



2007 – 2008

SCHOOL IMPROVEMENT PLAN

School Name: ROSA PARKS COMMUNITY SCHOOL -
FLORIDA CITY

District Name: Dade

Principal: Sharon D. Harris-Marcus

Board of Directors: George W. Brown

Superintendent: Rudolph F. Crew, Ed.D

Date of School Board Approval: Pending School Board
Approval

**Jeanine Blomberg,
Commissioner**
Florida Department of
Education
325 West Gaines Street
Tallahassee, Florida
32399



**Cheri Pierson Yecke,
Chancellor**
K-12 Public Schools
Florida Department of
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325 West Gaines Street
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VISION/MISSION/BELIEF STATEMENTS

VISION

Rosa Parks Charter School is a place where students find a watershed of information that will define who they really are and what they are capable of becoming – where children are taught by knowledge, caring and exciting teachers.

MISSION

At Rosa Parks Charter School, our mission is to use innovative education and real-world experiences to train our students to think independently and to drive their own economic futures.

CORE VALUES

Rosa Parks Charter School is a place where students find a watershed of information that will define who they really are and what they are capable of becoming – where children are taught by knowledge, caring and exciting teachers. At Rosa Parks Charter School, our mission is to use innovative education and real-world experiences to train our students to think independently and to drive their own economic futures.

SCHOOL PROFILE DEMOGRAPHICS

Rosa Parks Charter School was founded in 1999 by Mr. Herbert J. Coleman, MSE and is fully recognized as a public school chartered by the Florida State Department of Education (FDOE). The school was designed to expose its students to more meaningful educational experiences. Rosa Parks Charter School is located in Florida City, Florida within a community that consists of primarily low-socioeconomic families.

Approximately 95% of the student population is on free or reduced lunch; therefore, making Rosa Parks Charter School a Title One school. Rosa Parks Charter School has a student enrollment of approximately 200 students including standard curriculum students, Special Education (SPED) Students and Limited English Proficient (LEP) students. The ethnic/racial makeup of the student population is fifty-three percent Black Non-Hispanic, forty percent Hispanic, and seven percent other.

The faculty and staff at Rosa Parks Charter School are as diverse as the student body. Sixty-three percent of the faculty is Black Non-Hispanic, nineteen percent is Hispanic, thirteen percent is white and five percent is other. The average teaching experience is nineteen years. The staff is composed of two administrators – one principal and one administrator, eleven classroom teachers, one paraprofessional, two clerical staff members and two custodial workers.

Because of the relatively low-income bracket of the population, the students are in need of support to secure the basic resources that will enable them to realize their full potential. Additionally, students in need of extra help in mastering the skills taught in the classroom are served through differentiated instruction, small-group pull-outs, and intensive reading and math classes. The entire Rosa Parks Charter School faculty share in this responsibility.

Following is the student statistical information:

Other - 7 %
Black - 53%
Hispanic - 40%

SCHOOL MATCH

Rosa Parks Charter School will be working collaboratively with The Charter School at Waterstone, a B school that also serves the Florida City/Homestead areas. Some of the activities our schools will collaborate on include professional development in-services; teacher pairing school to school, grade level to grade level; Rosa Parks teachers visiting and observing Waterstone teachers; and shared faculty meetings.

QUALITY STAFFHighly Qualified Administrators

Sharon D. Harris- Marcus, a retired educator, was hired as principal for the 2007-2008 school year. She was appointed Assistant Principal in October 2006 and served as interim Principal from February 2007. The principal holds a current Florida Certificate for Educational Leadership K-12.

She earned a Masters Degree in Administration and Supervision in June, 1982 from Xavier University, and a Bachelor in Elementary Education in 1976 from the University of Cincinnati. She taught all grade levels from 1st to 8th in Cincinnati Public Schools (CPS).

She also served as Assistant Principal for six years in CPS and was promoted as Principal of the Losantiville School, in the Innovative Pilot Mini District of CPS in 1996. The Pilot Mini District had selected schools and principals that pioneered educational reforms and test new ideas and best practices. Mrs. Marcus led a K-8th Grade Center from Intervention (equivalent to a "D" school in Florida) to School Achieving (equivalent to a "B" school in Florida.).

Mrs. Marcus has extensive experience in K-8 configurations, experience in curriculum planning, data analysis, needs assessment and working with specific skills, as well as outstanding leadership qualities. She served as an administrator for 12 years in the Cincinnati Public School system, and has a proven track record of improving school performance.

Mrs. Carol Clinton, a former DCPS teacher and 21st Century Community Learning Center After School Program Director was hired as the school administrator. Mrs. Clinton also successfully managed a Federal and State funded program for at-risk girls in public schools in Dade, Broward and Orange counties.

Recruitment/Retention of Highly Qualified Teachers

Recruitment: Rosa Parks Charter School is committed to ensuring a highly qualified pool of teachers in the core subject areas. RPCS uses the following strategies in recruiting high qualified teachers: Internet services, newspapers and other media services. An interviewing team composed of administrators, lead teachers and subject area teachers reviews the resumes of applicants. After interviews, the best candidates are chosen according to State and District requirements. All of our teachers hold certification from the state or qualify for certification.

There are two teachers currently out of field:

Jennifer Lehr and Shavon Jackson.

One teacher, Nilda Nieves, is not eligible for a Florida Educator's Certificate and will take and pass the subject area test for K - 6.

Retention: RPCS teachers are divided into three teams: primary - K-2; elementary - 3-5; and middle - 6-8. Each team comprises an effective teacher to provide mentoring for our new teachers. Teams meet once a week to share best practices and data disaggregating. Professional Development is essential to our retention efforts. While some PDs are mandated by administration, our teachers have the opportunity to attend workshops chosen for the benefit of the individual teacher or team.

Teacher in-services at the beginning of the year provide teachers with Federal, State and District instructional standards. They are also given SPED/ESOL information and strategies; classroom management strategies; information on data-driven instruction; disaggregating of data; Bloom's Taxonomy, etc.

[Show attached staff list](#)

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

Rosa Parks Charter School will be using the Florida Continuous Improvement Model (FCIM) to guide our school. An instructional cycle, Plan-Do-Check-Act, is used on a small instructional scale in day to day plans and in thematic or long term plans as well.

This model is used to guide all professional development and training from school wide in-services to grade level planning sessions. The Plan/Do/ Check/Act model helps us clarify goals, maintain our focus, monitor progress and refine our strategies. The administration monitors the process throughout the year.

RPCS uses the Florida Continuous Improvement Model as our guide in assuring that our students are receiving the highest quality instruction, assessment, and enrichment activities. The process begins when all data from the previous year is available. Staff members and the administration disaggregate the data (FCAT, AYP, DIBELS, INTERIM ASSESSMENT , SAT 10, CELLA and in-house) to identify areas of strengths and weaknesses. Once the data is reviewed, grade levels and planning teams establish focus areas for our school. These focus areas become our strategies. Using the curriculum maps embedded in the Learning Focused course timeline, teachers begin instruction. Our goal for instruction is mastery. Once we begin working within the schedule and activities in the classroom begin, teachers not only teach the new concept, but they reinforce and survey for understanding as well. These elements of instruction are evident in every classroom-everyday. Teachers' model, use real world experience and cooperative learning, provide essential vocabulary, and use drills to reinforce skills. Assessments (Interim Quarterly Benchmark Assessments) are discussed among grade level teams and are aligned with the content areas as well as the accountability standards. Pre- and post- assessments are included and are considered as part of the maintenance activities. In the end, the results of all assessments are used in determining a student's needs. Some cases may warrant continuing instruction to build on the knowledge base attained or may necessitate tutorials while others will benefit from enrichment activities.

At this point in the model, we return to the planning stage of the cycle where disaggregation of new data begins in order to guide us in continuing the school improvement process. Teachers are aided in the data analysis by administrators and resource teachers who continually monitor the assessment results to further assist in this area.

PLAN

Formulate a plan

Teachers will meet in their teams at a regular weekly scheduled time. It will give them the opportunities to meet, plan, share student data, create focus lessons and mini-assessments. Student disaggregated data reports will be review by teacher, by class, and by individual student and are used continuously to determine effectiveness of instructional strategies. Teachers will know based on data analysis, weaknesses of their students on targeted benchmarks. The teacher will reteach, discuss and keep a record of selected student weaknesses. Those selected students will have a PMP developed for their own intervention plans. Our calendar shows additional time for areas where students are having trouble and are flexible enough to allow for adjustments.

Optimize the timeline

The focus calendars are made school-wide for reading, math, writing, social studies and science and are posted in classrooms, offices. Each teacher handbook also has a copy of the calendar. The weekly bulletin will indicate the benchmark that will be taught and tested. The focus calendars are being followed, as evidenced in teachers' lesson plans and classroom observations.

The teachers will teach the targeted skill. The goal is for quality instruction and student mastery. Our classroom activities should be focused and conducive to learning by providing a warm-up, highlighting the day's focus, focusing on new content, reinforcing new concepts, surveying student understanding.

Effective teaching strategies for instruction have at their core consistently high-level expectations for students. Additionally, quality instruction includes, modeling thinking processes (i.e. think-alouds), providing essential vocabulary for subject area, applying learning to the real world, using cooperative learning techniques, using skill reinforcing drills, teaching test-taking strategies, celebrating mastery of skills and knowledge.

DO

Concentrate and collaborate on teaching benchmarks

RPCS focus lessons are being taught across the school and curriculum. Our teams are in vertical design; and each teacher will have the knowledge of their grade level skills as well as the grade above and below their grade. This will give our teachers a look at aligning their benchmarks and how that skill is taught in their grade as well as a grade above.

Tutorials and Enrichments are part of the regular school day. Tutorials re-teach benchmarks in different ways will be taught by intensive classes, pull out small groups and one on one settings. SES tutoring will also provide tutoring to selected students.

CHECK

Utilize assessments

RPCS' administrators, and team leaders will confirm that mini-assessments are taking place. RPCS "Wednesday" mini-assessments with short test items resembling FCAT are given on targeted benchmarks that are listed on the focus calendar. The data will be put in FCAT logs and reviewed weekly with administrators. Teachers or administrators will meet regularly (FCAT/SAT Chat) with students to review their performance and set goals

Ongoing informal and formal assessments to monitor individual student progress, including mastery of SSS, are administered and used to redesign instruction and interventions. The administrators will assume the primary responsibility for monitoring program success. The monitoring practices include regularly unscheduled classroom visits, one-on-one meetings with students and teachers to review test scores, celebrating successes, using surveys to assess the process, the school climate, and stakeholder satisfaction.

ACT

Sustain learning

Alternative instructional delivery methods are part of the regular school day. RPCS tutorials – i.e. remediation, acceleration, and enrichment strategies will be re-taught

on the scheduled benchmarks in different ways. It will be taught by intensive classes, pull out small groups and one on one settings that will include corrective and reinforcement approach. Our Instructional Leadership Committee will periodic reviews and discuss student mastery of targeted benchmarks in our weekly staff meeting and highlight best practice for each skill.

The Administration will frequently monitor the FCIM implementation in classrooms through Classroom Walk-Throughs observation and one-on-one meetings. This FCIM data will be used to impact the progress and generate weekly discussion in the staff, team and committee meeting at the school.

Communication with Parents

Rosa Parks Charter Schools distributes information throughout the school year. Communications include informational flyers and monthly calendars created by our 8th grade journalism class under the supervision of their teacher. Parents receive information through the mail or via hardcopies sent home with the students.

Additionally, a parent resource center is located in the media center at the 4-8 Center and the lobby of the K-3 center to provide parents with pertinent information regarding school procedures and upcoming events. The on-going communication with parents will occur through the use of students' progress reports, report cards, letters, flyers, parent teacher conferences, and telephone calls.

Special events such as Meet-to-Greet/Ice Cream Social, Open House, FCAT nights, and Math/Science Night will be held to keep parents informed and involved.

Bilingual assistance is available as necessary.

[Show attached Public School Notice to parents](#)

[Show attached notification of SINI status](#)

Pre-School Transition

NA

Teacher Mentoring

All teachers new to Rosa Parks Charter School and teachers identified as in need of improvement based on student achievement will be assigned to a Professional Growth team which is designed to assist them with effective classroom management and instructional strategies. The team is led by an administrator and/or a Lead Teacher. Veteran teachers will be paired with newly assigned and beginning teachers as mentors to provide assistance with methodology and pedagogy. Professional Development workshops will be conducted on research-based strategies to help enhance the quality of instruction. The team will meet with an administrator at least once every 2 weeks; mentees and mentors will meet at least once a week. The new teachers and mentors are as follows:

Ms. Jennifer Lehr mentored by Mrs. Viola Gibson

Ms. Garnet Esters mentored by Ms. Marvia McDonald

Their activities include meeting weekly to debrief re: lesson planning, student academic progress, differentiated instruction, and classroom management. Mentees may also elect to have their mentors sit in on parent conferences until they feel more confident meeting with parents.

In addition, new teachers receive support in their vertical teams since each team either has a veteran or effective teacher. Teams meet once a week to plan across the grade levels, to align instruction with data and to share best practices.

The Reading Coach, if assigned by the District, will be used to model effective strategies for teachers, design and deliver professional development, monitor progress and analyze student data. The reading coach and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

Extended Learning Opportunities

Our low-performing students will be receive additional remediation in Reading and Math during the after school classes offered by SES providers.

A Saturday School program will be developed to offer our low-performing students additional instruction in Math, Reading and Science.

CRP #11. Elementary School

Tutoring programs

Tutorial services that address identified area(s) of need will be provided to students during the school day in the form of immediate intensive intervention (iii), as well as opportunities in before/after school programs. The assessment data or IEP will be utilized when selecting the appropriate intervention. Schools will utilize intervention materials that are FCRR reviewed (e.g., Breakthrough to Literacy, Destination Reading, Lightspan Early Reading, to meet the definition of scientifically research-based.

SCHOOLS GRADED C OR BELOW

Professional Development

Describe the professional development that supports enhanced and differentiated instructional strategies.

RPCS recognizes that targeted teacher professional development is key to student achievement and effective teaching. PDs are based on the identified needs of our students and reported and/or observed needs of our teachers. With this in mind, some of our teachers have already attended the

following trainings over the Summer: ESOL, DIBELS, FLKRS and Leap Frog. They also attended in-services in Vertical Team building.

Other areas that will be targeted through professional development include:

Disaggregating data
 Aligning instruction with data
 Classroom Management
 Formulating effective test questions
 Bloom's Taxonomy
 Creating & Using PMPs and IEPs
 ESOL strategies
 Differentiated Instruction
 Learning Centers
 Multiple Intelligences
 Differentiated Instruction
 Cooperative Learning
 CRISS Strategies

Disaggregated Data

Describe the use of student achievement data to determine the effectiveness of instructional strategies.

Beginning with the first staff meeting in August, teachers will use the DART method to disaggregate student data collected from the 2007 FCAT scores. Following the Florida Continuous Improvement Model (FCIM) RPCS has implemented weekly benchmark testing across all grade levels, from which information will be used to compile individual classroom and student data reports. These reports will be reviewed both in team and planning meetings to continuously determine the effectiveness of instructional strategies and to assess the need for reteaching or the need for modeling in the classroom by an effective teacher. Teachers will know based on data analysis, weaknesses of their students on targeted benchmarks. The teacher will reteach, discuss and keep a record of selected student weaknesses.

Informal and Formal Assessments

Describe the type of ongoing formal and informal assessments to be used during the school year to measure student progress

RPCS will use the following assessments to measure student progress:

DIBELS
 FLKRS
 Weekly Benchmark Tests
 District Interim Assessments
 SAT-10
 FCAT
 Textbook Assessments
 Teacher-made tests and quizzes
 Teacher Observation

Alternative Instructional Delivery Methods

Describe the alternative instructional delivery methods that allow you to reach all student subgroups and help to improve their academic achievement.

RPCS will use the following alternative instructional delivery methods:

Voyager
 Soar to Success
 Early Success

Project Based Learning
Leap Frog
Blast Off
Buckle Down
One on One session
Small Group Instruction
Cooperative Learning Groups

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the text box below.

In the checkbox below, please indicate which of the ten guiding principles is addressed below.

- Different Innovative Approaches to Instruction
- Responsibility of Teaching Reading for Every Teacher
- Quality Professional Development for Teachers and Leaders
- Small Learning Communities (SLC)
- Intensive Intervention in Reading and Mathematics
- Course Choice Based on Student Goals / Interests / Talent
- Master Schedules Based on Student Needs
- Parental Access and Support
- Applied and Integrated Courses
- Academic and Career Planning

Label

GOALS

Goal:	Reading
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Needs Assessment RPCS used the data attained from the 2007 School Performance Accountability Results to determine our needs assessment. There is a need for improvement in our AYP subgroups which consist of Blacks, Hispanic and Economically Disadvantaged none of which made AYP target of 51% being at or above grade level for reading. Our scores were as follows:

Black - 27%
 Hispanic - 43%
 Economically Disadvantaged - 37%

The 2007 report indicates that 38% of our students met high standards in Reading, a 4% increase from 2006; 57% made learning gains in Reading, a 4% increase from 2006; and 52% of lowest 25% made learning gains in Reading.

Based on an analysis of the data, RPCS is aware of the need for early identification of student deficiencies in mastery of the SSS benchmarks and immediate change in instructional focus to correct the deficiency.

Objective Through instructions of the Sunshine State Standards (SSS), 58% of our students in grades 3 - 8 will reach proficiency of Level 3 or above on the FCAT Reading 2008.

Strategies

1. Use the FOCUS component of the Florida Continuous Improvement Model to disaggregate and analyze data collected from the 2007 FCAT Reading test to identify strengths and weaknesses in student performance and to develop a comprehensive instructional plan to meet the specific needs of these students and align instruction with assessment.
2. Implement a Focus Calendar and pacing guides to ensure full coverage of all the SSS Reading benchmarks, 120 minutes of daily language arts/reading instruction and align instruction across all grade levels and subject areas.
3. Administer weekly benchmark assessments and disseminate results to teachers to monitor student progress, differentiate instruction and monitor teacher effectiveness.
4. Identify students in subgroups scoring at Achievement Levels 1 and 2 of FCAT Reading test, for placement in small-group instruction, intensive reading and SES classes.

5. Develop a Progress Monitoring Plan (PMP) for each low performing student to support school wide initiatives.
6. Conduct weekly meetings for staff to analyze data and plan instruction that targets identified deficiencies and plan workshops to teach progress monitoring, disaggregating data, aligning instruction with assessment and differentiating instruction.
7. Design a plan to actively involve parents in their child's reading development which includes having parents come in to read with their child's class and attend informational FCAT sessions.

Evaluation	The final data evaluation will be the reading component of the 2008 FCAT. In addition, Rosa Parks Charter School will incorporate the Dynamic Indicators of Basic Early Literary Skills (DIBELS), Norm Referenced Test, Stanford Achievement 10, teacher-created tests, textbook generated tests, weekly mini-assessments, and district assessments (interim assessments) as progress monitoring tools to determine mastery and deficiencies in any of the five essential components of reading.
Research-based Programs	Rosa Parks Charter School will use include the following: Houghton Mifflin Reading Program; Blast Off; Voyager; Early Success; Soar to Success and FCAT Explorer.
Professional Development	<ul style="list-style-type: none"> Disaggregating data Aligning instruction with data Formulating effective test questions Bloom's Taxonomy CRISS training Creating & Using PMPs and IEPs ESOL strategies Differentiated Instruction Learning Centers Multiple Intelligences Cooperative Learning

Objective	Through instructions of the Sunshine State Standards (SSS), 58% of Black students in grades 3 - 8 will reach proficiency of Level 3 or above on the FCAT Reading 2008.
Strategies	<ol style="list-style-type: none"> 1. Use the FOCUS component of the Florida Continuous Improvement Model to disaggregate and analyze data collected from the 2007 FCAT Reading test to identify strengths and weaknesses in student performance and to develop a comprehensive instructional plan to meet the specific needs of these students and align instruction with assessment. 2. Implement a Focus Calendar and pacing guides to ensure full coverage of

all the SSS Reading benchmarks, 120 minutes of daily language arts/reading instruction and align instruction across all grade levels and subject areas.

3. Administer weekly benchmark assessments and disseminate results to teachers to monitor student progress, differentiate instruction and monitor teacher effectiveness.
4. Identify students in subgroups scoring at Achievement Levels 1 and 2 of FCAT Reading test, for placement in small-group instruction, intensive reading and SES classes.
5. Develop a Progress Monitoring Plan (PMP) for each low performing student to support school wide initiatives.
6. Conduct weekly meetings for staff to analyze data and plan instruction that targets identified deficiencies and plan workshops to teach progress monitoring, disaggregating data, aligning instruction with assessment and differentiating instruction.
7. Design a plan to actively involve parents in their child's reading development which includes having parents come in to read with their child's class and attend informational FCAT sessions.
8. Students will receive 30 minutes of intervention using Early Success, Soar to Success, and Voyager.
9. Reading Coach will be utilized to work with students individually and in small groups.

Evaluation	The final data evaluation will be the reading component of the 2008 FCAT. In addition, Rosa Parks Charter School will incorporate the Dynamic Indicators of Basic Early Literary Skills (DIBELS), Norm Referenced Test, Stanford Achievement 10, teacher-created tests, textbook generated tests, weekly mini-assessments, and district assessments (interim assessments) as progress monitoring tools to determine mastery and deficiencies in any of the five essential components of reading.
Research-based Programs	Rosa Parks Charter School will use include the following: Houghton Mifflin Reading Program; Blast Off; Voyager; Early Success, Soar to Success and FCAT Explorer.
Professional Development	<ul style="list-style-type: none"> Disaggregating data Aligning instruction with data Formulating effective test questions Bloom's Taxonomy CRISS training Creating & Using PMPs and IEPs ESOL strategies Differentiated Instruction Learning Centers Multiple Intelligences Cooperative Learning

Objective	Through instructions of the Sunshine State Standards, 58 % of Hispanic students in grades 3-8 will reach proficiency of Level 3 or above on FCAT Reading 2008.
Strategies	<ol style="list-style-type: none"> 1. Use the FOCUS component of the Florida Continuous Improvement Model to disaggregate and analyze data collected from the 2007 FCAT Reading test to identify strengths and weaknesses in student performance and to develop a comprehensive instructional plan to meet the specific needs of these students and align instruction with assessment. 2. Implement a Focus Calendar and pacing guides to ensure full coverage of all the SSS Reading benchmarks, 120 minutes of daily language arts/reading instruction and align instruction across all grade levels and subject areas. 3. Administer weekly benchmark assessments and disseminate results to teachers to monitor student progress, differentiate instruction and monitor teacher effectiveness. 4. Identify students in subgroups scoring at Achievement Levels 1 and 2 of FCAT Reading test, for placement in small-group instruction, intensive reading and SES classes. 5. Develop a Progress Monitoring Plan (PMP) for each low performing student to support school wide initiatives. 6. Conduct weekly meetings for staff to analyze data and plan instruction that targets identified deficiencies and plan workshops to teach progress monitoring, disaggregating data, aligning instruction with assessment and differentiating instruction. 7. Design a plan to actively involve parents in their child's reading development which includes having parents come in to read with their child's class and attend informational FCAT sessions. 8. Students will receive 30 minutes of intervention using Early Success, Soar to Success, and Voyager. 9. Reading Coach will be utilized to work with students individually and in small groups.
Evaluation	The final data evaluation will be the reading component of the 2008 FCAT. In addition, Rosa Parks Charter School will incorporate the Dynamic Indicators of Basic Early Literary Skills (DIBELS), Norm Referenced Test, Stanford Achievement 10, teacher-created tests, textbook generated tests, weekly mini-assessments, and district assessments (interim assessments) as progress monitoring tools to determine mastery and deficiencies in any of the five essential components of reading.
Research-based Programs	Rosa Parks Charter School will use include the following: Houghton Mifflin Reading Program; Blast Off; Voyager; Soar to Success and FCAT Explorer.

Professional Development	<ul style="list-style-type: none"> Disaggregating data Aligning instruction with data Formulating effective test questions Bloom's Taxonomy CRISS training Creating & Using PMPs and IEPs ESOL strategies Differentiated Instruction Learning Centers Multiple Intelligences Cooperative Learning
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Objective	Through instructions of the Sunshine State Standards, 58% of Economically Disadvantaged students in grades 3 – 8 will reach proficiency of Level 3 or above on FCAT Reading 2008.
Strategies	<ol style="list-style-type: none"> 1. Use the FOCUS component of the Florida Continuous Improvement Model to disaggregate and analyze data collected from the 2007 FCAT Reading test to identify strengths and weaknesses in student performance and to develop a comprehensive instructional plan to meet the specific needs of these students and align instruction with assessment. 2. Implement a Focus Calendar and pacing guides to ensure full coverage of all the SSS Reading benchmarks, 120 minutes of daily language arts/reading instruction and align instruction across all grade levels and subject areas. 3. Administer weekly benchmark assessments and disseminate results to teachers to monitor student progress, differentiate instruction and monitor teacher effectiveness. 4. Identify students in subgroups scoring at Achievement Levels 1 and 2 of FCAT Reading test, for placement in small-group instruction, intensive reading and SES classes. 5. Develop a Progress Monitoring Plan (PMP) for each low performing student to support school wide initiatives. 6. Conduct weekly meetings for staff to analyze data and plan instruction that targets identified deficiencies and plan workshops to teach progress monitoring, disaggregating data, aligning instruction with assessment and differentiating instruction. 7. Design a plan to actively involve parents in their child's reading development which includes having parents come in to read with their child's class and attend informational FCAT sessions. 8. Students will receive 30 minutes of intervention using Early Success, Soar to Success, and Voyager. 9. Reading Coach will be utilized to work with students individually and in small groups.

Evaluation	The final data evaluation will be the reading component of the 2008 FCAT. In addition, Rosa Parks Charter School will incorporate the Dynamic Indicators of Basic Early Literary Skills (DIBELS), Norm Referenced Test, Stanford
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Achievement 10, teacher-created tests, textbook generated tests, weekly mini-assessments, and district assessments (interim assessments) as progress monitoring tools to determine mastery and deficiencies in any of the five essential components of reading.

Research-based Programs Rosa Parks Charter School will use include the following: Houghton Mifflin Reading Program; Blast Off; Voyager; Soar to Success and FCAT Explorer.

Professional Development

- Disaggregating data
- Aligning instruction with data
- Formulating effective test questions
- Bloom's Taxonomy
- CRISS training
- Creating & Using PMPs and IEPs
- ESOL strategies
- Differentiated Instruction
- Learning Centers
- Multiple Intelligences
- Cooperative Learning

Highly Qualified Instructors

Rosa Parks Charter School is staffed with classroom instructors who are certified or are eligible for certification.

RPCS provides many in-service opportunities to its faculty. Twice a month, committee meetings are held by resource teachers where information, techniques, and best practice ideas are given. The focus of the trainings is based on data results such as FCAT/SAT 10, in-house assessment results, developing higher order questioning techniques using Bloom's Taxonomy, teacher requests, and data analysis.

In addition the teachers will have training in.

- The Effective Teacher
- Classroom Management - "Wong Way"
- Lesson Planning,
- Sunshine State Standards,
- ESE and ESOL Accommodations

Subject area review classes are offered for new teachers who wish to pass a state of Florida subject area review test. Review classes are offered for the following tests: Language Arts, Elementary K-6, Social Studies, Science, and Math.

A General Knowledge Review class is offered for teachers who have to pass the General Knowledge Test.

Administrators track teacher certification and maintain close communication in order to assist them with their certification efforts. All notifications concerning certification opportunities are posted and teachers are encouraged to act upon

these.

Effectiveness will be monitored based upon student achievement.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	Voyager; Soar to Success;Houghton Mifflin Reading Program	School budget	1000
Technology	FCAT Explorer	Fundraiser	0
Professional Development	Reading Coach Principal Outside Resources	District Funds	0
Other			0
Total:			\$1,000.00

Goal:	Mathematics
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Needs Assessment RPCS used the data attained from the 2007 School Performance Accountability Results to determine our needs assessment. There is a need for improvement in our AYP subgroups which consist of Blacks, Hispanic and Economically Disadvantaged none of which made AYP target of 56% being at or above grade level for reading. Our scores were as follows:

Black - 30%
 Hispanic - 40%
 Economically Disadvantaged - 33%

Data attained from 2007 School Performance Accountability Results indicated that 36 percent of students met high standards and 51 percent made learning gains in math. The scores reflect a 10 percent increase in meeting high standards and a one percent decrease in learning gains.

The 2008 school performance in mathematics will need to show a 62% percent increase in the number of students meeting high standards.

Analysis of FCAT data results show that we need to focus strategies on increasing math skills for all students in all strands. Math teachers will meet with grade level members to review data and discuss focus for the 07-08 school year.

Objective Through instructions of the Sunshine State Standards, 62% of students in grades 3 – 8 will reach proficiency of Level 3 or above on FCAT Math 2008.

Strategies

1. Disaggregate and analyze data from the 2007 FCAT Mathematics test to identify strengths and weaknesses in student performance and to develop a comprehensive instructional plan to meet the specific needs of these students.
2. Identify students in subgroups scoring at Achievement Levels 1 and 2 of FCAT Mathematics, disaggregate data and provide differentiated, yet flexible, instruction to improve mathematics performance and increase mathematics skills of students.
3. Design and administer weekly mini mathematics assessments to monitor student progress and mastery of the Sunshine State Standards mathematics benchmarks.
4. Develop an Progress Monitoring Plan (PMP) for each low performing student to support school wide initiatives.
5. Utilize state adopted research based textbooks.
6. Teach test-taking strategies for FCAT/SAT10 using grade appropriate

materials.

7. Develop a calendar and a timeline which focuses mathematics instruction on the SSS benchmarks.

Evaluation	The final data evaluation will be the mathematics component of the 2008 FCAT. Rosa Parks Charter School will incorporate weekly mini-assessments and district assessments (interim assessments) as progress monitoring tools to determine mastery and deficiencies in strands of mathematics.
Research-based Programs	The research based program used at Rosa Parks Charter School is McGraw Hill Mathematics Series, Riverdeep and FCAT Explorer.
Professional Development	Professional development will be provided to teachers and appropriate staff on the third Wednesday of every month; as well as, scheduled teacher planning days. Trainings will include core mathematics programs, intervention programs, assessments, curriculum map development, content area FCAT/SAT10 instruction strategies, technology in education and classroom management. These professional development activities may include modeling lessons, coaching faculty, and workshops that will be conducted by the Administrators. Other in-services will be scheduled based on teacher surveys, data driven analysis and/or State/District initiatives.

Objective Through instructions of the Sunshine State Standards, 62% of Black students in grades 3 – 8 will reach proficiency of Level 3 or above on FCAT Math 2008.

Strategies

1. Disaggregate and analyze data from the 2007 FCAT Mathematics test to identify strengths and weaknesses in student performance and to develop a comprehensive instructional plan to meet the specific needs of these students.
2. Identify students in subgroups scoring at Achievement Levels 1 and 2 of FCAT Mathematics, disaggregate data and provide differentiated, yet flexible, instruction to improve mathematics performance and increase mathematics skills of students.
3. Design and administer weekly mini mathematics assessments to monitor student progress and mastery of the Sunshine State Standards mathematics benchmarks.
4. Provide extended learning opportunities including SES tutoring for low performing students with monthly assessments for placement.
5. Develop an Progress Monitoring Plan (PMP) for each low performing student to support school wide initiatives.
6. Utilize computer-assisted programs and pull-outs to enrich and remediate students.
7. Utilize state adopted research based textbooks.
8. Teach test-taking strategies for FCAT/SAT10 using grade appropriate

materials.

9. Develop a calendar and a timeline which focuses mathematics instruction on the SSS benchmarks.

Evaluation	The final data evaluation will be the mathematics component of the 2008 FCAT/SAT 10. Rosa Parks Charter School will incorporate weekly mini-assessments and district assessments (interim assessments) as progress monitoring tools to determine mastery and deficiencies in strands of mathematics.
Research-based Programs	The research based programs used at Rosa Parks Charter School include McGraw Hill Mathematics Series, Riverdeep, Buckle Down and FCAT Explorer.
Professional Development	Professional development will be provided to teachers and appropriate staff on the third Wednesday of every month; as well as, scheduled teacher planning days. Trainings will include core mathematics programs, intervention programs, assessments, curriculum map development, content area FCAT/SAT10 instruction strategies, technology in education and classroom management. These professional development activities may include modeling lessons, coaching faculty, and workshops that will be conducted by the Administrators. Other in-services will be scheduled based on teacher surveys, data driven analysis and/or State/District initiatives.

Objective Through instructions of the Sunshine State Standards, 62% of Economically Disadvantaged students in grades 3 – 8 will reach proficiency of Level 3 or above on FCAT Math 2008.

Strategies

1. Disaggregate and analyze data from the 2007 FCAT Mathematics test to identify strengths and weaknesses in student performance and to develop a comprehensive instructional plan to meet the specific needs of these students.
2. Identify students in subgroups scoring at Achievement Levels 1 and 2 of FCAT Mathematics, disaggregate data and provide differentiated, yet flexible, instruction to improve mathematics performance and increase mathematics skills of students.
3. Design and administer weekly mini mathematics assessments to monitor student progress and mastery of the Sunshine State Standards mathematics benchmarks.
4. Provide extended learning opportunities including SES tutoring for low performing students with monthly assessments for placement.
5. Develop an Progress Monitoring Plan (PMP) for each low performing student to support school wide initiatives.
6. Utilize computer-assisted programs and pull-outs to enrich and remediate students.

7. Utilize state adopted research based textbooks.
8. Teach test-taking strategies for FCAT/SAT10 using grade appropriate materials.
9. Develop a calendar and a timeline which focuses mathematics instruction on the SSS benchmarks.

Evaluation The final data evaluation will be the mathematics component of the 2008 FCAT. Rosa Parks Charter School will incorporate weekly mini-assessments and district assessments (interim assessments) as progress monitoring tools to determine mastery and deficiencies in strands of mathematics.

Research-based Programs The research based program used at Rosa Parks Charter School is McGraw Hill Mathematics Series, Riverdeep and FCAT Explorer

Professional Development Professional development will be provided to teachers and appropriate staff on the third Wednesday of every month; as well as, scheduled teacher planning days. Trainings will include core mathematics programs, intervention programs, assessments, curriculum map development, content area FCAT/SAT10 instruction strategies, technology in education and classroom management. These professional development activities may include modeling lessons, coaching faculty, and workshops that will be conducted by the Administrators. Other in-services will be scheduled based on teacher surveys, data driven analysis and/or State/District initiatives.

Objective Through instructions of the Sunshine State Standards, 62% of Hispanic students in grades 3 – 8 will reach proficiency of Level 3 or above on FCAT Math 2008.

- Strategies**
1. Disaggregate and analyze data from the 2007 FCAT Mathematics test to identify strengths and weaknesses in student performance and to develop a comprehensive instructional plan to meet the specific needs of these students.
 2. Identify students in subgroups scoring at Achievement Levels 1 and 2 of FCAT Mathematics, disaggregate data and provide differentiated, yet flexible, instruction to improve mathematics performance and increase mathematics skills of students.
 3. Design and administer weekly mini mathematics assessments to monitor student progress and mastery of the Sunshine State Standards mathematics benchmarks.
 4. Provide extended learning opportunities including SES tutoring for low performing students with monthly assessments for placement.
 5. Develop an Progress Monitoring Plan (PMP) for each low performing student to support school wide initiatives.
 6. Utilize computer-assisted programs and pull-outs to enrich and remediate students.
 7. Utilize state adopted research based textbooks.

8. Teach test-taking strategies for FCAT/SAT10 using grade appropriate materials.
9. Develop a calendar and a timeline which focuses mathematics instruction on the SSS benchmarks.

Evaluation The final data evaluation will be the mathematics component of the 2008 FCAT. Rosa Parks Charter School will incorporate weekly mini-assessments and district assessments (interim assessments) as progress monitoring tools to determine mastery and deficiencies in strands of mathematics.

Research-based Programs The research based program used at Rosa Parks Charter School is McGraw Hill Mathematics Series, Riverdeep and FCAT Explorer

Professional Development Professional development will be provided to teachers and appropriate staff on the third Wednesday of every month; as well as, scheduled teacher planning days. Trainings will include core mathematics programs, intervention programs, assessments, curriculum map development, content area FCAT/SAT10 instruction strategies, technology in education and classroom management. These professional development activities may include modeling lessons, coaching faculty, and workshops that will be conducted by the Administrators. Other in-services will be scheduled based on teacher surveys, data driven analysis and/or State/District initiatives.

Highly Qualified Instructors Rosa Parks Charter School is staffed with classroom instructors who are certified or are eligible for certification.

RPCS provides many in-service opportunities to its faculty. Twice a month, committee meetings are held by resource teachers where information, techniques and best practice ideas are given. The focus of the training is based on data results such as FCAT/SAT10, in-house assessments results, developing higher order questioning techniques using Bloom's Taxonomy, teacher requests, and data analysis.

In addition teachers will have training in:

The Effective Teacher
 Classroom Management - "Wong Way"
 Lesson Planning
 Sunshine State Standards

ESE and ESOL Accommodations Subject area review classes are offered for new teachers who wish to pass a state of Florida subject area review test. Review classes are offered for the following tests: Language Arts, Elementary K-6, Social Studies, Science, and Math.

A General Knowledge Review class is offered for teachers who have to pass the General Knowledge Test.

Administrators track teacher certification and maintain close communication in

order to assist them with their certification efforts. All notifications concerning certification opportunities are posted and teachers are encouraged to act upon these.

Effectiveness will be monitored based upon student achievement.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	McGraw Hill Mathematics Series,	School Budget	1000
Technology	Riverdeep, FCAT Explorer.	District Funded, Fundraisers	0
Professional Development	Best practice in-services	School Budget	0
Other			0
Total:			\$1,000.00

Goal:	Writing
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Needs Assessment Rosa Parks Charter School identified its areas of need using the information from the 2006-2007 Annual School Accountability Report. Results of the 2007 FCAT indicate that 77 percent of students met high standards of writing, an increase of 3 percent from last year. Carefully analyzing the data for 8th grade shows evidence that increased focused instruction is needed in all writing benchmarks.

Objective Given instructions using the Sunshine State Standards, students in grades four and eight will improve their writing skills as evidenced by 78 percent of the students reaching the state required mastery level of 4.0 as documented by the average of writing scores on the 2008 FCAT Writing Test.

Strategies

1. Use district writing pre and post tests as instructional tools in all grade levels.
2. Conduct weekly meetings with staff to train and assist teachers in holistic scoring procedures.
3. Administer Weekly writing prompts and Quarterly Interim tests to monitor student progress and align instruction.
4. Develop a Progress Monitoring Plan (PMP) for low performing student to support school wide initiatives.
5. Develop a calendar and a timeline which focuses writing instruction on the SSS benchmarks tested by FCAT.
6. Implement and collaborate with the SES after school tutors to work with students on benchmarks identified on the focus calendar and conduct "Writers' Workshops".
7. Plan and present a 4th and 8th grade FCAT night for parents on FCAT Writing test with follow-up sessions, as needed.

Evaluation The final data evaluation will be the 2008 Florida Writing Plus. Rosa Parks Charter School will incorporate monthly writing prompts and district pre/post assessments as progress monitoring tools to determine mastery and deficiencies in expository, narrative and persuasive writing.

Research-based Programs Houghton Mifflin Reading Series writing component.

Professional Development Professional development will be provided to teachers and appropriate staff at each faculty meeting; as well as, scheduled teacher planning days. Trainings will include the core writing program, techniques and strategies in expository, narrative and persuasive writing, scoring using a six point rubric and holistic scoring. These professional development activities may include modeling lessons, coaching faculty, and workshops that will be conducted by the Reading Coach and/or 4th grade teacher. Other in-services will be scheduled based on teacher surveys, data driven analysis and/or State/District initiatives.



Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	Houghton Mifflin, FCAT Writes, Blast Off Writes	School Budget	500
Technology			0
Professional Development	Reaching Coach, 4th grade teacher	District Funds, School Budget	0
Other	SES tutoring	Title 1	0
Total:			\$500.00

Goal:	Science
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Needs Assessment Scores on the 2007 FCAT Science Test indicate that only 3% of students in fifth and eighth grades achieved proficiency in science.

Objective Given instruction based on the Sunshine State Standards, 28% of our students in grades 5 and 8 will score a high standard of Level 3 or above on the 2008 FCAT Science Test.

Strategies

1. Collaborate with staff to disaggregate and analyze data from the 2007 FCAT Science test to identify strengths and weaknesses in student performance and to develop a comprehensive instructional plan to meet the specific needs of these students.
2. Design and administer weekly mini science assessments to monitor student progress and mastery of the Sunshine State Standards science benchmarks .
3. Collaborate weekly with faculty to assess and evaluate student performance and discuss strategies that will directly target deficiencies. Provide staff development on instructional strategies and other areas that teachers deem necessary.
4. Implement a science scope and sequence to ensure that all Sunshine State Standards are being taught through content area instruction.
5. Provide differentiated instruction to increase student participation in hands-on science activities by conducting experiments that demonstrate concrete applications.
6. Implement and collaborate with the SES tutors to work with students on benchmarks identified on the focus calendar.
7. School-wide participation in Spring science fair.
8. Plan and present a 5th and 8th grade FCAT night for parents on FCAT Science test with follow-up sessions, as needed.

Evaluation The final data evaluation will be the science component of the 2008 FCAT. Rosa Parks Charter School will incorporate the weekly mini-assessments and School level assessments (interim assessments) as progress monitoring tools to determine mastery and deficiencies in strands of science.

Research-based Programs Macmillan McGraw – Hill “Science” series and Riverdeep.

Professional Development Professional development will be provided to teachers and appropriate staff during staff meetings; as well as, scheduled teacher planning days. Trainings

will include the core science program, Internet programs, intervention programs, and assessments. These professional development activities may include modeling lessons, coaching faculty, and workshops that will be conducted by the consultant. Other in-services will be scheduled based on teacher surveys, data driven analysis and/or State/District initiatives.

Highly Qualified Instructors

Rosa Parks Charter School is staffed with classroom instructors who are certified or are eligible for certification.

RPCS will provide many in-service opportunities to its faculty. Weekly team meetings are held by the chairs where information, techniques, and best practice ideas are given.

The focus of the meeting is based on data results such as FCAT/SAT10, in-house assessment results, teacher requests, and Data analysis. Current year's training plans include: Data analysis, Leap Frog, Learning Focused Curriculum and Calendar and alignment, Summarizing, Science curriculum support, developing higher order questioning techniques using Bloom's Taxonomy, AYP., Classroom Management, Lesson Planning, Sunshine State Standards, ESE and ESOL Accommodations.

Team Meeting of the subject area and General Knowledge test will be discussed and reviewed.

Administrators track teacher certification and maintain close communication in order to assist them with their certification efforts. All notifications concerning certification opportunities are posted and teachers are encouraged to act upon these.

Teachers will be monitored for their effectiveness.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	Macmillan McGraw – Hill “Science” series	School Budget	1000
Technology	Riverdeep	District funds	0
Professional Development	Professional development from on site resource	School Budget	0
Other			0
Total:			\$1,000.00

Goal:	Parental Involvement
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Needs Assessment As with many other schools, RPCS had only minimal success with its parental involvement for the 2006-2007 school year. While parents showed up in large numbers for events such as the Winter Holiday Program, informational sessions such as FCAT night were poorly attended. In addition, many parents did not complete their volunteer hours at the school.

RPCS has devised new strategies to increase parental involvement for the 2007-2008 school year.

An analysis of parental involvement trends at Rosa Parks Charter School indicates that additional strategies must be incorporated, especially in the area of parent outreach. In an effort to increase parental involvement, the level of involvement of both parents and community based organizations will need to be highly focused and well planned to maximize the efforts to generate increased participation and support.

Data including: 1.) Annual parent and staff surveys 2.) School activity sign in/comment sheets 3.) Parent conference Sign In Sheets 4.) Parent comment return section from newsletters 5.) Parent Night(s) Evaluations

All sources of data indicate need for more opportunities for parent input and activities that promote communication.

Sign in sheets indicate the need for more parent involvement.

Objective Given the need to strengthen the link with home and community and to provide parents with the tools to implement the improvement of student achievement, our objective is to have at least 50% of parents attend our Partners in Education (PIE) meetings and complete their volunteer hours at the school.

Strategies

1. Create an active, organized Partners in Education (PIE) committee to increase parental participation. PIE is equivalent to a PTO.
2. Hold Back to School night, FCAT night, Family night, Math & Science night and other similar events to keep parents informed and showcase student work.
3. Increase written communication in the form of a monthly calendar and teacher's notes in English, Spanish and Creole.
4. Assign the CIS to ensure that all parents complete the required 20 hours volunteer hours for the 2007– 2008 school year.
5. Parent Conferences as per the District's schedule and as needed.

Evaluation Evaluation includes the monitoring of sign-in logs of all in school parent - involved activities and meetings including reports from CIS on parental involvement and volunteer hours.

Research-based Programs Resources provided by the U.S. Department of Education in support of the No Child Left Behind Act will be used. These web based resources include: Involvement in My Child's Education and My Child's Academic Success.

Professional Development In-house training and in-services will be on going and provided to all teachers and staff members with focus on cultural awareness. Various articles on the effectiveness of parental and community involvement will be shared with all administrators, faculty and staff.

In addition, Charter School Operations will conduct a parent workshop at our school site.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Community Involvement Specialist/Paraprofessional	Title 1	25000
Technology	E-mail, newly created website	School Budget	500
Professional Development	In-service workshops on increasing parental involvement; effective communication with parents	School Budget	0
Other			0
Total:			\$25,500.00

Goal:	Return on Investment
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Needs Assessment In 2005 Rosa Parks Charter School will rank within the 50th percentile on the State of Florida Return on Investment Index from the Florida Department Of Education.

Objective Student data is used to determine the areas of need for the return on investement.

Strategies

1. To become more informed about the use of financial resources in relation to school programs.
2. Collaborate with the managing company on resource allocation.
3. Consider reconfiguration of existing resources or taking advantage of grant opportunities.
4. Consider shared use of facilities, partnering with community agencies and neighboring schools.
5. Use student data to analysis results to find or construct more effective educational strategies that fit the needs of students and staff.

Evaluation The next State of Florida ROI index publication.

Goal:

Needs Assessment

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Total:			\$0.00

SCHOOL ADVISORY COUNCIL Yes No

The majority of the SAC members are not employed by the school. The SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

SAC Involvement

RPCS has added new members to the Educational Excellence School Advisory Council (EESAC) for the 2007-2008 school year. Since recruitment is difficult during the Summer months, the current members will solicit new members at the beginning of the school year. The council assisted in the preparation of the school improvement plan, budget, school activities, fundraising, and other suggestions related to school affairs.

FINAL BUDGET			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)	Reading: Voyager; Soar to Success;Houghton Mifflin Reading Program Mathematics: McGraw Hill Mathematics Series, Writing: Houghton Mifflin, FCAT Writes, Blast Off Writes Science: Macmillan McGraw – Hill “Science” series Parental Involvement: Community Involment Specialist/Paraprofessional	Reading: School budget Available: \$1,000.00 Mathematics: School Budget Available: \$1,000.00 Writing: School Budget Available: \$500.00 Science: School Budget Available: \$1,000.00 Parental Involvement: Title 1 Available: \$25,000.00	\$28,500.00
Technology	Reading: FCAT Explorer Mathematics: Riverdeep, FCAT Explorer. Writing: Science: Riverdeep Parental Involvement: E-mail, newly created website	Reading: Fundraiser Available: \$0.00 Mathematics: District Funded, Fundraisers Available: \$0.00 Writing: Available: \$0.00 Science: District funds Available: \$0.00 Parental Involvement: School Budget Available: \$500.00	\$500.00
Professional Development	Reading: Reading Coach Principal Outside Resources Mathematics: Best practice in-services Writing: Reaching Coach, 4th grade teacher Science: Professional development from on site resource Parental Involvement: In-service workshops on increasing parental involoment; effective communication with parents	Reading: District Funds Available: \$0.00 Mathematics: School Budget Available: \$0.00 Writing: District Funds, School Budget Available: \$0.00 Science: School Budget Available: \$0.00 Parental Involvement: School Budget Available: \$0.00	\$0.00
Other	Reading: Mathematics: Writing: SES tutoring Science: Parental Involvement:	Reading: Available: \$0.00 Mathematics: Available: \$0.00 Writing: Title 1 Available: \$0.00 Science: Available: \$0.00 Parental Involvement: Available: \$0.00	\$0.00
		Total:	\$29,000.00

IMPLEMENTATION EVALUATION

Rosa Parks Charter School evaluation will comprise of formative and summative measures.

Formative Assessment include weekly skills test as identified by data driven student needs, benchmarking, and teacher created test, teacher observation, authentic assessments and textbook generate test that will measure adequate progress.

DIBELS, DAR and Interim Assessment Test will be administered as a progress monitoring tools provided by the District.

Summative Assessment will include the SAT 10 grades 1st -2nd , Norm Reference Test and the Florida Comprehensive Achievement Test for grades 3rd-8th .

Members

Signature

- 1) Herbert Coleman , Business Member
- 2) Viola Gibson , Teacher
- 3) Sharon D. Harris-Marcus , Principal
- 4) Carol Clinton , Assistant Principal
- 5) Danelle Perez , School Support Personnel
- 6) Brenda Banda , Student
- 7) Carmen Rivera , Parent
