

Orange County Public Schools

Aspire Academy Charter



2017-18 School Improvement Plan

Aspire Academy Charter

928 MALONE DR, Orlando, FL 32810

www.aspirecharteracademy.com

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School KG-5	Yes	96%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	97%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Orange 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Aspire Academy Charter

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Aspire Charter Academy is committed to providing a superior atmosphere of inspiration, encouragement and education through intensive, alternative education services and supports for all students, especially those inner city children whose behavior has impeded their ability to achieve their maximum potential and whose failure in elementary school is an evidence-based indicator for the potential for dropping out of school before graduating.

We believe that All Student Potential is Reached through Education and we are dedicated to reaching one student, one family, and one community at a time.

b. Provide the school's vision statement

Aspire Charter Academy is a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere. Our goal is to work in a partnership with our parents and community to create a safe environment where students are empowered to discover their strengths and to achieve their maximum potential. Through alternative services and supports, we provide enrichment, intervention, and remediation as necessary. Our staff intensive, small setting is able to address a more individualized system. We set high expectations for all students. Our entire school community shares the belief that all children can and will learn.

2. School Environment

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

Aspire Charter Academy makes every effort to communicate with families every day. We send information regarding homework and daily social behaviors home every day. We encourage parents to respond to this information in writing, by phone, and/or by email.

Our philosophy is based on the belief that we build relationships to build capacity. We work very hard to instill a reliance on personal responsibility within every child. We demonstrate respect before we expect to receive respect.

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

Aspire Charter Academy is built on the principles of Positive Behavior Support. We spend much more time creating ways to acknowledge and reward those children/families who demonstrate safe, responsible behavior. We do not allow bullying of any kind. We encourage children to tell the closest adult when (if) they feel threatened or mistreated. We help them problem solve through difficult situations.

Aspire is fully committed to spending our time, effort and energy into teaching responsible, safe behaviors and to recognizing those children who make gains in this area as opposed to developing ways to punish children who have not made progress.

c. 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

Aspire Charter Academy has a token economy system that operates throughout every day and in every setting. Children earn points in each period by demonstrating explicit behaviors: following directions, showing respect for people and property, gaining adult attention appropriately, completing assignments at an acceptable level of accuracy. Some children also have an individual goal which has been tailored to his/her specific needs. The points are exchanged at the end of each day for Aspire Money. During Preferred Activity Time, the students are able to choose an activity based on the amount of money they have earned. If they earned a dollar, they may choose an Ipad, a laptop, an interactive game on the Smart Board with a friend, etc.... If they earned \$.75, they have chosen NOT to have electronic activities. If they earned \$.50, they have chosen to remain at their desk, with an independent activity.

During this time, our staff is modeling and providing explicit social skills instruction in all areas of social interaction: taking turns, following a game's rules, winning/losing, accepting 'no' for an answer, etc....

The entire school staff has been trained in Crisis Prevention Intervention by Pamela Schenkel, a Master Level Trainer for CPI. We meet twice a month to discuss our preventative interventions and analyze the points students are earning.

d. 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

Every teacher is certified in General Education and in Exceptional Education. Every classroom also has a highly-qualified paraprofessional. This model allows Aspire to provide small group and individual instruction in all academic and social skills areas. In addition, this model allows staff to provide immediate and instructive feedback on social/emotional and academic behaviors. Aspire Charter Academy has a collaborative partnership with KinderKonsulting - mental health agency. Approximately 33% of our students receive individual therapy once a week, on campus. The therapist is allowed to work collaboratively with our teachers through the SEDNET initiative.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

More than 2 unexcused absences in a 4 week period will prompt a parent/teacher conference which could be in person or on the phone. 5 unexcused absences will prompt a letter and a meeting. 10 absences will require a possible transition back to the student's neighborhood school.

Any bus referral requires a formal communication between the principal and the parent.

Any suspension requires a formal communication between the principal and the parent.

Failing work requires more frequent parent/teacher conferences. Again, this can be by phone or in person because we are not a neighborhood school.

A Level 1 score on the statewide, standardized assessments in ELA or mathematics will prompt additional intervention.

Aspire has implemented the MTSS process with fidelity. We have a highly-qualified MTSS coordinator and a full-time, highly-qualified Intervention Specialist who can work with children immediately.

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

1. 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	8	9	10	11		12
Attendance below 90 percent	2	1	0	2	3	0	0	0	0	0	0	0	0	8
One or more suspensions	0	1	0	1	1	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	7	0	19	18	11	0	0	0	0	0	0	0	55
Level 1 on statewide assessment	0	0	0	20	10	11	0	0	0	0	0	0	0	41

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	39	37	22	0	0	0	0	0	0	0	98

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

Additional hour for each school day.
 Additional assistance in every classroom.
 Every teacher is certified in ESE and General Education allowing for specialized instruction.
 2 Part time Speech/Language Pathologists who provides weekly therapy and also pushes in to classrooms for additional language interventions.
 Full time Intervention Specialist who provides intensive academic interventions for individual students.
 Ipads and laptops which provide additional opportunities for practice and remediation.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/522130>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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

Aspire Charter Academy is trying to partner with the YMCA to build a school building connected to the Wayne Densch YMCA on Hastings and Colonial. This will enable Aspire to be closer to the neighborhoods our children come from. This will also create a place for our students to go after school

where they can receive extra tutoring, physical activities, and mentoring. Aspire has created two basketball teams which play every Saturday at the YMCA.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Schenkel, Pamela	Principal

b. Duties

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

Principal provides curriculum and technology for each classroom. Principal also meets with staff weekly to review behavioral and weekly data.

Director of Curriculum and Technology provides intensive staff development on using technology to create effective learning environments.

2. 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

All teachers are certified in ESE and General Education. This allows Aspire to provide specialized instruction throughout all academic areas. Each classroom also has a highly qualified paraprofessional. This allows Aspire to provide small group and individualized instruction.

Each classroom has a Smart Board which allows the teachers to create motivating and engaging lessons and keeps students engaged throughout the day.

Aspire has Ipads and Laptops so that every child can use one or the other at least once per day.

The person responsible for maintaining all technology is the Director of Curriculum and Technology. She also provides intensive staff development so that all teachers are able to use technology to its fullest potential.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Pamela Schenkel	Principal
Quillis Freeman	Parent
Rita Lester	Parent
Sheree Fox	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The leadership team met and reviewed results of the FSA. Additional resources were created and implemented to allow our staff to provide direct instruction and smaller groups for independent work activities. Also, a new area was created to allow specific students space and time to practice deficit skill areas.

b. Development of this school improvement plan

Team met and considered each of the guiding questions included in the SIP.

c. Preparation of the school's annual budget and plan

Aspire has a certified accountant, George Miarecki, who prepares and submits our budget to our Board of Directors.

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

School Improvement funds were allocated to purchase additional software and personnel to allow us to provide more intensive and more immediate attention to skill deficit areas.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Schenkel, Pamela	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

Our Instructional Technology staff member (Director of Curriculum and Technology) works with the teachers to administer I-Ready, Journey's Benchmarks and OCPS Benchmarks as well as informal classroom assessments. K-2 and 3-5 teachers meet weekly with the principal to determine areas of weakness that need to be focused on. Assessment data is reviewed to ensure that our children are making progress.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Aspire Charter Academy is a very small school, with only 7 classrooms. Teachers arrive an hour before school and stay after school for an hour. This time is dedicated for teachers to meet with the Director of Curriculum and Technology to analyze weekly data.

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

All of our teachers actually contacted us because of word of mouth. Of our 9 instructional staff members, 5 of them were initially hired as paraprofessionals and then went on to obtain all necessary credentials. All of our teachers are certified in ESE and in General Education. The pay is commensurate with the public school system, including merit pay and an additional 'bonus' for the extra hour per day we were required to add.

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

As stated previously, our teachers mentor paraprofessionals and each other to develop cohesive teams who support Aspire's philosophies.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Aspire Charter Academy teaches the HMH Journeys Florida Common Core Curriculum. This curriculum combines both reading and writing and is aligned to the new Florida Common Core State Standards. Aspire also uses the HMH Go Math! Curriculum, which is aligned to meet each benchmark that will be assessed on the new FSA test. We also use HMH Science Fusion Curriculum that was developed based on the The Next Generation Science Standards that were finalized in April of 2013.

b. Instructional Strategies

1. 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

Aspire uses data to inform instruction in a number of ways. Our students take weekly tests, unit tests, and benchmark tests in all subject areas on the computer via the Think Central website. Teachers are able to analyze scores by looking at student performance on each standard measured and plan their small groups accordingly. Aspire also uses I-Station diagnostic assessments that describe our students' strengths and weakness on each FL Common Core grade level skills. If necessary, very small groups are formed and our highly-qualified Intervention Specialists works with very small groups three times per week. I-station will target the areas students struggle with the most and provide lessons for the teacher to use for small group instruction as well as provide computerized lessons and games to reinforce concepts. The Curriculum also provides leveled support for student who are below level and require reteaching as well as those above level who require enrichment.

2. 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: 8,100

Students are in school one additional hour per day.

Strategy Rationale

This allows for extra instructional time for reading instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Schenkel, Pamela, pamel.schenkel@ocps.net

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

Aspire will use I-Station diagnostic assessments to progress monitor.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

Aspire has 7 classrooms. Teachers routinely team together to ensure that students are comfortable in a number of settings. Expectations are the same across the school campus so that students understand what is expected of them.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

I_Ready_DAta.xlsx

I Ready is used to determine progress being made and areas of deficits which need more attention

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** Aspire Charter Academy will increase the percentage of 3rd, 4th and 5th grade students from 20% to 30% who are proficient in reading.

- G2.** Aspire Charter Academy will increase the percentage of 3rd and 4th grade students from 5% to 25% who are proficient in Math.

Strategic Goals Detail

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

G1. Aspire Charter Academy will increase the percentage of 3rd, 4th and 5th grade students from 20% to 30% who are proficient in reading. 1a

G099113

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	26.0

Targeted Barriers to Achieving the Goal 3

- Transportation of students to schools and of families to facilitate direct involvement in daily school events.
- Too many students with too many needs in one setting.

Resources Available to Help Reduce or Eliminate the Barriers 2

- 2 buses with monitors to ensure safe transportation for students.
- An additional three paraprofessionals to allow for smaller groups so that students can get assistance quickly when working on applying newly developing skills.

Plan to Monitor Progress Toward G1. 8

Student assessments via I-Station and MAP

Person Responsible

Pamela Schenkel

Schedule

Monthly, from 10/15/2015 to 6/8/2016

Evidence of Completion

G2. Aspire Charter Academy will increase the percentage of 3rd and 4th grade students from 5% to 25% who are proficient in Math. 1a

G099114

Targets Supported 1b

Indicator	Annual Target
	30.0

Targeted Barriers to Achieving the Goal 3

- Our students come to us significantly below grade level expectations. We have very limited parental support.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Extra instructional time; I-Station, Intervention Specialist

Plan to Monitor Progress Toward G2. 8

I-Station and FSA assessments

Person Responsible

Pamela Schenkel

Schedule

On 5/29/2015

Evidence of Completion

I-Station and FSA assessments will document student achievement.

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. Aspire Charter Academy will increase the percentage of 3rd, 4th and 5th grade students from 20% to 30% who are proficient in reading. **1**

 G099113

G1.B1 Transportation of students to schools and of families to facilitate direct involvement in daily school events. **2**

 B266836

G1.B1.S1 2 buses with monitors are provided to ensure safe transportation. **4**

 S282736

Strategy Rationale

Our students do not demonstrate safe bus behaviors and need additional supervision to ensure safety.

Action Step 1 **5**

Person Responsible

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

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

Person Responsible

Pamela Schenkel

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G2. Aspire Charter Academy will increase the percentage of 3rd and 4th grade students from 5% to 25% who are proficient in Math. 1

G099114

G2.B1 Our students come to us significantly below grade level expectations. We have very limited parental support. 2

B266838

G2.B1.S1 Increase the number of opportunities that parents can come to school to receive training and information on how they can help their children at home. 4

S282738

Strategy Rationale

When families and schools work in conjunction with each other, students make more progress.

Action Step 1 5

The principal and Director of Curriculum and Technology will work together to create monthly sessions where families can come and learn new strategies for helping their children.

Person Responsible

Pamela Schenkel

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Flyers, agendas and sign in sheets

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

I-Station progress monitoring

Person Responsible

Pamela Schenkel

Schedule

Monthly, from 10/3/2014 to 6/5/2015

Evidence of Completion

Reading scores will increase in I-Station

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

Parent surveys, Classroom assessments

Person Responsible

Pamela Schenkel

Schedule

Weekly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Classroom assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.MA1  M414539	[no content entered]		No Start Date		No End Date one-time
G2.MA1  M414544	I-Station and FSA assessments	Schenkel, Pamela	9/12/2014	I-Station and FSA assessments will document student achievement.	5/29/2015 one-time
G2.B1.S1.A1  A381486	The principal and Director of Curriculum and Technology will work together to create monthly...	Schenkel, Pamela	9/1/2014	Flyers, agendas and sign in sheets	6/5/2015 monthly
G2.B1.S1.MA1  M414543	I-Station progress monitoring	Schenkel, Pamela	10/3/2014	Reading scores will increase in I-Station	6/5/2015 monthly
G2.B1.S1.MA1  M414542	Parent surveys, Classroom assessments	Schenkel, Pamela	9/26/2014	Classroom assessments	6/5/2015 weekly
G1.B1.S1.A1  A381485	[no content entered]		8/24/2015		6/8/2016 daily
G1.B1.S1.MA1  M414540	[no content entered]	Schenkel, Pamela	8/24/2015		6/8/2016 daily
G1.MA1  M414541	Student assessments via I-Station and MAP	Schenkel, Pamela	10/15/2015		6/8/2016 monthly

V. Professional Development Opportunities

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

G2. Aspire Charter Academy will increase the percentage of 3rd and 4th grade students from 5% to 25% who are proficient in Math.

G2.B1 Our students come to us significantly below grade level expectations. We have very limited parental support.

G2.B1.S1 Increase the number of opportunities that parents can come to school to receive training and information on how they can help their children at home.

PD Opportunity 1

The principal and Director of Curriculum and Technology will work together to create monthly sessions where families can come and learn new strategies for helping their children.

Facilitator

Pam Schenkel, Samantha Heller

Participants

Teachers, Families, Students

Schedule

Monthly, from 9/1/2014 to 6/5/2015

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1					\$33,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	160-Other Support Personnel	0163 - Aspire Academy Charter	General Fund	8.0	\$18,000.00
			<i>Notes: Aspire will have one classified position assigned to ride the bus in the morning and in the afternoon. This includes two part-time positions.</i>			
	5100	120-Classroom Teachers	0163 - Aspire Academy Charter	School Improvement Funds	8.0	\$15,000.00
			<i>Notes: We have implemented an additional hour of instruction for all students. We are using this additional hour for reading intervention.</i>			
2	G2.B1.S1.A1	The principal and Director of Curriculum and Technology will work together to create monthly sessions where families can come and learn new strategies for helping their children.				\$18,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7000	110000-SALARY/WAGES - GENERAL	0163 - Aspire Academy Charter	Title I, Part A		\$18,000.00
					Total:	\$51,000.00