible migrant students.

Title II, - Potentials Charter School will avail of PD opportunities sponsored by the district whenever applicable.

Title III - Potentials Charter School will work with the multicultural dept for ELL students identification, intervention and services.

Title X - The school will coordinate with the district for all eligible homeless students.

The Breakers of Palm Beach provide food for parent evenings and meetings.

The Arc of Palm Beach county provides volunteers throughout the school year.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Bairbre Flood	Principal
Lea Luzon	Teacher
Jack Kaplan	Business/Community
Tom Legienza	Parent
Christina Chane	Business/Community
Tara Evans	Business/Community
Joost Olders	Parent
	Student

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 Principal and teacher on the SAC evaluated last year's school improvement plan.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

Potentials Charter School's operating budget is available upon request. Title 1 provides \$3,242 supplemental budget.

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

\$3,242 for Technology, professional development, adaptive equipment, parent meetings, and classroom materials.

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
Flood, Bairbre	Principal
Luzon, Lea	Teacher, ESE
Trovinger, Sara	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

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

Potentials Charter School serves children between pk and 5th grade in ESE. Potentials has four pillars of focus for the Therapeutic Educational Model. The first is Independence, focusing on establishing independence skills in self help, self care, self feeding, independence in ambulation and mobility, and toileting. The second pillar is Communication. For the non verbal child who has limited physical abilities, technology is the key that can literally unlock the world. Students are working towards technology already. Every child deserves the opportunity to develop literacy and mathematics skills. The therapy team is responsible for not only achieving the individualized goals they have established in their discipline but also to reinforce the teachers goals. Lastly is the social/emotional pillar where students focus on behavioral needs and interactions Potentials will continue to strive for students to demonstrate mastery of 70-80% of their IEP goals in each of these areas.

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

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

School retains highly qualified staff by providing training opportunities and time to attend training. Additionally our HR department does a tremendous job in marketing to agencies and sites that have proven to be successful in garnering qualified applicant. Positions are advertised via the Arc of Palm Beach County website.

Teachers who receive satisfactory evaluations are retained and asked to come back the following school year. Staff are given opportunity to provide service to a unique population of students. Our PD opportunities at Potentials Charter School reflect this unique population and therefore the staff receive training they would not receive elsewhere.

Potentials Charter School strives 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

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

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

Potentials Charter School is an Exceptional Student Education specific school. All of the students are severely cognitively and orthopedically impacted by their disability. Therefore, the Florida Standards Access Points are used. Our school creates ongoing opportunities for teachers to plan and discuss literacy curriculum that aligns to the access points. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and 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

All of the students at Potentials have Individualized Education Plans (IEPs). These plans are written to meet the diverse needs of our students and include modifications and accommodations individual to each student to allow them access to the curriculum.

Potentials Charter School intends to comply with Sunshine State Access Points where applicable.

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: 0

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

Strategy Rationale

N/A

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Flood, Bairbre, bflood@arcpbc.org

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

NA

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

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

College and Career Readiness

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

NA

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

NA

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

NA

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

NA

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Demonstrate learning gains in IEP objectives in the areas of reading and math
- G2.** Parent will increase their involvement with volunteer hours, meetings, fundraising activities,. Increased communication with school and school activities.

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. Demonstrate learning gains in IEP objectives in the areas of reading and math 1a

G044252

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	50.0

Resources Available to Support the Goal 2

- Unique system curriculum, and school supplies.
- PD opportunities
- Software, and technology application in the classroom

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Bairbre Flood

Schedule

On 6/5/2015

Evidence of Completion

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

G2. Parent will increase their involvement with volunteer hours, meetings, fundraising activities,. Increased communication with school and school activities. 1a

G044254

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	50.0

Resources Available to Support the Goal 2

- PTO, School board, ESE staff, the Principal, Parent training and workshop, Arc Family support Services, supplies.

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Bairbre Flood

Schedule

On 6/5/2015

Evidence of Completion

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

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. Demonstrate learning gains in IEP objectives in the areas of reading and math **1**

 G044252

G1.B1 Potentials Charter school serves children ages 3-10 who are both non verbal and non ambulatory. In addition to these students physical disabilities some students present with sensory impairment, and visions and hearing concerns. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vast array of cognitive, physical, and communicative needs of the students, educational opportunities are individualized on a child to child basis. **2**

 B108742

G1.B1.S1 Specialized instruction provided by special educator and use of technology including adaptive switches, literacy software and adaptive equipment. **4**

 S120182

Strategy Rationale

Supplemental supplies and furniture and fixture, and technology

Action Step 1 **5**

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

Person Responsible

Bairbre Flood

Schedule

On 6/5/2015

Evidence of Completion

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

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

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

Person Responsible

Bairbre Flood

Schedule

On 6/5/2015

Evidence of Completion

Completion of training, participation in learning team meetings, teachers sign-in, agenda

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

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

Person Responsible

Bairbre Flood


Schedule

On 6/5/2015


Evidence of Completion

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

G1.B4 More opportunities to attend PD so staff will be able to help the students better **2**

 B108762

G1.B4.S1 Attend the ATIA Assistive Technology Conference in Orlando **4**

 S120207

Strategy Rationale

Learn updated strategies and tech based application to assist non ambulatory students

Action Step 1 **5**

Kanya Wright will represent Potentials Charter in the Conference and do echo training with staff afterwards

Person Responsible

Bairbre Flood

Schedule

On 1/26/2015

Evidence of Completion

Registration, agenda, hotel accommodation, receipts, reimbursement request

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

The principal will require verification of registration, certificate of attendance and compliance

Person Responsible

Bairbre Flood

Schedule

On 1/26/2015

Evidence of Completion

Registration, hotel accommodation, agenda, and certificate of attendance

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

The teachers will be required to conduct PD to in house staff

Person Responsible

Bairbre Flood

Schedule

On 2/23/2015

Evidence of Completion

PD agenda, teacher sign-in, minutes of the meeting and hand-outs

G2. Parent will increase their involvement with volunteer hours, meetings, fundraising activities,. Increased communication with school and school activities. 1

G044254

G2.B1 Due to Potentials Charter School being a Title 1 school many of our parents have a hard time attending school activities due too transportation needs as well as babysitting or work responsibilities. Additionally like many schools we are having a hard time engaging our parents and getting them involved in attending meetings outside of the IEP meetings such as workshops, training and school activities. 2

B108744

G2.B1.S1 Encourage parents involvement at various school function particular the IEP meeting. Daily communication with parents regarding their child's activities and learning via notebooks and email. Written memos and letters regarding school events. Mandatory hours of volunteer activity within and outside of school. Parent satisfaction surveys. Home programming demonstration and increased parent training, workshops and advocacy events. 4

S120185

Strategy Rationale

Parents as partners in their child's education

Action Step 1 5

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

Person Responsible

Bairbre Flood

Schedule

On 6/5/2015

Evidence of Completion

Increased parent communication and volunteer hours by parents .

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

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

Person Responsible

Bairbre Flood

Schedule

On 6/5/2015

Evidence of Completion

Monthly summary and sign in sheets at events

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

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

Person Responsible

Bairbre Flood

Schedule

On 6/5/2015

Evidence of Completion

Increased parent participation and communication , parent sign-in and agenda of the meeting and good faith effort of the school to involve parents

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	Staff will be trained in curriculum and technology to support student achievement.	Flood, Bairbre	11/10/2014	Data will be obtained at a minimum on a monthly basis as well as quarterly. Staff will also meet in team meetings to discuss implementation and teaching strategies of curriculum and technology to support curriculum.	6/5/2015 one-time
G2.B1.S1.A1	There will be increased communication and activities that parents can participate in. These events (meetings, workshops, trainings) will be held at flexible times and days and childcare will also be provided.	Flood, Bairbre	8/18/2014	Increased parent communication and volunteer hours by parents .	6/5/2015 one-time
G1.B4.S1.A1	Kanya Wright will represent Potentials Charter in the Conference and do echo training with staff afterwards	Flood, Bairbre	1/5/2015	Registration, agenda, hotel accommodation, receipts, reimbursement request	1/26/2015 one-time
G1.MA1	75% of students will master at least one IEP goal specific to math exclusive of medical regression.	Flood, Bairbre	11/17/2014	Data is obtained at a minimum on a monthly basis. Data is summarized within each quarter and monthly progress notes as prepared by ESE teachers.	6/5/2015 one-time
G1.B1.S1.MA1	Training and technology needs will be identified and followed through on. Monitoring will occur through formal and informal assessments as well as through ongoing training to ensure proper implementation. Additionally observations will occur to ensure effective instruction.	Flood, Bairbre	11/17/2014	Completion of training, participation in learning team meetings. Increase in reading and math achievements and effective use of technology to support learning gains.	6/5/2015 one-time
G1.B1.S1.MA1	Training and technology needs will be identified and followed through on. Monitoring will occur through formal and informal assessments as well as through ongoing training to ensure proper implementation.	Flood, Bairbre	11/10/2014	Completion of training, participation in learning team meetings, teachers sign-in, agenda	6/5/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.MA1	The teachers will be required to conduct PD to in house staff	Flood, Bairbre	2/16/2015	PD agenda, teacher sign-in, minutes of the meeting and hand-outs	2/23/2015 one-time
G1.B4.S1.MA1	The principal will require verification of registration, certificate of attendance and compliance	Flood, Bairbre	1/5/2015	Registration, hotel accommodation, agenda, and certificate of attendace	1/26/2015 one-time
G2.MA1	Parents will also show increased knowldge of school events and activities.	Flood, Bairbre	11/17/2014	Parents will be more involved in school activities and events. Parent surveys can help garner effectiveness of strategies	6/5/2015 one-time
G2.B1.S1.MA1	Monitor increased parent involvement and flexibility of activities and events to support parents schedule.	Flood, Bairbre	8/18/2014	Increased parent participation and communication , parent sign-in and agenda of the meeting and good faith effort of the school to involve parents	6/5/2015 one-time
G2.B1.S1.MA1	Monitor hours and parent participation at events, meetings and with communication with school	Flood, Bairbre	8/18/2014	Monthly summary and sign in sheets at events	6/5/2015 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. Demonstrate learning gains in IEP objectives in the areas of reading and math

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

G1.B1.S1 Specialized instruction provided by special educator and use of technology including adaptive switches, literacy software and adaptive equipment.

PD Opportunity 1

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

Facilitator

Bairbre Flood and Staff

Participants

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

Schedule

On 6/5/2015

Budget Rollup

Summary

Description	Total
Goal 1: Demonstrate learning gains in IEP objectives in the areas of reading and math	3,142
Goal 2: Parent will increase their involvement with volunteer hours, meetings, fundraising activities,. Increased communication with school and school activities.	100
Grand Total	3,242

Goal 1: Demonstrate learning gains in IEP objectives in the areas of reading and math

Description	Source	Total
B1.S1.A1 - Classroom supplies, furniture's and fixtures, on-line subscription, adaptive equipment	Title I Part A	1,850
B4.S1.A1 - ATIA- Assistive Technology Industry Association Conference	Title I Part A	1,292
Total Goal 1		3,142

Goal 2: Parent will increase their involvement with volunteer hours, meetings, fundraising activities,. Increased communication with school and school activities.

Description	Source	Total
B1.S1.A1 - Parent communication supplies: paper, ink, folders and snacks less that \$100	Title I Part A	100
Total Goal 2		100