

School Improvement Plan (SIP)

CHARTER SCHOOL VERSION

Proposed for 2018-2019

A charter school that receives a school grade of “D” or “F” pursuant to Section 1008.34(2), F.S., must develop and submit a school improvement plan to its sponsor.

School Name: BridgePrep Academy of Broward School Location Number: 5238

Current Grades Served: K-7 Contract Grades Served: K-8 Year School Opened: 2017-2018

2018-2019 SCHOOL IMPROVEMENT PLAN

PART 1: Current School Information

School Information

Complete School Name: BridgePrep Academy of Broward	District Name: Broward
School Location Number (MSID): 5238	
Principal: Ruth Kalinsky	District Superintendent: Robert Runcie
Governing Board Member(s): Yeneir Rodriguez-Padron, Chair Luis Necuze, Treasurer Lou LoFranco, Secretary Jessica Jewett, Director Jennifer Abreu, Director	Date of School Board Charter Approval: June 13, 2017 Date of Most Recent School Board Charter Amendment:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Florida Comprehensive Assessment Test/Statewide Assessment Trend Data](#)

[Florida Standards Assessment Portal](#)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

[School Accountability Reports](#)

Administrators

List your school’s administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their **prior performance record with increasing student achievement at each school**. Include history of School Grades, FSA/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%).

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FSA/statewide assessment Achievement Levels, learning gains, lowest 25%, along with the associated school year)
Principal	Ruth Kalinsky	Bachelor's of Music, Professional (Education/Psychology)	4 months	10	Dean of Students with The Charter Schools of Excellence Tamarac Campus. The school grade for the 2014-2015 school year was an F. In the 2015-2016 school year grade was raised to a C. The ELA learning gains for the school were 57% and 39% for the lowest 25% of students. In Math, the overall learning gains were 58% and 39% for the lowest 25%. The 2016- 2017 school year grade was a C. The learning gains for ELA overall was 57% and for the lowest 25%, the gains were 25%. The overall Math gains for the year were 46% and for the lowest 25% of students had 52% learning gains. For the 2017-2018 School Year, Dean of Students at The Charter Schools of Excellence Davie Campus. The school scored a letter grade of A.
Assistant Principal	Alicia Brown	B.A. Elem. Ed.; M.Ed. Ed. Leadership FLDOE Certified in Edu. Leadership; Elem.Ed. K-6; ESOL K-12; ESE K-12	1 year	1	(2017-2018) BridgePrep Academy of Broward – Assistant Principal – School Grade “D”; (2016-2017) ESE Specialist/RtI Coordinator/Inservice Facilitator/Volunteer Coordinator at Deerfield Park Elementary - School Grade "B", (2015-2016) Special Programs Coordinator at Franklin Academy Sunrise – School Grade "B"; (2012-2015) ESE Support Facilitator/ESOL Contact at Walker Elementary – School Grade “F”

Instructional Coaches, ESE Specialist(s), and ESOL Contact(s):

List your school’s Instructional Coaches, ESE Specialist(s), ESOL Contact(s), and briefly describe their certification(s), number of years at the current school, number of years in that area/position, and their **prior performance record with increasing student achievement at each school**. Include history of School Grades, FSA/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%). Instructional Coaches, ESE Specialist(s), and ESOL Contact(s) described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach, ESE Specialist, ESOL Contact	Prior Performance Record (include prior School Grades, FSA/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%, along with the associated school year)
ELA	Nanette Graham	(Degrees) BFA Fine Art M.S.Ed Reading K-12 (Certifications) PreK-3 Primary Art Education K-12 Reading Education K-12	1	5	Somerset Academy Canyons (2013-2016): Prior School Grades – Middle School: A, High School: B Eagles Nest Community Charter Schools (2008-2013): Prior School Grades – Elementary: A, Middle School: B
ESE	Tedra Cameron	BS, Criminal Justice M.S.Ed, ESE (Certification) Exceptional Student Education K-12	1	3	Miami Dade County Public Schools (2005-2010) C & F Carol City Middle: (2013-2014) F Gibson Charter School (2014-2015) F Miami Arts Charter School: (2011-2012) A Broward County Public Schools Millennium Middle School: (2012-2013) A Eagles Nest Charter School: (2010-2011) B BridgePrep Academy of Broward (2017-current) Renaissance Charter School at Cooper City: (2015-2017) A
ESOL	Elizabeth Aviles	BA in ESOL ESOL Certification	1	0	N/A
RTI	Betty McCartney	MS. Ed in Reading	0	0	N/A

PART 2: Required Components of the School Improvement Plan for Charter Schools

1. Mission Statement

Provide your school's mission statement as stated in the approved application or most recent charter programmatic renewal.

BridgePrep Academy believes every child learns best in a safe, nurturing and stimulating environment where high academic expectations, self-esteem, good character, and an appreciation for the arts are promoted. BridgePrep Academy's mission is to provide a challenging academic curriculum that will encompass an enriched Spanish language program, technology and experiences that will enable students to develop in all areas. BridgePrep Academy's goal is to educate well-rounded individuals and enable students to reach their maximum potential.

2. Academic Data

Provide **detailed** student academic data by subgroups for **the most recent three (3) years** that includes **state mandated assessments** (FSA, EOC, FLKRS/STAR, ACCESS, etc.), and **progress monitoring assessments** that are required to be administered three times per year (FAIR-FS, BAS, iReady, etc.), if available. **Organize all student achievement data by grade band (K-2, 3-5, 6-8, 9-12).**

K-2 Academic Data:

Progress Monitoring:

English Language Arts K-2	Sept. 2017	Jan. 2018	May 2018	Sept. 2017	Jan. 2018	May 2018	Sept. 2017	Jan. 2018	May 2018	Sept. 2017	Jan. 2018	May 2018	
Journeys				iStation Reading									
% Correct			% Proficient	% Tier1			% Tier2			% Tier3			
	BoY	MoY	EoY	End of Year	BoY	MoY	EoY	BoY	MoY	EoY	BoY	MoY	EoY
K	Not Assessed	62%	72%	75%	49%	36%	17%	27%	32%	23%	9%	37%	50%
1		61%	67%	55%	32%	44%	55%	18%	15%	13%	48%	37%	32%
2		41%	74%	14%	62%	54%	55%	8%	11%	26%	25%	22%	19%

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Math K-2	Sept. 2017	Jan. 2018	May 2018	Sept. 2017	Jan. 2018	May 2018	Sept. 2017	Jan. 2018	May 2018	Sept. 2017	Jan. 2018	May 2018	
GoMath!				iStation Math									
% Correct			% Proficient	%Tier1			%Tier2			%Tier3			
	BoY	MoY	EoY	End of Year	BoY	MoY	EoY	BoY	MoY	EoY	BoY	MoY	EoY
K	Not Assessed	66%	76%	83%	60%	49%	48%	24%	28%	25%	16%	23%	27%
1	46%	70%	76%	74%	43%	44%	59%	38%	26%	14%	19%	30%	27%
2	Not Assessed	58%	76%	53%	74%	58%	58%	17%	26%	23%	9%	16%	34%

Science K-2			
Science Fusion			
% Correct			% Proficient
	Sept 2017	Jan 2018	May 2018
	BoY	MoY	EoY
	End of Year		
K	*Science Fusion does not have a beginning, middle, end of the year progress monitoring assessment for kindergarten. Students only did unit assessments.		
1	54%	72%	66%
2		69%	69%

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2018 FLKRS - STAR Early Literacy (Kindergarten)		
Scaled Score	Literacy Classification	% of Total
300-487	Early Emergent Reader	35%
488-674	Late Emergent	55%
675-774	Transitional Reader	5%
775-900	Probable Reader	5%

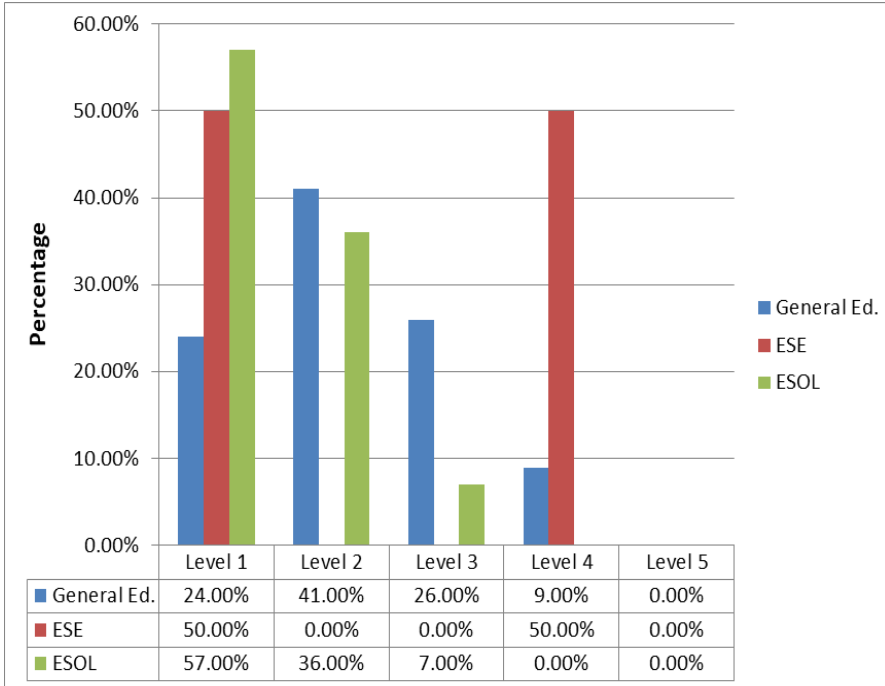
2018-19: BoY ELA Standards-Based Assessment (K-2)		
Grade	% Overall Average	% Proficient
K	54	11
1	41	4
2	32	0

2018-19: BoY Math Standards-Based Assessment (K-2)		
Grade	% Overall Average	% Percent Proficient
K	55	21
1	41	2
2	40	3

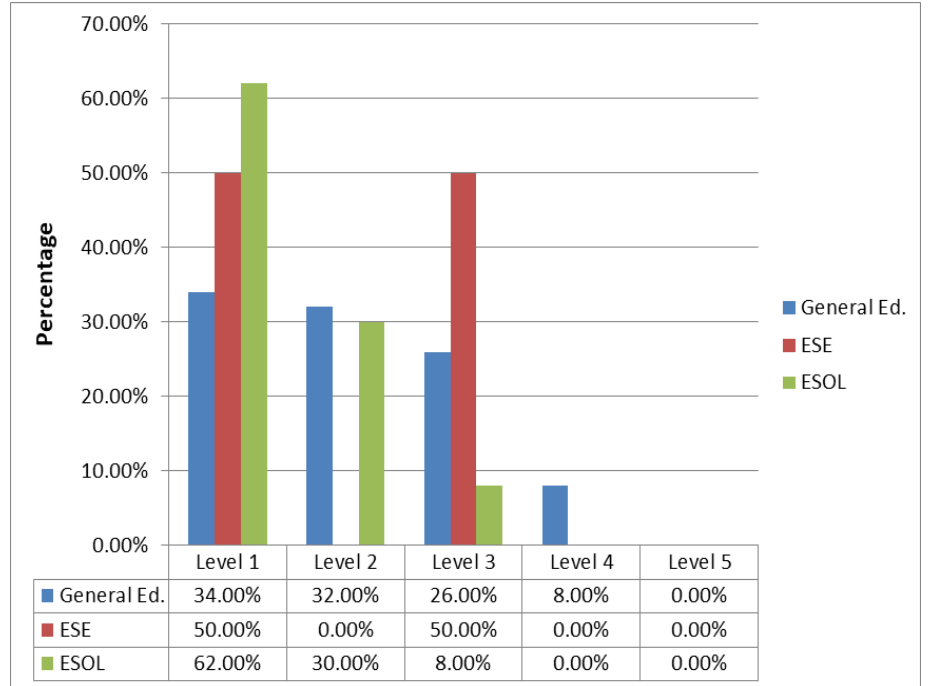
2018-19: BoY Science Standards-Based Assessment (K-2)		
Grade	% Overall Average	% Percent Proficient
K	*Kindergarten does not assess in this area	*Kindergarten not assessed.
1	50	14
2	48	9

3-5 Academic Data:

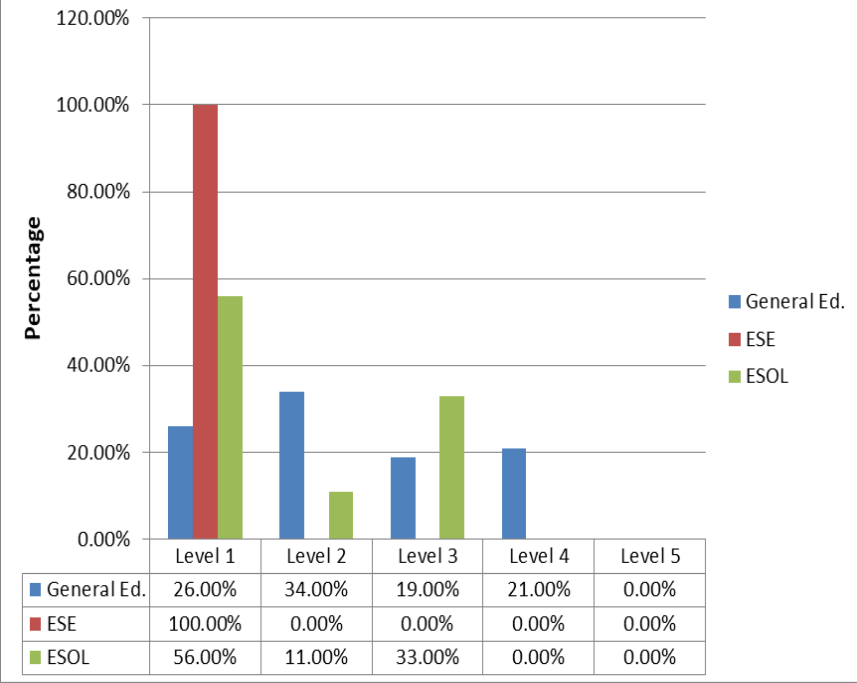
Third Grade FSA ELA



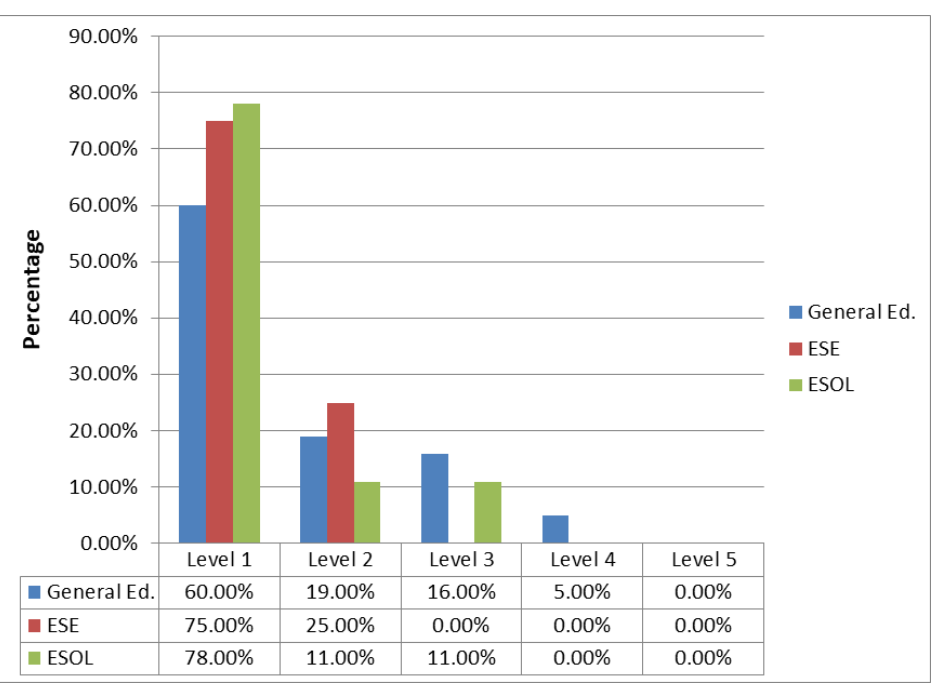
Third Grade FSA Math



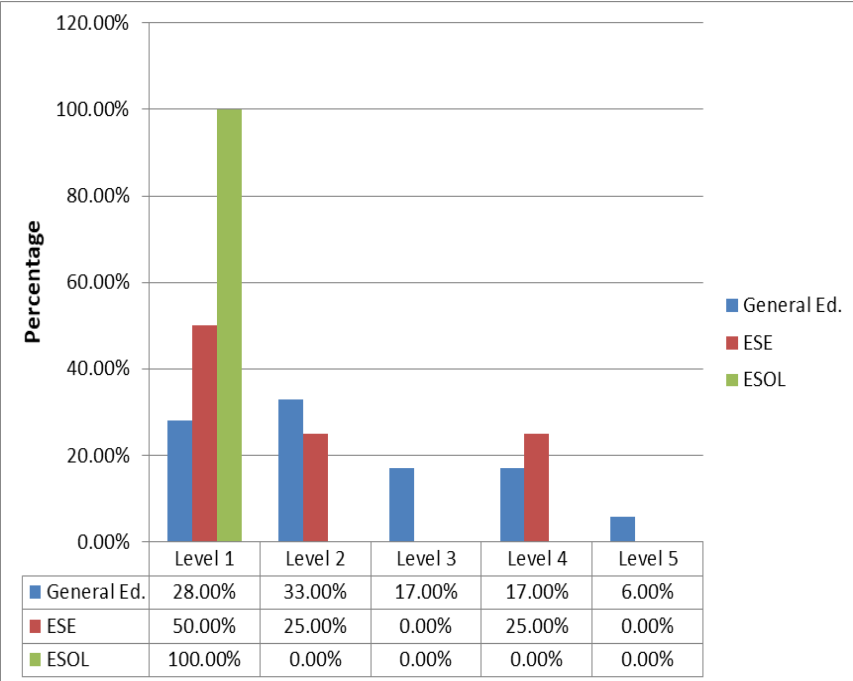
Fourth Grade FSA ELA



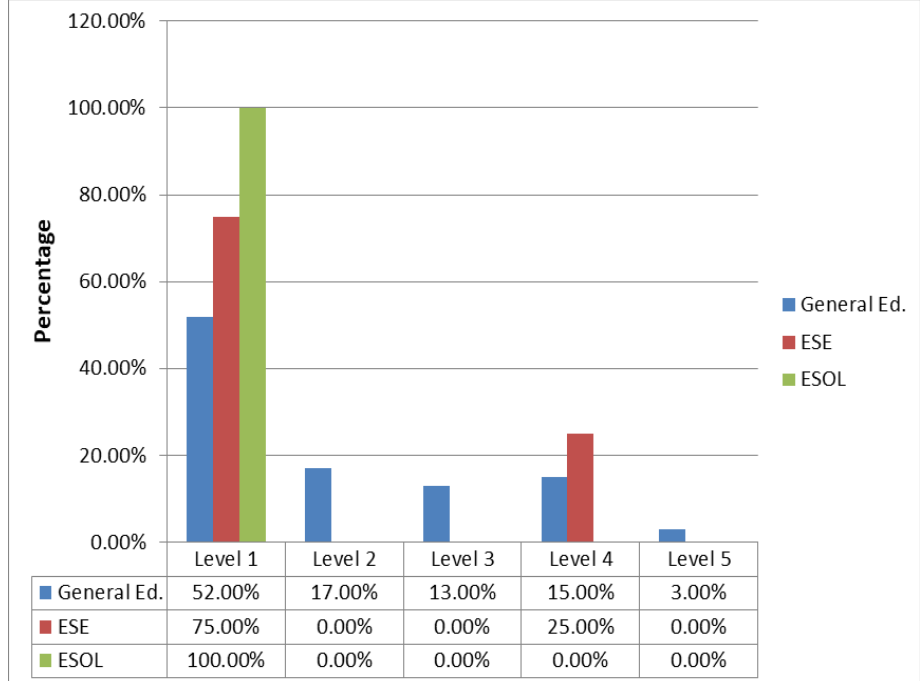
Fourth Grade FSA Math



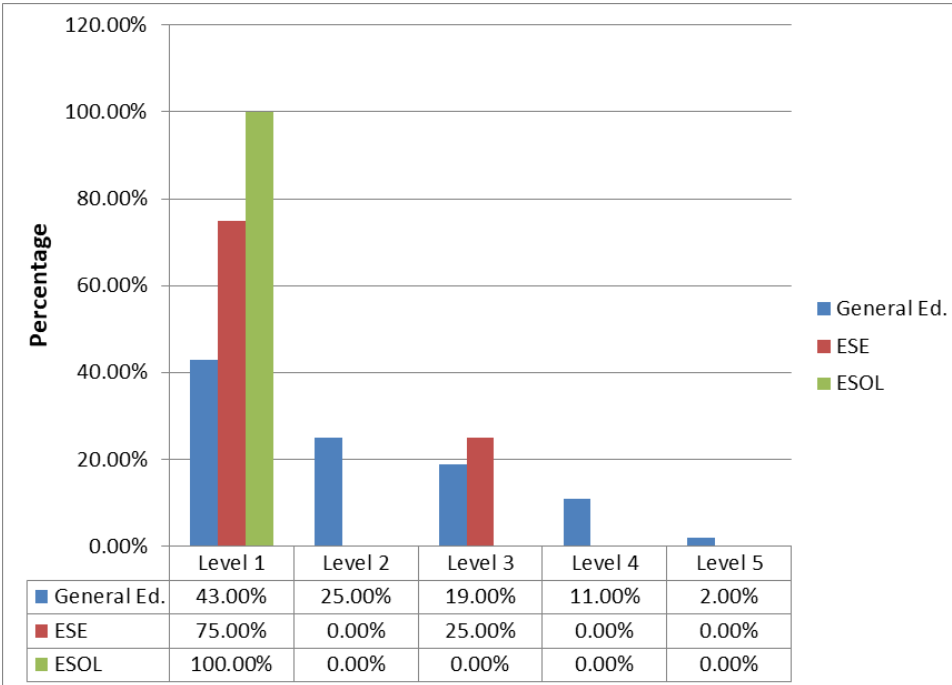
Fifth Grade FSA ELA



Fifth Grade FSA Math



Fifth Grade NGSS 2.0 Science



FSA Data for ELLs

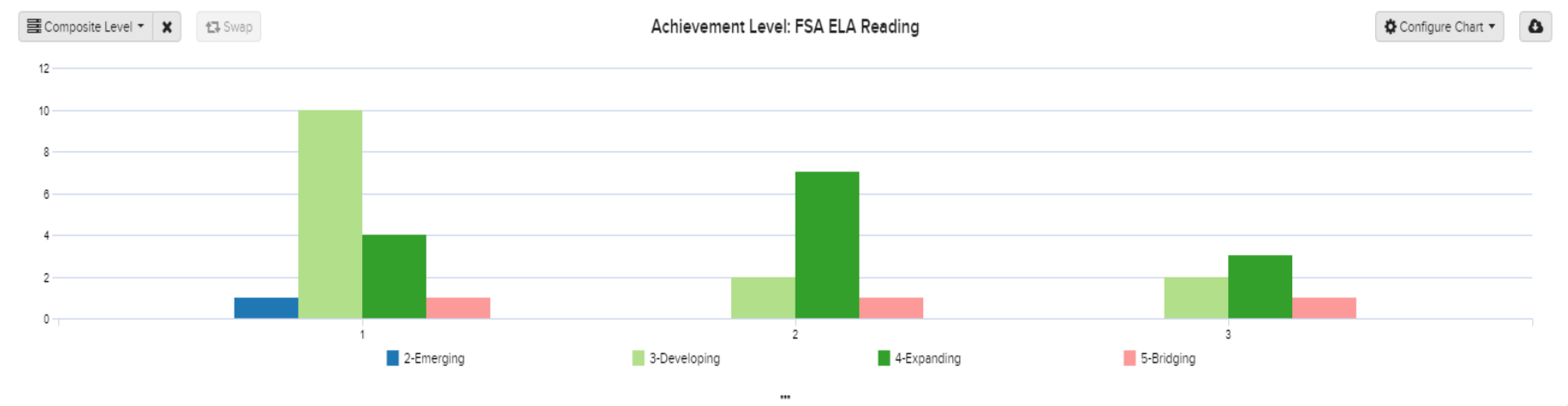
TestGradeLevel	Performance by Achievement Level		
	1	2	3
3	57%	36%	7%
2018	57%	36%	7%
4	56%	11%	33%
2018	56%	11%	33%
5	100%		
2018	100%		
6	67%	33%	
2018	67%	33%	
Total	62%	24%	14%

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 FSA Data for ELLs



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FSA Data for ELLs



Progress Monitoring

English Language Arts 3-5																
Journeys					iStation Reading									FAIR-FS (AP3)		
% Correct				% Proficient	% Tier1			% Tier2			% Tier3			% Green	% Yellow	% Red
	BoY	MoY	EoY	End of Year	BoY	MoY	EoY	BoY	MoY	EoY	BoY	MoY	EoY	EoY		
3	Not Assessed	61%	66%	63%	62%	60%	61%	42%	27%	34%	12%	8%	16%	31%	57%	11%
4		36%	35%	74%	70%	55%	27%	20%	19%	13%	13%	30%	42%	24%	43%	33%
5		33%	74%	72%	57%	42%	60%	13%	24%	26%	35%	14%	21%	30%	57%	13%

Math 3-5														
GoMath!					iStation Math									
% Correct				% Proficient	% Tier1			% Tier2			% Tier3			
	BoY	MoY	EoY	End of Year	BoY	MoY	EoY	BoY	MoY	EoY	BoY	MoY	EoY	
3	Not	65%	70%	70%	76%	63%	70%	14%	20%	18%	10%	17%	12%	
4	Assessed	32%	Not Assessed		65%	53%	Not	27%	31%	Not	8%	16%	Not Assessed	
5		32%			21%	28%	Assessed	36%	10%	Assessed	43%	29%		

Science 3-5				
Science Fusion % Correct				Science Fusion % Proficient (EoY)
	BoY		MoY	EoY
3	Not Assessed		63%	63%
4	Not Assessed		18%	17%
5	Not Assessed		18%	77%

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2018-19 - AP1: FAIR-FS (Grades 3-5)			
Grade	Probability of Literacy Success (PLS)		
	% Red	% Yellow	% Green
3	23	64	13
4	49	40	12
5	27	62	11

2018-19: BoY ELA Journeys Standards-Based Assessment (3-5)		
Grade	% Overall Average	% Percent Proficient
3	22	0
4	37	0
5	36	5

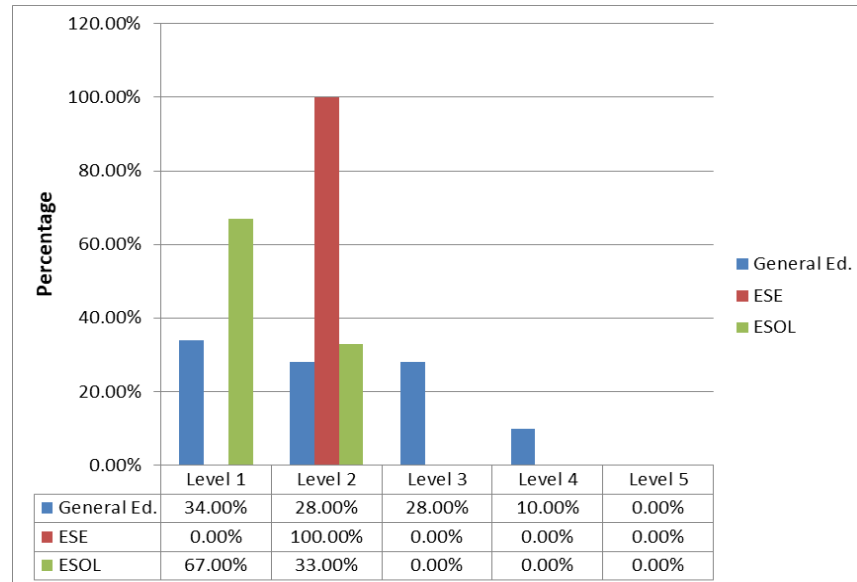
2018-19: BoY GoMath! Standards-Based Assessment (3-5)		
Grade	% Overall Average	% Percent Proficient
3	33	0
4	32	0
5	16	0

2018-19: BoY Science Standards-Based Assessment (3-5)		
Grade	% Overall Average	% Percent Proficient
3	29	0
4	24	0
5	26	0

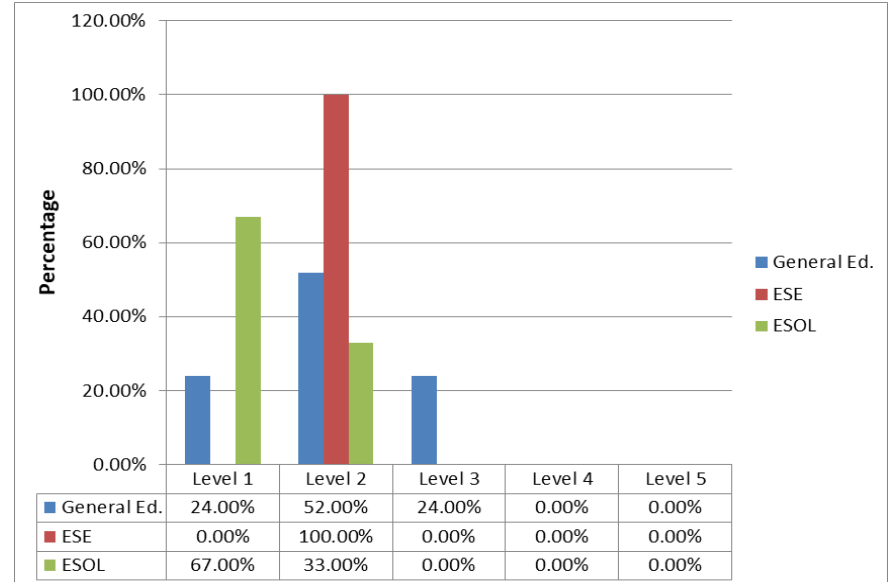
2018-19: BoY Text-Based Writing Assessment (3-5)	
Grade	Average Score Out of 10
3	*Third grade did not assess in this area
4	1
5	6

6-8 Academic Data: For the 2017-2018 School Year, BPA only went up to 6th grade.

Sixth Grade FSA ELA



Sixth Grade FSA Math



Progress Monitoring

2017-2018 English Language Arts 6																								
Journeys				iStation Reading									Achieve 3000						FAIR-FS (AP3)					
% Correct				% Tier1			% Tier2			% Tier3			Average Lexile			% College Ready			% Green	% Yellow	% Red			
	BoY	MoY	EoY	BoY	MoY	EoY	BoY	MoY	EoY	BoY	MoY	EoY	BoY	MoY	EoY	BoY	MoY	EoY	BoY	MoY	EoY			
6	Not Assessed	30%	37%	0%	52%	50%	0%	41%	39%	100%	7%	11%	294	311	339	15%	15%	6%	12%	73%	15%	10%		
2017-2018 Math (6 th grade only at the school)																								
GoMath!							iStation Math																	
% Correct							% Tier1			% Tier2			% Tier3						% Tier3					
	BoY	MoY	EoY	BoY	MoY	EoY	BoY	MoY	EoY	BoY	MoY	EoY	BoY	MoY	EoY	BoY	MoY	EoY	BoY	MoY	EoY			
6	Not Assessed	27%	43%	Not Assessed	72%	81%	Not Assessed	17%	19%	Not Assessed	11%	0%												
2017-2018 Science (6 th grade only at the school)																								
% Correct																								
							BoY			MoY			EoY											
6							Not Assessed			41%			43%											

2018-2019 - AP1: FAIR-FS (Grades 6-8)			
Grade	Probability of Literacy Success (PLS)		
	% Red	% Yellow	% Green
6	31	62	7
7	17	83	0

8: *BridgePrep Academy does not have 8th grade

2018-19: BoY ELA Standards-Based Assessment (6-8)		
Grade	% Overall Average	% Percent Proficient
6	Not Assessed Yet	N/A
7	13	0

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8 *BridgePrep Academy does not have 8th grade

2018-19: BoY Math Standards-Based Assessment (6-8)		
Grade	% Overall Average	% Percent Proficient
6	23	0
7	25	0
8 *BridgePrep Academy does not have 8 th grade this year		

2018-19: BoY Science Standards-Based Assessment (6-8)		
Grade	% Overall Average	% Percent Proficient
6	36	0
7	30	0
8 *BridgePrep Academy does not have 8 th grade this year		

2018-19: BoY Text-Based Writing Assessment (6-8)	
Grade	Average Score Out of 10
6	5
7	5
8 *BridgePrep Academy does not have 8 th grade this year	

9-12 Academic Data:
Not applicable

3. Student Achievement Objectives

Provide the student achievement objectives included in the charter contract or most recent sponsor approved school improvement plan.

- ELA
- Ten percent of all students in kindergarten through second grade will improve their independent reading level on the Fountas and Pinnell Benchmark Assessment System by at least one letter level from the beginning of the year to the end of the year, June 2019.

- Students in grades three through six will improve their ELA proficiency on FSA by 10% by June 2019, going from FSA ELA 2018 39% proficiency to 49% FSA ELA 2019 proficiency.

Math

- Students in grades kindergarten through second grade will improve their math skills on GoMath! Assessment by 10% by June 2019, increasing from 76% average score to 86% average score.
- Students in grades three through six will improve their Math proficiency on FSA by 10% by June 2019, going from FSA ELA 2018 28% proficiency to 38% FSA ELA 2019 proficiency.

Science

- Students in grades kindergarten through second grade will improve their performance on science standards by 10% by June 2019, increasing from 73% average score to 83% average score on the Florida Science standards-based assessment.
- Students in grades three through six will improve their Math proficiency on FSA by 15% by June 2019, going from FSA ELA 2018 33% proficiency to 48% FSA ELA 2019 proficiency.

4. Student Performance Data Analysis

Provide a **detailed** analysis in narrative format of the student performance data including academic performance by each subgroup. If ESOL and/or ESE counts are too low to qualify as a subgroup, include the data for ESOL and ESE separately. **Organize student data analysis by grade band (K-2, 3-5, 6-8, 9-12).**

K-2 Academic Data:

Progress Monitoring

K-2 Ethnic groups: (92%) of the total student population consists of African American students; (6%) of the total student population consists of Hispanic students; and (1%) of the total student population consists of Caucasian students.

In grades K-2, 68% of the students scored proficient in ELA Journeys Standards Based Assessment; 6% of identified ESE students scored proficient; 15% of identified ESOL students scored proficient; 0% students identified RtI scored proficient.

In grades K-2, 70% of the students scored proficient in GoMath! Standards Based Assessment; 0% of identified ESE students scored proficient; 15% of identified ESOL students scored proficient; 7% of identified RtI students scored proficient.

In grades 1-2, 68% of the students scored proficient in Science Standards from Science Fusion Standards-Based assessment; 0% of identified ESE students scored proficient; 15% of identified ESOL students scored proficient; 0% identified RtI students scored proficient.

FLKRS/STAR Early Literacy Summary for Kindergarten:

A total of 20 kindergarten students tested. 35% of students assessed scale scored between 300-487, with a Literacy Classification of “Early Emergent Reader”; 55% of students assessed scale scored between 488-674, with a Literacy Classification of “Late Emergent Reader”; 5% of students assessed scale scored between 675-774, with a Literacy Classification of “Transitional Reader”; 5% of students assessed scale scored between 775-900, with a Literacy Classification of “Probable Reader”.

K-2 Grade Cluster ACCESS 2.0 Data

Kindergarten

There were thirteen students assessed for the 2018 reporting period. Six (46%) of the student's area of weakness was in reading and seven (54%) was in writing. In the areas of Listening, Speaking, and Oral Language, there were ten (77%) students who scored proficient in each of the areas. Of the thirteen students tested, eight (61%) were at a proficiency level of Entering, three (23%) Emerging, one (8%) Developing and One (8%) Expanding.

First Grade

There were five students assessed. One of the students did not get assessed in the area of Speaking so the Oral Language and Overall Score were not calculated. The remaining four students showed the lowest levels in speaking with an average proficiency level of 2.4. The student scoring the lowest in writing had a proficiency level of 2.3. Each of the students who received overall proficiency scores were spread equally in each category. One student was Entering, one Emerging, one Developing, and one Expanding.

Second Grade

Five students were assessed. Students were in their third and fourth years as ELLs. Three (60%) of the students scored lowest in the area of speaking and the other two (40%) students scored lowest in the area of reading. All students earned the highest scores in Listening with 60% of the students proficient.

K-2: 2018-2019 Beginning of Year (BoY) Baseline Assessments

In the area of ELA (based on the Journeys ELA Standards-based assessment), kindergarten students scored an overall average of 54% and 11% of those students scored proficient. In grade 1, students scored an overall average of 41% and 4% of those students scored proficient. In grade 2, students scored an overall average of 32% and no students scored proficient.

In the area of MATH (based on GoMath! Math standards assessment), kindergarten students scored an overall average of 55% and 21% of those students scored proficient. In grade 1, students scored an overall average of 41% and 2% of those students scored proficient. In grade 2, students scored an overall average of 40% and no students scored proficient.

In the area of SCIENCE (based on Science Fusion standards-based assessment, kindergarten students are not assessed. In grade 1, students scored an overall average of 50% and 14% of those students scored proficient. In grade 2, students scored an overall average of 48% and 9% of those students scored proficient.

3-5 Academic Data Analysis:

2017-2018 school was the first year the school existed.

GRADES 3-5 Ethnic groups: (92%) African American; (6%) Hispanic; (1%) Caucasian

2018 GRADE 3 FSA ELA data reflected 24% of students identified as general education students scored a LEVEL 1; 50% of the students identified as ESE scored a LEVEL 1; and 57% of the students identified as ESOL scored a LEVEL 1. 2018 GRADE 3 FSA ELA data reflected 41% of the students identified as general education students scored a LEVEL 2; there were 0% students identified as ESE scored a LEVEL 2; and 36% of the students identified as ESOL scored a LEVEL 2. 2018 GRADE 3 FSA ELA data reflected 26% of the students identified as general education scored proficient at a LEVEL 3; 0% of the students identified as ESE scored proficient at a LEVEL 3; and 7% of the students identified as ESOL scored proficient at a LEVEL 3. 2018 GRADE 3 FSA ELA reflected 9% of the students identified as general education students scored proficient at a LEVEL 4; 50% of the students identified as ESE scored proficient at a LEVEL 4; and 0% of the students identified as ESOL scored proficient at a LEVEL 4. 2018 GRADE 3 FSA ELA reflected 0% of the students identified as general education students scored proficient at a LEVEL 5; 0% of the students identified as ESE scored proficient at a LEVEL 5; and lastly, 0% of the students identified as ESOL scored proficient at a LEVEL 5. The cluster Integration of Knowledge and Ideas had fewest percent of points earned out of possible points with only 40% of possible points earned.

2018 GRADE 3 FSA MATH data reflected 34% of the general education students assessed did not meet proficiency, scoring a LEVEL 1; 50% of the students identified as ESE, did not meet proficiency, scoring a LEVEL 1; and 62% of the students identified as ESOL, did not meet proficiency, scoring a LEVEL 1. 2018 GRADE 3 FSA MATH data reflected 32% of the general education students assessed did not meet proficiency, scoring a LEVEL 2; 0% of the students identified as ESE, did not meet proficiency, scoring a LEVEL 2; and 30% of the students identified as ESOL, did not meet proficiency, scoring a LEVEL 2. 2018 GRADE 3 FSA MATH data reflected 26% of the general education students assessed scored proficient, at a LEVEL 3; 50% of the students identified as ESE, met proficiency, scoring a LEVEL 3; and 8% of the students identified as ESOL, met proficiency, scoring a LEVEL 3. 2018 GRADE 3 FSA MATH data reflected 8% of the general education students met proficiency, scoring a LEVEL 4; 0% of the students identified as ESE, scored proficient at a LEVEL 4; and 0% of the students identified as ESOL, did not meet proficiency, scoring a LEVEL 4. No students in the general education, identified as ESE and ESOL scored proficient in LEVEL 5. 2018 GRADE 3 FSA MATH data reflected the content area with the lowest possible points earned was Measurement, Data, and Geometry with only 41% of the possible points.

2018 GRADE 4 FSA ELA data reflected 34% of the students identified as general education students scored a LEVEL 1; 50% of the students identified as ESE scored a LEVEL 1; and 62% of the students identified as ESOL scored a LEVEL 1. 2018 GRADE 4 FSA ELA reflected 32% of the students identified as general education students scored a LEVEL 2; 0% of the students identified as ESE scored a LEVEL 2; and 30% of the students identified as ESOL scored a LEVEL 2. 2018 GRADE 4 FSA ELA reflected 26% of the students identified as general education scored proficient at a LEVEL 3;

50% of the students identified as ESE scored proficient at a LEVEL 3; and 8% of the students identified as ESOL scored proficient at a LEVEL 3. 2018 GRADE 4 FSA ELA data reflected 8% of the students identified as general education scored proficient a LEVEL 4; 0% of the students identified as ESE scored proficient at a LEVEL 4; and 0% of the students identified as ESOL scored proficient at a LEVEL 4. 2018 GRADE 4 FSA ELA data reflected 0% students identified as general education scored proficient a LEVEL 5; 0% students identified as ESE scored proficient at a LEVEL 5; and 0% students identified as ESOL scored proficient at a LEVEL 5. The clusters Key Ideas and Details and Integration of Knowledge and Ideas tied at 23% of fewest percent of points earned out of possible points.

2018 GRADE 4 FSA MATH data reflected 26% of the students identified as general education students scored a LEVEL 1; 100% of the students identified as ESE scored a LEVEL 1; and 56% of the students identified as ESOL scored a LEVEL 1. 2018 GRADE 4 FSA MATH data reflected 34% of the students identified as general education scored a LEVEL 2; 0% of the students identified as ESE scored a LEVEL 2; and 11% of the students identified as ESOL scored a LEVEL 2. 2018 GRADE 4 FSA MATH data reflected 19% of the students identified as general education scored a LEVEL 3; 0% of the students identified as ESE scored proficient a LEVEL 3; and 33% of the students identified as ESOL scored a LEVEL 3. 2018 GRADE 4 FSA MATH data reflected 21% of the students identified as general education scored proficient at a LEVEL 4; 0% of the students identified as ESE scored proficient at a LEVEL 4; and 0% of the students identified as ESOL scored proficient at a LEVEL 4. 2018 GRADE 4 FSA MATH data reflected 0% of the students identified as general education students scored proficient at a LEVEL 5; 0% of the students identified as ESE scored proficient at a LEVEL 5; 0% of the students scored proficient at a LEVEL 5. The content area with the lowest possible points earned was Measurement, Data, and Geometry with only 34% of the possible points.

2018 GRADE 5 FSA ELA data reflected 60% of the students identified as general education students scored a LEVEL 1; 75% of the students identified as ESE scored a LEVEL 1; and 78% of the students identified as ESOL scored a LEVEL 1. 2018 GRADE 5 FSA ELA data reflected 19% of the students identified as general education scored a LEVEL 2; 25% of the students identified as ESE scored a LEVEL 2; and 11% of the students identified as ESOL scored a LEVEL 2. 2018 GRADE 5 FSA ELA data reflected 16% of the students identified as general education scored proficient at a LEVEL 3; 0% of the students identified as ESE scored proficient at a LEVEL 3; and 11% of the students identified as ESOL scored proficient a LEVEL 3. 2018 GRADE 5 FSA ELA data reflected 5% scored proficient at a LEVEL 4; 0% of the students identified as ESE scored proficient at a LEVEL 4; and 0% of the students identified as ESOL scored proficient a LEVEL 4. 2018 GRADE 5 FSA ELA data reflected 0% of the students identified as general education scored proficient at a LEVEL 5; 0% of the students identified as ESE scored proficient at a LEVEL 5; and 0% of the students identified as ESOL scored proficient a LEVEL 5. The cluster Integration of Knowledge and Ideas had fewest percent of points earned out of possible points with only 47% of possible points earned.

2018 GRADE 5 FSA MATH data reflected 28% of the students identified as general education students scored a LEVEL 1; 50% of the students identified as ESE scored a LEVEL 1; and 100% of the students identified as ESOL scored a LEVEL 1. 2018 GRADE 5 FSA MATH data reflected 33% of the students identified as general education students scored a LEVEL 2; 25% of the students identified as ESE scored a LEVEL 2; and 0% of the

students identified as ESOL scored a LEVEL 2. 2018 GRADE 5 FSA MATH data reflected 17% of the students identified as general education scored proficient at a LEVEL 3; 0% of the students identified as ESE scored proficient at a LEVEL 3; and 0% of the students identified as ESOL scored proficient at a LEVEL 3. 2018 GRADE 5 FSA MATH data reflected 17% of the students identified as general education scored proficient at a LEVEL 4; 25% of the students identified as ESE scored proficient at a LEVEL 4; and 0% of the students identified as ESOL scored proficient at a LEVEL 4. 2018 GRADE 5 FSA MATH data reflected 6% of the students identified as general education scored proficient a LEVEL 5; 0% of the students identified as ESE scored proficient at a LEVEL 5; and 0% of the students identified as ESOL scored proficient a LEVEL 5. The content area with the lowest possible points earned was Measurement, Data, and Geometry with only 36% of the possible points.

2018 GRADE 5 FSA SCIENCE data reflected 52% of the students identified as general education students scored a LEVEL 1; 75% of the students identified as ESE scored a LEVEL 1; and 100% of the students identified as ESOL scored a LEVEL 1. 2018 GRADE 5 FSA SCIENCE data reflected 17% of the students identified as general education scored a LEVEL 2; 0% of the students identified as ESE scored a LEVEL 2; and 0% of the students identified as ESOL scored a LEVEL 2. 2018 GRADE 5 FSA SCIENCE data reflected 13% of the students identified as general education scored proficient at a LEVEL 3; 0% of the students identified as ESE scored proficient at a LEVEL 3; and 0% of the students identified as ESOL scored proficient at a LEVEL 3. 2018 GRADE 5 FSA SCIENCE data reflected 15% of the students identified as general education students scored proficient at a LEVEL 4; 25% of the students identified as ESE scored proficient at a LEVEL 4; and 0% of the students identified as ESOL scored proficient at a LEVEL 4. 2018 GRADE 5 FSA SCIENCE data reflected 3% of the students identified as general education students scored proficient at a LEVEL 5; 0% of the students identified as ESE scored proficient at a LEVEL 5; and 0% of the students identified as ESOL scored proficient a LEVEL 5. The content area with the lowest possible points earned was Earth and Space Science with only 56% of the possible points.

In ELA Grade Level 3, 35.2% scored proficient; of the total assessed, 3% identified ESE; of the total assessed, 19% of identified ESOL; of the total assessed, 9% of the students identified RtI; of the total assessed, 39% comprised of girls; of the total assessed, 61% comprised of boys; and lastly, 87% of the students assessed are on Free & Reduced Lunch.

In ELA Grade Level 4, 39.7% scored proficient; of the total assessed, 7% identified ESE; of the total assessed, 14% identified ESOL; of the total assessed, 22% identified RtI; of the total assessed, 53% comprised of girls; of the total assessed, 47% comprised of boys; and lastly, of the total assessed, 83% of the students are on Free & Reduced Lunch.

In ELA Grade Level 5, 38.9% scored proficient; of the total assessed, 7% identified ESE; of the total assessed, 3% identified ESOL; of the total assessed, 4% identified RtI; of the total assessed, 68% comprised of girls; of the total assessed, 32% comprised of boys; and lastly, 83% of the students are on Free & Reduced Lunch.

In MATHEMATICS Grade Level 3, 34% scored proficient; of the total assessed, 3% identified ESE; of the total assessed, 19% identified ESOL; of the total assessed, 9% identified RtI; of the total assessed, of the total assessed, 39% comprised of girls; of the total assessed, 61% comprised of boys; and lastly, of the total assessed, 87% are on Free & Reduced Lunch.

In MATHEMATICS Grade Level 4, 20.7% scored proficient; of the total assessed, 7% identified ESE; of the total assessed, 14% identified ESOL; of the total assessed, 22% identified RtI; of the total assessed, 53% comprised of girls; of the total assessed, 47% comprised of boys; and lastly, 83% are on Free & Reduced Lunch.

In MATHEMATICS Grade Level 5, 31.5% scored proficient; of the total assessed, 7% identified ESE; of the total assessed, 3% identified ESOL; of the total assessed, 4% identified RtI; of the total assessed, 68% comprised of girls; of the total assessed, 32% comprised; and lastly, 83% are on Free & Reduced Lunch.

In SCIENCE Grade Level 3, 19% scored proficient; of the total assessed, 3% identified ESE; of the total assessed, 19% identified ESOL; of the total assessed, 0% identified RtI; of the total assessed, 39% comprised of girls; of the total assessed, 61% comprised of boys; and lastly, 87% are on Free & Reduced Lunch.

In SCIENCE Grade Level 4, 38% scored proficient; of the total assessed, 7% identified ESE; 14% identified ESOL; of the total assessed, 0% identified RtI; of the total assessed, 53% comprised of girls; of the total assessed, 47% comprised of boys; and lastly, 83% are on Free & Reduced Lunch.

In SCIENCE Grade Level 5, 32.1% scored proficient; of the total assessed, 7% identified ESE; of the total assessed, 3% identified ESOL; of the total assessed, 0% identified RtI; of the total assessed, 68% comprised of girls; of the total assessed, 32% comprised of boys; and lastly, 83% are on Free & Reduced Lunch.

3-5 Grade Cluster ACCESS for ELLs 2.0 Data

Third Grade: There were eleven students tested in third grade. Of those students, ten are considered long term ELLs, with five of more years in the ESOL program. None of these students scored at a proficiency level on the FSA ELA portion of the exam. There is one student who was in the program for less than five years and did not score a proficiency level on the FSA ELA. On the ACCESS for ELLs 2.0, two student's proficiency level was identified as emerging, five identified as developing and three identified as expanding. These students are considered long term ELLs. The one student with less than five years in the program was identified as emerging in the proficiency level. 18% of the eleven students scored lowest in the area of speaking on the ACCESS 2.0. 46% scored the lowest in the area of reading and 36% scored the lowest level in the area of writing.

Fourth Grade: There were nine students tested in fourth grade. Of those students, seven are considered long term ELLs, with five of more years in the ESOL program. Two students of these students scored at a proficiency level on the FSA ELA portion of the exam. These two students scored proficient on the FSA ELA portion of the exam and their proficiency level on ACCESS for ELLs 2.0 was expanding. The other five students, who are considered long-term ELLs, with five or more years in the ESOL program did not score at a level of proficiency on the FSA ELA portion of the exam. Four of the students scored at the expanding level on the ACCESS for ELLs 2.0 and two students scored at the developing level on the ACCESS for ELLs 2.0. Of the nine total fourth grade students assessed, two students had less than five years in the ESOL program. They scored as follows: one student scored proficient on the FSA ELA portion of the exam and scored a level of developing on the ACCESS for ELLs 2.0; and one other student scored less than proficient on the FSA ELA portion of the exam. 56% of the students assessed scored the lowest in speaking on the ACCESS for ELLs 2.0. 33% scored the lowest in reading on the ACCESS for ELLs 2.0. 11% scored the lowest in writing on the ACCESS for ELLs 2.0.

Fifth Grade: There were two students tested in fifth grade and, both scored a level 1 in proficiency on the FSA ELA portion of the assessment. Additionally, these two students have been in the ESOL program for more than five years and scored at the level of Developing on the ACCESS for ELLs 2.0. 100% of these students scored the lowest in the area of Speaking.

FAIR-FS (API)

In THIRD grade, 23% of students scored RED in the Probability of Literacy Success (PLS), 64% scored YELLOW in the Probability of Literacy Success (PLS) and 13% scored GREEN in the Probability of Literacy Success (PLS).

In FOURTH grade, 49% of students scored RED in the Probability of Literacy Success (PLS), 40% scored YELLOW in the Probability of Literacy Success (PLS) and 12% scored GREEN in the Probability of Literacy Success (PLS).

In FIFTH grade, 27% of students scored RED in the Probability of Literacy Success (PLS), 64% scored YELLOW in the Probability of Literacy Success (PLS) and 13% scored GREEN in the Probability of Literacy Success (PLS).

3-5: 2018-2019 Beginning of Year (BoY) Baseline Assessments

In the area of ELA, third grade students scored an overall average of 22% and 0% of those students scored proficient. In grade 4, students scored an overall average of 37% and 0% of those students scored proficient. In grade 5, students scored an overall average of 36% and 5% of those students scored proficient.

In the area of MATH, third grade students scored an overall average of 33% and 0% of those students scored proficient. In grade 4, students scored an overall average of 32% and 0% of those students scored proficient. In grade 5, students scored an overall average of 16% and 0% of those students scored proficient.

In the area of SCIENCE, third grade students scored an overall average of 29% and 0% of those students scored proficient. In grade 4, students scored an overall average of 25% and 0% of those students scored proficient. In grade 5, students scored an overall average of 26% and 0% of those students scored proficient.

In the area of TEXT BASED WRITING, third grade students did not assess in this area. In grade 4, students scored an overall average of 1 point out of 10. In grade 5, students scored an overall average of 6 points out of 10.

6-8 Academic Data Analysis:

GRADE 6 Ethnic groups: (87%) African American; (13%) Hispanic

In 6th Grade FSA MATH, 34% of the general education students scored a LEVEL 1; 28% of the general education students scored a LEVEL 2; 28% of the general education students scored a LEVEL 3; 10% of the general education students scored a LEVEL 4; and 0% of the students earned a LEVEL 5. In 6th Grade FSA MATH, 0% of the ESE students scored a LEVEL 1; 100% of the ESE students scored a LEVEL 2; 0% of the ESE students scored a LEVEL 3; 0% of the ESE students scored a LEVEL 4; and 0% of the students earned a LEVEL 5. In 6th Grade FSA MATH, 67% of the ESOL students scored a LEVEL 1; 33% of the ESOL students scored a LEVEL 2; 0% of the ESOL students scored a LEVEL 3; 0% of the ESOL students scored a LEVEL 4; and 0% of the ESOL students scored a LEVEL 5.

In 6th Grade ELA, 37.9% of the students scored proficient; of the total assessed, 3% identified ESE; of the total assessed, 7% identified ESOL; 0% identified RtI; 54% comprised of girls; 46% comprised of boys; and lastly, 93% are on Free & Reduced Lunch.

In 6th Grade MATHEMATICS, 24.1% of the students scored proficient; of the total assessed, 3% identified ESE; of the total assessed, 7% identified ESOL; 0% identified RtI; 54% Comprised of girls; 46% comprised of boys; and lastly, 93% are on Free & Reduced Lunch.

In 6th Grade SCIENCE, 0% of the students scored proficient; of the total assessed, 3% identified ESE; of the total assessed, 7% identified ESOL; 0% identified RtI; 54% Comprised of girls; 46% comprised of boys; and lastly, 93% are on Free & Reduced Lunch.

In 6th Grade ELA, 37.9% of the students scored proficient; of the total assessed, 3% were identified as ESE; of the total assessed, 7% of the total assessed were identified as ESOL; 0% of the total assessed were identified as RtI.

In 6th Grade MATH, 24.1% of the students scored proficient; of the total assessed, 3% identified ESE; of the total assessed, 7% identified ESOL; 0% identified RtI.

In 6th Grade SCIENCE, 0% scored proficient; of the total assessed, 3% identified ESE; of the total assessed, 7% identified ESOL; 0% identified RtI.

FAIR-FS (AP1)

In SIXTH grade, 31% of students scored RED in the Probability of Literacy Success (PLS), 62% scored YELLOW in the Probability of Literacy Success (PLS) and 7% scored GREEN in the Probability of Literacy Success (PLS).

In SEVENTH grade, 17% of students scored RED in the Probability of Literacy Success (PLS), 83% scored YELLOW in the Probability of Literacy Success (PLS) and 0% scored GREEN in the Probability of Literacy Success (PLS).

6-8: 2018-2019 Beginning of Year (BoY) Baseline Assessment

In the area of ELA, sixth grade was not assessed in this area. In grade 7, students scored an overall average of 13% and 0% of those students scored proficient.

In the area of MATH, sixth grade students scored an overall average of 23% and 0% of those students scored proficient. In grade 7, students scored an overall average of 25% and 0% of those students scored proficient.

In the area of SCIENCE, sixth grade students scored an overall average of 36% and 0% of those students scored proficient. In grade 7, students scored an overall average of 30% and 0% of those students scored proficient.

In the area of TEXT BASED WRITING, sixth grade students scored an overall average of 5 points out of 10. In grade 7, students scored an overall average of 5 points out of 10.

2018 FSA ELLs Data

ACCESS for ELLs 2.0 6-8 Grade Cluster.

There was a total of 2 students tested in the 6-8 cluster. They were both in sixth grade as the school only went up to sixth grade for the 2017-2018 school year.

6th Grade: There were two students tested. Neither of the students scored proficient on the FSA ELA 2018 portion of the exam. Neither of the students scored proficient on the FSA Math 2018 portion of the exam. Both students were in the ESOL program for less than five years. 50% of the students tested scored lowest in reading on the ACCESS for ELLs 2.0. 50% of the students tested scored the lowest in writing.

9-12 Academic Data Analysis: Not Applicable

5. Student Performance Deficiency Plan

Provide a **detailed** plan for addressing each identified **deficiency** in student performance, including specific actions, person responsible, resources needed and timeline. Deficiencies should be listed and addressed individually. Areas of deficiency are based on student performance data. See sample provided in appendices.

Deficiency 1:

Based on 2017-2018 Fountas and Pinnell Benchmark Assessment System students in grades K-2 are deficient in vocabulary, letter knowledge and text-based fluency.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
Literacy/ ELA K-2	October 1, 2018- June 4, 2019	Core Program: Houghton Mifflin Harcourt, Journeys K-5	Houghton Mifflin Harcourt Journeys K-5 Standards Assessments	Classroom Teacher Interventionists	Students will receive their mandated 90 minutes of uninterrupted ELA instruction daily using the research-based, state approved core instruction program Houghton Mifflin Harcourt, Journeys. Classroom teachers will receive training on how to use the materials within the program. The classroom teacher will

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					use the Journeys resources with fidelity to ensure students master the grade level standards and comprehension skills.
Literacy/ ELA K-2	October 1, 2018- June 4, 2019	CIRP: iStation Reading	iStation Diagnostic Assessment	Classroom Teacher Interventionists	Interventionists will use the iStation paper-based resources to provide direct instruction to all students, including ESE and ESOL students. Interventionists will receive training on how use iStation materials. Interventionists will provide daily instruction to groups of 3-5 students for 30-minute instructional sessions to practice literacy skills (phonological awareness, fluency, vocabulary, spelling, and compression) The

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					instructional focus of intervention groups will be determined by student performance and academic needs as per the iStation diagnostic. iStation data will be used to place students into groups for interventions. Progress monitoring will occur monthly to ensure interventions are working to improve student's skills and mastery of the standards.
Literacy/ ELA K-2	October 1, 2018- June 4, 2019	SIRP: Fountas and Pinnell Leveled Literacy Intervention System	Fountas and Pinnell Benchmark Assessment System	Classroom Teacher Interventionists	For the mandated additional hour of reading instruction, students will receive direct instruction from their classroom teacher. The teacher will use the program Fountas and Pinnell Leveled Literacy Intervention System to provide reading instruction to students. Students will be

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					progress monitored on a tri-annual basis. The data from Fountas and Pinnell Benchmark Assessment System will be used to determine instructional focus for students.
Literacy/ ELA K-2	October 1, 2018- June 4, 2019	Writing: Lucy Calkins, Units of Study	Quarterly Text-based Writing Tasks using school-based rubric based on LAFS Writing	Classroom Teacher	Students will take a text-based writing that will be progress monitored each quarter. Teachers will use school-based writing rubric to monitor abilities and then provide targeted, differentiated, data-driven instruction to facilitate students acquiring the skills they need to master writing standards. Students will receive writing instruction daily.
Literacy/ ELA K-2	October 1, 2018- June 4, 2019	Core Program: Houghton Mifflin Harcourt, Journeys K-5	ACCESS for ELLs 2.0	Classroom Teacher Interventionist ESOL Contact	ESOL students will be supported in the general education classroom in whole and small group

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		<p>iStation Reading</p> <p>Fountas and Pinnell Leveled Literacy Intervention System</p> <p>Writing: Lucy Calkins, Units of Study</p>			<p>settings. Teachers will implement instructional strategies for ELL students based on the ESOL matrix. Students who scored a below proficiency level on FSA ELA will be placed in RtI tier 2. Interventionists will push in to the classroom in order to provide academic support to the ELLs. The ESOL contact, who is also an interventionist will provide additional support, as needed to ELLs. Students will also be offered after school tutoring to support learning. Teachers will be provided with the Wida Can Do Descriptors in order to know what ELL students are able to do at the level of proficiency they are currently working at.</p>
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					ELLs will be given specific instructions and visuals on how to utilize their dictionaries that they are provided with by the school.
Literacy/ ELA K-2	October 1, 2018- June 4, 2019	Core Program: Houghton Mifflin Harcourt, Journeys K-5 iStation Reading Fountas and Pinnell Leveled Literacy Intervention System Writing: Lucy Calkins, Units of Study	Diagnostic Assessment of Reading	Classroom Teacher Interventionist ESE Specialist	ESE Specialist will use students Benchmark Assessment System to assess student's academic reading level. This data is used to assess a student's academic achievement to develop individual educational goals. ESE Teacher will provide support in the general education classroom setting through collaboration in small during DI Instruction based on the student's IEP goals. Specialized Instruction in the ESE Classroom will be provided for students with that specified on IEP goals.

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Deficiency 2:

Based on 2018 FSA ELA performance students in grades 3-5 are deficient in Integration of Knowledge and Ideas, which was the cluster with the lowest percent of points earned out of points possible as per 2018 FSA ELA score report.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
Literacy/ ELA 3-5	October 1, 2018- June 4, 2019	Core Program: Houghton Mifflin Harcourt, Journeys K-5	Houghton Mifflin Harcourt Journeys K-5 Standards Assessments and FAIR-FS	Classroom Teacher Interventionists	Students will receive their mandated 90 minutes of uninterrupted ELA instruction daily using the research-based, state approved core instruction program Houghton Mifflin Harcourt, Journeys. Classroom teachers will receive training on how to use the materials within the program. The classroom teacher will use the Journeys resources with fidelity to ensure students master the grade level standards and comprehension skills. Teachers will provide standards-based instruction aligned to item specifications and

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					using a variety of text-types to improve students mastery of the standards in cluster Integration of Knowledge and Ideas. Students who scored a Level 1 or 2 on FSA ELA 2018, will receive intensive interventions, in addition to their mandated 90-minute uninterrupted reading block.
Literacy/ ELA 3-5	October 1, 2018- June 4, 2019	CIRP: iStation Reading	iStation Diagnostic Assessment	Classroom Teacher Interventionists	Interventionists will use the iStation paper-based resources to provide direct instruction to all students, including ESE and ESOL students. Interventionists will receive training on how use iStation materials. Interventionists will provide daily instruction to groups of 3-5 students for 30-minute instructional sessions to practice literacy skills (phonological awareness, fluency, vocabulary, spelling, and

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					compression) The instructional focus of intervention groups will be determined by student performance and academic needs as per the iStation diagnostic. iStation data will be used to place students into groups for interventions. Progress monitoring will occur monthly to ensure interventions are working to improve student’s skills and mastery of the standards. Students who scored a Level 1 or 2 on FSA ELA 2018, will receive intensive interventions, in addition to their 90-minute uninterrupted reading block.
Literacy/ ELA 3-5	October 1, 2018- June 4, 2019	SIRP: Fountas and Pinnell Leveled Literacy Intervention System	Fountas and Pinnell Benchmark Assessment System (BAS)	Classroom Teacher Interventionists	For the mandated additional hour of reading instruction, students will receive direct instruction from their classroom teacher. The teacher will use the program Fountas and

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					<p>Pinnell Leveled Literacy Intervention System to provide reading instruction to students. Students will be progress monitored on a tri-annual basis. The data from Fountas and Pinnell Benchmark Assessment System will be used to determine instructional focus for students. Students who scored a Level 1 or 2 on FSA ELA 2018 are going to receive intensive interventions in addition to the mandated 90-minute reading block.</p>
<p>Literacy/ ELA 3-5</p>	<p>October 1, 2018- June 4, 2019</p>	<p>Writing: Lucy Calkins, Units of Study</p>	<p>Quarterly Text-based Writing Tasks using FLDOE Writing Rubric (4th-5th grade); 3rd grade will have a school-based rubric based on LAFS Writing</p>	<p>Classroom Teacher Interventionists</p>	<p>Students will take a text-based writing baseline and will be progress monitored each quarter. Teachers will use the state writing rubric to monitor abilities and then provide targeted, differentiated, data-driven instruction to facilitate students acquiring the skills they</p>

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					<p>need to master writing standards. Students will receive writing instruction daily. Students who scored a Level 1 or 2 on FSA ELA 2018 will receive intensive interventions in addition to the mandated 90-minute uninterrupted reading block. Students will receive writing instruction daily. Teachers will provide explicit instruction on strategies for using conventions correctly, strategies for citing text evidence, strategies for organizing writing, and strategies for elaborating. School-wide strategy for writing will be the ACE (Answer prompt, Cite evidence, Elaborate) method.</p>
Literacy/ ELA 3-5	October 1, 2018- June 4, 2019	Core Program: Houghton Mifflin Harcourt, Journeys K-5	ACCESS for ELLs 2.0	Classroom Teacher Interventionists ESOL Contact	ESOL students will be supported in the general education classroom in whole and small group settings. Teachers will

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		<p>iStation Reading</p> <p>Fountas and Pinnell Leveled Literacy Intervention System</p> <p>Writing: Lucy Calkins, Units of Study</p>			<p>implement instructional strategies for ELL students based on the ESOL matrix. Students who scored a below proficiency level on FSA ELA will be placed in RtI tier 2. Interventionists will push in to the classroom in order to provide academic support to the ELLs. The ESOL contact, who is also an interventionist will provide additional support, as needed to ELLs. Students will also be offered after school tutoring to support learning. Teachers will be provided with the Wida Can Do Descriptors in order to know what ELL students are able to do at the level of proficiency they are currently working at. ELLs will be given specific instructions and visuals on how to utilize their dictionaries that</p>
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					they are provided with by the school. Students who scored a Level 1 or 2 on the FSA ELA 2018, will receive intensive interventions in addition to the mandated 90-minute reading block.
Literacy/ ELA 3-5	October 1, 2018- June 4, 2019	Core Program: Houghton Mifflin Harcourt, Journeys K-5 iStation Reading Fountas and Pinnell Leveled Literacy Intervention System Writing: Lucy Calkins, Units of Study	Diagnostic Assessment of Reading	Classroom Teacher Interventionist ESE Specialist	ESE Specialist will use students Benchmark Assessment System to assess student's academic reading level. This data is used to assess a student's academic achievement to develop individual educational goals. ESE Teacher will provide support in the general education classroom setting through collaboration in small during DI Instruction based on the student's IEP goals. Specialized Instruction in the ESE Classroom will be provided for students with that specified on IEP goals. Students who scored a Level 1 or 2 on

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					FSA ELA 2018, will be provided intensive interventions in addition to the mandated 90-minute reading block.
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Deficiency 3:

Based on 2018 FSA ELA performance students in grades 6 and 7 are deficient in Integration of Knowledge and Ideas, which was the cluster with the lowest percent of points earned out of points possible as per 2018 FSA ELA score report.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
ELA 6-7	October 1, 2018- June 4, 2019	Core Program: Houghton Mifflin Harcourt, Collections	Houghton Mifflin Harcourt Collections Performance Assessments and FAIR-FS	Classroom Teacher Interventionists	Students will receive their mandated uninterrupted ELA instruction daily using the research-based, state approved core instruction program Houghton Mifflin Harcourt, Collections. Classroom teachers will receive training on how to use the materials within the program. The classroom teacher will

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					use the Collections resources with fidelity to ensure students master the grade level standards and comprehension skills. Teachers will provide standards-based instruction aligned to item specifications and using a variety of text-types to improve students mastery of the standards in cluster Integration of Knowledge and Ideas. Students who scored a Level 1 or 2 on FSA ELA 2018 will receive intensive interventions in addition to their ELA instructional period.
ELA 6-7	October 1, 2018- June 4, 2019	CIRP: National Geographic/ Cengage Learning, Inside	Inside Assessments	Intensive Reading Teacher	Intensive Reading teacher will use the Inside curriculum to provide direct instruction to all students who scored a level 1 or 2 on 2018 FSA ELA, including ESE and ESOL students. The Intensive Reading teacher will receive

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					<p>training on how use Inside materials. The Intensive Reading teacher will provide 60 minutes daily of reading instruction, which is in addition to the ELA class. Progress monitoring will occur using the Inside assessments to ensure improvement of student skills and mastery of the standards. Students who scored a Level 1 or 2 on FSA ELA 2018 will receive intensive interventions in addition to their ELA instructional period.</p>
<p>ELA 6-7</p>	<p>October 1, 2018- June 4, 2019</p>	<p>SIRP: Fountas and Pinnell Leveled Literacy Intervention System and Achieve3000</p>	<p>Fountas and Pinnell Benchmark Assessment System and Achieve3000 Assessments</p>	<p>Interventionists Classroom Teacher</p>	<p>For the mandated additional hour of reading instruction, students will receive direct instruction from their classroom teacher. The teacher will use the program Fountas and Pinnell Leveled Literacy Intervention System to provide reading instruction to students.</p>

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					Students will be progress monitored on a tri-annual basis. The data from Fountas and Pinnell Benchmark Assessment System will be used to determine instructional focus for students. In addition to Fountas and Pinnell Leveled Literacy Intervention System, students will also receive direct instruction with Achieve3000 materials. Independent practice will also occur using paper-based and computer-based Achieve3000 resources. Students who scored a Level 1 or 2 on the FSA ELA 2018 will be provided intensive interventions in addition to their ELA instructional period.
ELA 6-7	October 1, 2018- June 4, 2019	Writing: Text-based writing using Collections Task Performance Assessment Workbook	Unit Writing assessments scored with FLDOE Writing Rubric	Classroom Teacher	Students will take a text-based writing baseline and will be progress monitored after units are completed. Teachers will use the state writing rubric to gauge and

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					<p>monitor student performance and then provide targeted, differentiated, data-driven instruction to facilitate students acquiring the skills they need to master writing standards. Students will receive writing instruction daily. Teachers will provide explicit instruction on strategies for using conventions correctly, strategies for citing text evidence, strategies for organizing writing, and strategies for elaborating. School-wide strategy for writing will be the ACE (Answer prompt, Cite evidence, Elaborate) method. Students who scored a Level 1 or 2 on FSA ELA 2018 will receive intensive interventions in addition to the ELA instructional period.</p>
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<p>ELA 6-7</p>	<p>October 1, 2018- June 4, 2019</p>	<p>Core Program: Houghton Mifflin Harcourt, Collections CIRP: National Geographic/ Cengage Learning, Inside SIRP: Fountas and Pinnell Leveled Literacy Intervention System and Achieve3000</p>	<p>ACCESS for ELLs 2.0</p>	<p>Classroom Teacher Interventionists ESOL Contact</p>	<p>ESOL students will be supported in the general education classroom in whole and small group settings. Teachers will implement instructional strategies for ELL students based on the ESOL matrix. Students who scored a below proficiency level on FSA ELA will be placed in RtI tier 2. Interventionists will push in to the classroom in order to provide academic support to the ELLs. The ESOL contact, who is also an interventionist will provide additional support, as needed to ELLs. Students will also be offered after school tutoring to support learning. Teachers will be provided with the Wida Can Do Descriptors in order to know what ELL students are able to do at the level of proficiency they are</p>
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					currently working at. ELLs will be given specific instructions and visuals on how to utilize their dictionaries that they are provided with by the school. Students who scored a Level 1 or 2 on the FSA ELA 2018 will receive intensive interventions in addition to their ELA instructional period.
ELA 6-7	October 1, 2018- June 4, 2019	Core Program: Houghton Mifflin Harcourt, Collections CIRP: National Geographic/ Cengage Learning, Inside SIRP:	Diagnostic Assessment of Reading	Classroom Teacher Interventionist ESE Specialist	ESE Specialist will use Benchmark Assessment System to assess student’s academic reading level. This data is used to assess a student’s academic achievement to develop individual educational goals. ESE Teacher will provide support in the general education classroom setting through collaboration in small during DI Instruction based on the student’s IEP goals. Specialized Instruction in the ESE Classroom

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		Fountas and Pinnell Leveled Literacy Intervention System and Achieve3000			will be provided for students with that specified on IEP goals. Students who scored a Level 1 or 2 on FSA ELA 2018 will be provided intensive interventions in addition to the ELA instructional period.
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Deficiency 4:

Based on 2018 baseline, students in grades K-2 are deficient in Numbers & Operations.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Math Grades K-2	October 1, 2018- December 4, 2018 (new action plan will be created once mid-year data is gathered)	Core Program: Houghton Mifflin Harcourt, GO Math K-2	Houghton Mifflin Harcourt, GO Math Standard-Based Assessment every twenty instructional days	Classroom Teacher	Skills to Reteach and Remediate are: Reason with shapes and their attributes Understand and explain how to recognize, name, and represent fractional units as parts of a whole. Our students in K-2 are utilizing GO Math as their core

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					curriculum for Tier 1 instruction implementing problem solving strategies within real world word problems and skill-based standards. The additional components of the hands-on activities and digital path enhance the student's learning with multi-intelligences.
Math Grades K-2	October 1, 2018- December 4, 2018 (new action plan will be created once mid-year data is gathered)	Intervention Houghton Mifflin Harcourt, GO Math K-2	Houghton Mifflin Harcourt, GO Math Standard-Based Assessment every twenty instructional days	Interventionist	Students are grouped based on the data that is collected and reviewed every 20 instructional days from the description of standard based in house assessment and i-Station. Tier III- Students are receiving individualize instruction based on their progress monitor data every twenty instructional days. They are meeting with their math

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					interventionist for thirty minutes during specials daily to provide explicit instruction utilizing the GO Math Intensive Intervention resources and My Personal Trainer, digital resource. Tier III: 90 minutes per week
Math Grades K-2	October 1, 2018-December 4, 2018 (new action plan will be created once mid-year data is gathered)	iStation Math K-2	iStation Math ISIP every twenty instructional days	Teacher Interventionists	All students use I-station to support their learning during school and for home learning. I-station differentiates each student into their individual learning path. The program aligns students into their designated tier and based on their level, they are required to complete a specific time frame for the week. Students complete these time allotments during their instructional framework.

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					<p>Tier I: 30 minutes per week Tier II: 60 minutes per week</p> <p>Tier II- Students are receiving small group instruction by their classroom teacher three times per week during the 60 minutes math block. The teachers are utilizing the GO Math Reteach resources and I-station off-line documents.</p>
<p>Math Grades K-2</p>	<p>October 1, 2018- December 4, 2018 (new action plan will be created once mid-year data is gathered)</p>	<p>Core Program: Houghton Mifflin Harcourt, GO Math K-2</p> <p>Intervention Houghton Mifflin Harcourt, GO Math K-2</p> <p>iStation Math K-2</p>	<p>Test of Early Mathematical Abilities (TEMA)</p>	<p>Classroom Teacher Interventionist ESE Specialist</p>	<p>Skills to Reteach and Remediate are: Reason with shapes and their attributes Understand and explain how to recognize, name, and represent fractional units as parts of a whole.</p> <p>Our students in K-2 are utilizing GO Math as their core curriculum for Tier 1</p>

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					<p>instruction implementing problem solving strategies within real world word problems and skill-based standards. The additional components of the hands-on activities and digital path enhance the student's learning with multi-intelligences.</p> <p>Students are grouped based on the data that is collected and reviewed every 20 instructional days from the description of standard based in house assessment and i-Station.</p> <p>Tier III- Students are receiving individualize instruction based on their progress monitor data every twenty instructional days. They are meeting with</p>
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					<p>their math interventionist for thirty minutes during specials daily to provide explicit instruction utilizing the GO Math Intensive Intervention resources and My Personal Trainer, digital resource. Tier III: 90 minutes per week</p> <p>All students use I-station to support their learning during school and for home learning. I-station differentiates each student into their individual learning path. The program aligns students into their designated tier and based on their level, they are required to complete a specific time frame for the week. Students complete these time allotments during their</p>
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					<p>instructional framework. Tier I: 30 minutes per week Tier II: 60 minutes per week</p> <p>Tier II- Students are receiving small group instruction by their classroom teacher three times per week during the 60 minutes math block. The teachers are utilizing the GO Math Reteach resources and I-station off-line documents.</p>
<p>Math Grades K-2</p>	<p>October 1, 2018- December 4, 2018 (new action plan will be created once mid-year data is gathered)</p>	<p>Core Program: Houghton Mifflin Harcourt, GO Math K-2</p> <p>Intervention Houghton Mifflin Harcourt, GO Math K-2</p> <p>iStation Math K-2</p>	<p>Houghton Mifflin Harcourt, GO Math Standard-Based Assessment every twenty instructional days.</p> <p>iStation Math ISIP every twenty instructional days</p>	<p>Classroom Teacher Interventionist ESOL Contact</p>	<p>Skills to Reteach and Remediate are: Reason with shapes and their attributes Understand and explain how to recognize, name, and represent fractional units as parts of a whole.</p> <p>Our students in K-2 are utilizing GO Math</p>

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					<p>as their core curriculum for Tier 1 instruction implementing problem solving strategies within real world word problems and skill-based standards. The additional components of the hands-on activities and digital path enhance the student's learning with multi-intelligences.</p> <p>Students are grouped based on the data that is collected and reviewed every 20 instructional days from the description of standard based in house assessment and i-Station.</p> <p>Tier III- Students are receiving individualize instruction based on their progress monitor data every twenty instructional days.</p>
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				<p>They are meeting with their math interventionist for thirty minutes during specials daily to provide explicit instruction utilizing the GO Math Intensive Intervention resources and My Personal Trainer, digital resource. Tier III: 90 minutes per week.</p> <p>All students use I-station to support their learning during school and for home learning. I-station differentiates each student into their individual learning path. The program aligns students into their designated tier and based on their level, they are required to complete a specific time frame for the week. Students complete these time allotments during their</p>
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					instructional framework. Tier I: 30 minutes per week Tier II: 60 minutes per week.
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Deficiency 5:

Based on 2018 FSA data and 2018 baseline, students in grades 3 are deficient in Number & Operations – Algebra; students in grade 4 are deficient in Measurement and Data; and students in grades 5 are deficient in Operations & Algebraic Thinking.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Math Grades 3-5	October 1, 2018- December 4, 2018 (new action plan will be created once mid-year data is gathered)	Houghton Mifflin Harcourt GO Math	Houghton Mifflin Harcourt, GO Math Standard-Based Assessment every twenty instructional days Assessments	Classroom Teacher I	Skills to Reteach and Remediate are: Solve problems involving the four operations, and identify and explain patterns in arithmetic Represent and solve problems involving multiplication and division Based on 2018 FSA data and 2018 baseline, students in grades 4 are deficient

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					<p>in Measurement and Data. Skills to Reteach and Remediate are: Solve problems involving measurement and conversion from a larger unit to a smaller unit Understand equivalence within U.S. Customary and Metric Systems</p> <p>Skills to Reteach and Remediate are: Understand and use equations and properties Analyze patterns and relationships Develop concepts of expressions and equations</p> <p>Students are grouped based on the data that is collected and reviewed every 20 instructional days from the description of</p>
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					<p>standard based in house assessment and I-station. Students who score below proficiency on the baseline will be invited to participate in after school tutoring programs by a certified teacher</p> <p>Our students in 3-5 are utilizing GO Math as their core curriculum for Tier 1 instruction implementing problem solving strategies within real world word problems and skill-based standards. The additional components of the hands-on activities and digital path enhance the student's learning with multi-intelligences. All students use I-station to support their learning during school and for home learning. I-station differentiates each student into their</p>
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					<p>individual learning path. The program aligns students into their designated tier and based on their level, they are required to complete a specific time frame for the week. Students complete these time allotments during their instructional framework.</p> <p>Tier I: 30 minutes per week Tier II: 60 minutes per week Tier III: 90 minutes per week</p> <p>Tier II- Students are receiving small group targeted instruction by their classroom teacher three times per week for 30 minutes each session. The teachers are utilizing GO Math Reteach resources and I-station off-line documents.</p>
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					Tier III- Students are receiving individualized instruction based on their progress monitor data every twenty instructional days. They are meeting with their math certified interventionist for thirty minutes during specials daily to provide explicit instruction utilizing the GO Math Intensive Intervention resources and My Personal Trainer, digital resource.
Math Grades 3-5	October 1, 2018- December 4, 2018 (new action plan will be created once mid-year data is gathered)	Intervention Houghton Mifflin GO Math Intervention 3-5	Houghton Mifflin Harcourt GO Math Standard-Based Assessment every twenty instructional days.	Interventionist	Skills to Reteach and Remediate are: Solve problems involving measurement and conversion from a larger unit to a smaller unit Understand equivalence within U.S. Customary and Metric Systems

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					<p>Skills to Reteach and Remediate are: Understand and use equations and properties Analyze patterns and relationships Develop concepts of expressions and equations.</p> <p>Tier III- Students are receiving individualized instruction based on their progress monitor data every twenty instructional days. They are meeting with their math certified interventionist for thirty minutes during specials daily to provide explicit instruction utilizing the GO Math Intensive Intervention resources and My Personal Trainer, digital resource. Tier III: 90 minutes per week</p>
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<p>Math Grades 3-5</p>	<p>October 1, 2018- December 4, 2018 (new action plan will be created once mid- year data is gathered</p>	<p>iStation Math 3-5</p>	<p>iStation Math ISIP every twenty instructional days</p>	<p>Classroom Teacher Interventionist</p>	<p>Students are grouped based on the data that is collected and reviewed every 20 instructional days from the description of standard based in house assessment and I-station. Students who score below proficiency on the baseline will be invited to participate in after school tutoring programs by a certified teacher.</p> <p>All students use I- station to support their learning during school and for home learning. I-station differentiates each student into their individual learning path. The program aligns students into their designated tier and based on their level, they are required to complete a specific time frame for the</p>
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					<p>week. Students complete these time allotments during their instructional framework.</p> <p>Tier I: 30 minutes per week</p> <p>Tier II: 60 minutes per week</p>
<p>Math Grades 3-5</p>	<p>October 1, 2018- December 4, 2018 (new action plan will be created once mid-year data is gathered</p>	<p>Core Program: Houghton Mifflin Harcourt, GO Math 3-5</p> <p>Intervention Houghton Mifflin GO Math Intervention 3-5</p> <p>iStation Math 3-5</p>	<p>Test of Mathematical Abilities (TOMA)</p>	<p>Classroom Teacher Interventionist ESE Specialist</p>	<p>Skills to Reteach and Remediate are: Solve problems involving the four operations, and identify and explain patterns in arithmetic Represent and solve problems involving multiplication and division.</p> <p>Skills to Reteach and Remediate are: Solve problems involving measurement and conversion from a larger unit to a smaller unit Understand equivalence within</p>

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					<p>U.S. Customary and Metric Systems</p> <p>Skills to Reteach and Remediate are: Understand and use equations and properties Analyze patterns and relationships Develop concepts of expressions and equations.</p> <p>Students are grouped based on the data that is collected and reviewed every 20 instructional days from the description of standard based in house assessment and I-station. Students who score below proficiency on the baseline will be invited to participate in after school tutoring programs by a certified teacher.</p>
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<p>Math Grades 3-5</p>	<p>October 1, 2018- December 4, 2018 (new action plan will be created once mid- year data is gathered</p>	<p>Core Program: Houghton Mifflin Harcourt, GO Math 3- 5 Intervention Houghton Mifflin GO Math Intervention 3-5 iStation Math 3-5</p>	<p>Houghton Mifflin Harcourt, GO Math Standard-Based Assessment every twenty instructional days Assessments iSation Math ISIP every twenty instructional days</p>	<p>Classroom Teacher Interventionist ESOL Contact</p>	<p>Skills to Reteach and Remediate are: Solve problems involving the four operations, and identify and explain patterns in arithmetic Represent and solve problems involving multiplication and division. Skills to Reteach and Remediate are: Solve problems involving measurement and conversion from a larger unit to a smaller unit Understand equivalence within U.S. Customary and Metric Systems Skills to Reteach and Remediate are: Understand and use equations and properties Analyze patterns and relationships</p>
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					<p>Develop concepts of expressions and equations.</p> <p>Students are grouped based on the data that is collected and reviewed every 20 instructional days from the description of standard based in house assessment and I-station. Students who score below proficiency on the baseline will be invited to participate in after school tutoring programs by a certified teacher.</p>
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Deficiency 6:

Based on 2018 FSA and 2018 baseline, students in grades 6 are deficient in Ratios and Proportional Relationships and students in grades 7 are deficient in Expressions, Equations, and Relationships.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
Math Grades 6-7	October 1, 2018-December 4, 2018 (new action plan will be created once mid-year data is gathered)	Core Program Carnegie Learning Intervention 6,7	Carnegie Learning 6,7 Pre/Post Tests	Classroom Teacher	Skills to Reteach and Remediate are: Understand and use ratio concepts to solve problems. Understand proportional relationships in problem situations. Our students in 6-7 are utilizing Carnegie Learning as their core curriculum for Tier 1 instruction implementing problem solving strategies within real world word problems and skill-based standards. The additional components of the hands-on activities and digital path enhance the

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					<p>student’s learning with multi-intelligences.</p> <p>Tier II- Students are receiving small group instruction in their classroom teacher three times per week during for thirty minutes during math block. The teacher is utilizing MATHia Carnegie Learning and sixty minutes of I-Station online weekly.</p> <p>Tier I: 30 minutes per week</p> <p>Tier II: 60 minutes per week</p>
<p>Math Grades 6-7</p>	<p>October 1, 2018- December 4, 2018 (new action plan will be created once mid-year data is gathered)</p>	<p>Intervention MATHia 6-7</p>	<p>Standard-Based Assessments every twenty instructional days</p>	<p>Interventionist Intensive Teacher</p>	<p>Skills to Reteach and Remediate are: Develop geometric relationships with volume.</p> <p>Tier III- Students are receiving individualize instruction based on their progress monitor data every twenty instructional days. They are meeting with their math interventionist for thirty minutes during</p>

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					<p>specials daily to provide explicit instruction utilizing I-station off-line resources and ninety minutes of I-station online weekly.</p> <p>Tier III: 90 minutes per week</p> <p>For the intensive additional hour of math instruction, students will receive targeted instruction from their classroom teacher. The teacher uses Carnegie Learning Skills Practice Workbooks to provide math instruction to students</p>
Math Grades 6-7	October 1, 2018-December 4, 2018 (new action plan will be created once mid-year data is gathered)	Intensive Carnegie Learning Skills Practice Workbooks	Standard-Based Assessments every twenty instructional days	Interventionist Intensive Teacher	<p>Skills to Reteach and Remediate are: Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Tier III- Students are receiving individualize instruction based on their progress monitor data every twenty</p>

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					<p>instructional days. They are meeting with their math interventionist for thirty minutes during specials daily to provide explicit instruction utilizing I-station off-line resources and ninety minutes of I-station online weekly.</p> <p>Tier III: 90 minutes per week</p> <p>For the intensive additional hour of math instruction, students will receive targeted instruction from their classroom teacher. The teacher uses Carnegie Learning Skills Practice Workbooks to provide math instruction to students</p>
Math Grades 6-7	October 1, 2018- December 4, 2018 (new action plan will be created once mid-year data is gathered)	iStation Math 6-7	Istation ISIP every twenty instructional days	Interventionist	Students are grouped based on the data that is collected and reviewed every 20 instructional days from the description of standard based in house assessment and I-station. Students who score

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					<p>below proficiency on the baseline will be invited to participate in after school tutoring programs by a certified teacher.</p> <p>All students use I-station to support their learning during school and for home learning. I-station differentiates each student into their individual learning path. The program aligns students into their designated tier and based on their level, they are required to complete a specific time frame for the week. Students complete these time allotments during their instructional framework.</p>
<p>Math Grades 6-7</p>	<p>October 1, 2018- December 4, 2018 (new action plan will be created once mid-year data is gathered)</p>	<p>Core Program Carnegie Learning Intervention 6,7 Intervention MATHia 6-7 Intensive</p>	<p>Test of Mathematical Abilities (TOMA)</p>	<p>Classroom Teacher Interventionist ESE Specialist Intensive Teacher</p>	<p>Skills to Reteach and Remediate are: Understand and use ratio concepts to solve problems. Understand proportional relationships in problem situations</p>

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		<p>Carnegie Learning Skills Practice Workbooks iStation Math 6-7</p>			<p>Skills to Reteach and Remediate are: Develop geometric relationships with volume. Skills to Reteach and Remediate are: Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Tier III- Students are receiving individualize instruction based on their progress monitor data every twenty instructional days. They are meeting with their math interventionist for thirty minutes during specials daily to provide explicit instruction utilizing I-station off-line resources and ninety minutes of I-station online weekly.</p> <p>Tier III: 90 minutes per week</p>
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					<p>For the intensive additional hour of math instruction, students will receive targeted instruction from their classroom teacher. The teacher uses Carnegie Learning Skills Practice Workbooks to provide math instruction to students.</p> <p>Students are grouped based on the data that is collected and reviewed every 20 instructional days from the description of standard based in house assessment and I-station. Students who score below proficiency on the baseline will be invited to participate in after school tutoring programs by a certified teacher.</p> <p>All students use I-station to support their learning during school and for home learning. I-station differentiates each student into their individual learning path.</p>
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					The program aligns students into their designated tier and based on their level, they are required to complete a specific time frame for the week. Students complete these time allotments during their instructional framework
Math Grades 6-7	October 1, 2018- December 4, 2018 (new action plan will be created once mid-year data is gathered)	Core Program Carnegie Learning Intervention 6,7 MATHia 6-7 Intensive Carnegie Learning Skills Practice Workbooks iStation Math 6-7	Carnegie Learning 6,7 Pre/Post Tests. Standard-Based Assessments every twenty instructional days. Istation ISIP every twenty instructional days.	Classroom Teacher Interventionist ESOL Contact	Skills to Reteach and Remediate are: Understand and use ratio concepts to solve problems. Understand proportional relationships in problem situations Skills to Reteach and Remediate are: Develop geometric relationships with volume. Skills to Reteach and Remediate are: Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

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					<p>Tier III- Students are receiving individualize instruction based on their progress monitor data every twenty instructional days. They are meeting with their math interventionist for thirty minutes during specials daily to provide explicit instruction utilizing I-station off-line resources and ninety minutes of I-station online weekly.</p> <p>Tier III: 90 minutes per week</p> <p>For the intensive additional hour of math instruction, students will receive targeted instruction from their classroom teacher. The teacher uses Carnegie Learning Skills Practice Workbooks to provide math instruction to students.</p> <p>Students are grouped based on the data that is collected and reviewed every 20 instructional</p>
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Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

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					<p>days from the description of standard based in house assessment and I-station. Students who score below proficiency on the baseline will be invited to participate in after school tutoring programs by a certified teacher.</p> <p>All students use I-station to support their learning during school and for home learning. I-station differentiates each student into their individual learning path. The program aligns students into their designated tier and based on their level, they are required to complete a specific time frame for the week. Students complete these time allotments during their instructional framework</p>
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Deficiency 7

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Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

Based on 2018 baseline, students in grades K-2 are deficient in Nature of Science.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
Science Grade K-2	October 1, 2018- December 4, 2018 (new action plan will be created once mid-year data is gathered)	Core Program Houghton Mifflin Harcourt, Florida Science K-2 K-2 Science4US	Houghton Mifflin Harcourt, Florida Science K-2 On- going Assessments iObservation	Classroom Teacher	<p>Our students in K-2 are utilizing Florida Science as their core curriculum for Tier 1 instruction implementing. Teachers are delivering Science4US twice a week to provide solid foundation of fundamental science concepts for students. Students are participating in real- world science experiences using the 5E’s in weekly hand-on labs based on standard-aligned activities found on CPALMS and through the HMH curriculum. Students use lab reports using the complete scientific process to apply to content learning in text. All students will participate in meaningful field-trip experiences that are align to the content during the school year.</p> <p>Students are grouped based on the data that is collected and reviewed every 20 instructional days from the description of standard based in house assessment. Tier II- Students are receiving small group instruction by their classroom</p>

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					teacher during the science framework weekly.
Science Grade K-2	October 1, 2018-December 4, 2018 (new action plan will be created once mid-year data is gathered)	Intervention Houghton Mifflin Harcourt, Florida Science K-2	Houghton Mifflin Harcourt, Florida Science K-2 On-going Assessments iObservation	Interventionist	Students are grouped based on the data that is collected and reviewed every 20 instructional days from the description of standard based in house assessment. Tier III- Students are receiving individualize instruction based on their progress monitor data every twenty instructional days. They are meeting with their science interventionist for thirty minutes during specials daily to provide explicit instruction.
Science Grade K-2	October 1, 2018-December 4, 2018 (new action plan will be created once mid-year data is gathered)	Core Program Houghton Mifflin Harcourt, Florida Science K-2 K-2 Science4US Intervention Houghton Mifflin Harcourt, Florida Science K-2	Houghton Mifflin Harcourt, Florida Science K-2 On-going Assessments iObservation	Classroom teacher Interventionist ESOLTeacher	Our students in K-2 are utilizing Florida Science as their core curriculum for Tier 1 instruction implementing. Teachers are delivering Science4US twice a week to provide solid foundation of fundamental science concepts for students. Students are participating in real- world science experiences using the 5E’s in weekly hand-on labs based on standard-aligned activities found on CPALMS and through the HMH curriculum. Students use lab reports using the complete scientific process to apply to content learning in text. All students will participate in meaningful field-trip

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					<p>experiences that are align to the content during the school year.</p> <p>Students are grouped based on the data that is collected and reviewed every 20 instructional days from the description of standard based in house assessment.</p> <p>Tier II- Students are receiving small group instruction by their classroom teacher during the science framework weekly.</p> <p>Tier III- Students are receiving individualize instruction based on their progress monitor data every twenty instructional days. They are meeting with their science interventionist for thirty minutes during specials daily to provide explicit instruction.</p>
Science Grade K-2	October 1, 2018- December 4, 2018 (new action plan will be created once mid-year data is gathered)	<p>Core Program Houghton Mifflin Harcourt, Florida Science K-2</p> <p>K-2 Science4US Intervention Houghton Mifflin Harcourt, Florida Science K-2</p>	<p>Houghton Mifflin Harcourt, Florida Science K-2 On-going Assessments</p> <p>iObservation Walkthrough</p>	<p>Classroom teacher</p> <p>Interventionist</p> <p>ESE Teacher</p>	<p>Our students in K-2 are utilizing Florida Science as their core curriculum for Tier 1 instruction implementing. Teachers are delivering Science4US twice a week to provide solid foundation of fundamental science concepts for students. Students are participating in real- world science experiences using the 5E’s in weekly hand-on labs based on standard-aligned activities found on CPALMS and</p>

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					<p>through the HMH curriculum. Students use lab reports using the complete scientific process to apply to content learning in text. All students will participate in meaningful field-trip experiences that are align to the content during the school year.</p> <p>Students are grouped based on the data that is collected and reviewed every 20 instructional days from the description of standard based in house assessment.</p> <p>Tier II- Students are receiving small group instruction by their classroom teacher during the science framework weekly.</p> <p>Tier III- Students are receiving individualize instruction based on their progress monitor data every twenty instructional days. They are meeting with their science interventionist for thirty minutes during specials daily to provide explicit instruction.</p>
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Deficiency 8

Based on 2018 baseline, students in grades 3-5 are deficient in Earth and Space Science.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
<p>Science Grades 3-5</p>	<p>October 1, 2018- December 4, 2018 (new action plan will be created once mid- year data is gathered)</p>	<p>Core Program Houghton Mifflin Harcourt, Florida Science 3-5</p> <p>CPALMS</p> <p>Item Specs</p>	<p>Houghton Mifflin Harcourt, Florida Science K-5 On-going Assessments</p> <p>Standard-based Assessment</p> <p>iObservation</p>	<p>Classroom Teacher</p>	<p>Our students in 3-5 are utilizing Florida Science as their core curriculum for Tier 1 instruction implementing. Students are participating in real-world science experiences using the 5E's in weekly hand-on labs based on standard-aligned activities found on CPALMS and through the HMH curriculum. Students use lab reports using the complete scientific process to apply to content learning in text. All students will participate in meaningful field-trip experiences that are</p>

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					<p>aligned to the content during the school year.</p> <p>Tier II- Students are receiving small group instruction by their classroom teacher during the science framework weekly.</p>
<p>Science Grades 3-5</p>	<p>October 1, 2018- December 4, 2018 (new action plan will be created once mid-year data is gathered)</p>	<p>Intervention Houghton Mifflin Harcourt, Florida Science 3-5</p>	<p>Standard-based Assessment</p> <p>iObservation</p>	<p>Interventionist</p>	<p>Students are grouped based on the data that is collected and reviewed every 20 instructional days from the description of standard based in house assessment. Students who score below proficiency on the baseline will be invited to participate in after school tutoring programs by a certified teacher.</p> <p>Tier III- Students are receiving data-driven individualized instruction based on</p>

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					their progress monitoring data every twenty instructional days. They are meeting with their science interventionist for thirty minutes during specials daily to provide explicit instruction.
Science Grades 3-5	October 1, 2018- December 4, 2018 (new action plan will be created once mid-year data is gathered)	Core Program Houghton Mifflin Harcourt, Florida Science 3-5 CPALMS Item Specs Intervention Houghton Mifflin Harcourt, Florida Science 3-5	Houghton Mifflin Harcourt, Florida Science K-5 On-going Assessments Standard-based Assessment iObservation	Classroom Teacher Interventionist ESOL Teacher	Our students in 3-5 are utilizing Florida Science as their core curriculum for Tier 1 instruction implementing. Students are participating in real-world science experiences using the 5E's in weekly hand-on labs based on standard-aligned activities found on CPALMS and through the HMH curriculum.

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					<p>Students use lab reports using the complete scientific process to apply to content learning in text. All students will participate in meaningful field-trip experiences that are aligned to the content during the school year.</p> <p>Tier II- Students are receiving small group instruction by their classroom teacher during the science framework weekly.</p> <p>Students are grouped based on the data that is collected and reviewed every 20 instructional days from the description of standard based in house assessment. Students who score below proficiency on the baseline will be invited to participate in after school tutoring</p>
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					<p>programs by a certified teacher.</p> <p>Tier III- Students are receiving data-driven individualized instruction based on their progress monitoring data every twenty instructional days. They are meeting with their science interventionist for thirty minutes during specials daily to provide explicit instruction.</p>
<p>Science Grades 3-5</p>	<p>October 1, 2018- December 4, 2018 (new action plan will be created once mid-year data is gathered)</p>	<p>Core Program Houghton Mifflin Harcourt, Florida Science 3-5</p> <p>CPALMS</p> <p>Item Specs</p> <p>Intervention</p>	<p>Houghton Mifflin Harcourt, Florida Science K-5 On-going Assessments</p> <p>Standard-based Assessment</p> <p>iObservation</p>	<p>Classroom Teacher</p> <p>Interventionist</p> <p>ESE Teacher</p>	<p>Our students in 3-5 are utilizing Florida Science as their core curriculum for Tier 1 instruction implementing. Students are participating in real-world science experiences using the 5E's in weekly hand-on labs based on</p>

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		<p>Houghton Mifflin Harcourt, Florida Science 3-5</p>			<p>standard-aligned activities found on CPALMS and through the HMH curriculum. Students use lab reports using the complete scientific process to apply to content learning in text. All students will participate in meaningful field-trip experiences that are aligned to the content during the school year.</p> <p>Tier II- Students are receiving small group instruction by their classroom teacher during the science framework weekly.</p> <p>Students are grouped based on the data that is collected and reviewed every 20 instructional days from the description of standard based in house assessment. Students who score</p>
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					<p>below proficiency on the baseline will be invited to participate in after school tutoring programs by a certified teacher.</p> <p>Tier III- Students are receiving data-driven individualized instruction based on their progress monitoring data every twenty instructional days. They are meeting with their science interventionist for thirty minutes during specials daily to provide explicit instruction.</p>
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Deficiency 9

Based on 2018 baseline, students in grades 6-8 are deficient in Earth and Space Science.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
Science Grades 6-7	October 1, 2018- December 4, 2018 (new action plan will be created once mid- year data is gathered)	Core Program Pearson, Elevate Science Comprehensive 6,7 CPALMS	Pearson, Elevate Science Comprehensive 6,7 Pre/Post Assessments On-going Assessments Standard-Based In-House Assessment Weekly Lab Reports iObservation	Classroom Teacher	Our students in 6-7 are utilizing Elevate Science Comprehensive Course 1 and 2 as their core curriculum for Tier 1 instruction implementing. Students are participating in real- world science experiences using the 5E's in weekly hand-on labs based on standard- aligned activities found on CPALMS and through the Pearson curriculum. Students use lab reports using the complete scientific process to apply to content learning in

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					<p>text. All students will participate in meaningful field-trip experiences that are align to the content during the school year.</p> <p>Tier II- Students are receiving small group instruction by their classroom teacher during the science framework weekly.</p>
<p>Science Grades 6-7</p>	<p>October 1, 2018- December 4, 2018 (new action plan will be created once mid-year data is gathered</p>	<p>Intervention Pearson, Elevate Science Comprehensive 6,7</p>	<p>Pearson, Elevate Science Comprehensive 6,7 Pre/Post Assessments On-going Assessments</p> <p>Standard-Based In-House Assessment</p>	<p>Interventionist</p>	<p>Students are grouped based on the data that is collected and reviewed every 20 instructional days from the description of standard based in house assessment. Students who score below proficiency on the baseline will be invited to participate in after school tutoring programs by a certified teacher.</p> <p>Tier III- Students are receiving individualize</p>

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					instruction based on their progress monitor data every twenty instructional days. They are meeting with their science interventionist for thirty minutes during specials daily to provide explicit instruction.
Science Grades 6-7	October 1, 2018- December 4, 2018 (new action plan will be created once mid-year data is gathered)	Core Program Pearson, Elevate Science Comprehensive 6,7 CPALMS Item Specs Intervention Pearson, Elevate Science Comprehensive 6,7	Pearson, Elevate Science Comprehensive 6,7 Pre/Post Assessments On-going Assessments Standard-Based In-House Assessment Weekly Lab Reports iObservation	Classroom Teacher Interventionist ESOL Teacher	Students are grouped based on the data that is collected and reviewed every 20 instructional days from the description of standard based in house assessment. Students who score below proficiency on the baseline will be invited to participate in after school tutoring programs by a certified teacher. Our students in 6-7 are utilizing Elevate Science Comprehensive Course

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					<p>1 and 2 as their core curriculum for Tier 1 instruction implementing. Students are participating in real-world science experiences using the 5E's in weekly hand-on labs based on standard-aligned activities found on CPALMS and through the Pearson curriculum. Students use lab reports using the complete scientific process to apply to content learning in text. All students will participate in meaningful field-trip experiences that are align to the content during the school year.</p> <p>Tier II- Students are receiving small group instruction by their classroom teacher during the science framework weekly.</p>
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					Tier III- Students are receiving individualize instruction based on their progress monitor data every twenty instructional days. They are meeting with their science interventionist for thirty minutes during specials daily to provide explicit instruction.
Science Grades 6-7	October 1, 2018- December 4, 2018 (new action plan will be created once mid-year data is gathered)	Core Program Pearson, Elevate Science Comprehensive 6,7 CPALMS Item Specs Intervention Pearson, Elevate Science Comprehensive 6,7	Pearson, Elevate Science Comprehensive 6,7 Pre/Post Assessments On-going Assessments Standard-Based In-House Assessment Weekly Lab Reports iObservation	Classroom Teacher Interventionist ESE Teacher	Students are grouped based on the data that is collected and reviewed every 20 instructional days from the description of standard based in house assessment. Students who score below proficiency on the baseline will be invited to participate in after school tutoring programs by a certified teacher. Our students in 6-7 are utilizing Elevate

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					<p>Science Comprehensive Course 1 and 2 as their core curriculum for Tier 1 instruction implementing. Students are participating in real-world science experiences using the 5E's in weekly hand-on labs based on standard-aligned activities found on CPALMS and through the Pearson curriculum. Students use lab reports using the complete scientific process to apply to content learning in text. All students will participate in meaningful field-trip experiences that are align to the content during the school year.</p> <p>Tier II- Students are receiving small group instruction by their classroom teacher during the science framework weekly.</p>
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					<p>Tier III- Students are receiving individualize instruction based on their progress monitor data every twenty instructional days. They are meeting with their science interventionist for thirty minutes during specials daily to provide explicit instruction.</p>
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Deficiency 10

Based on 2017-2018 Fountas and Pinnell Benchmark Assessment System students in grades K-2 are deficient in vocabulary, letter knowledge and text-based fluency.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
<p>Social Studies K-2</p>	<p>October 1, 2018- June 4, 2019</p>	<p>Core: Social Studies Weekly K-5</p>	<p>Social Studies Project-Based Learning Activities scores with school-based rubric.</p>	<p>Classroom Teacher</p>	<p>Social studies is taught daily for 30 minutes. Teachers have use Social Studies Weekly materials provide instruction based on Florida State’s social studies standards as</p>

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					<p>delineated in CPalms. Teachers use a social studies standards focus calendar with texts from Social Studies Weekly and Journeys along with implementing ELA strategies to teach social studies content. In addition, teachers include virtual field trips using websites for locations add museums for students to be able to view and experience social studies standards and topics. Students complete social studies related research projects and present information.</p>
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Deficiency 11

Based on 2018 FSA ELA performance students in grades 3-5 are deficient in Integration of Knowledge and Ideas, which was the cluster with the lowest percent of points earned out of points possible as per 2018 FSA ELA score report.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
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<p>Social Studies 3-5</p>	<p>October 1, 2018- June 4, 2019</p>	<p>Core: Social Studies Weekly K-5</p> <p>Supplemental: Achieve3000 3-5</p>	<p>Social Studies Project- Based Learning Activities scores with school-based rubric</p>	<p>Classroom Teacher</p>	<p>Social studies is taught daily for 30 minutes. Teachers have use Social Studies Weekly materials provide instruction based on Florida State’s social studies standards as delineated in CPalms. Teachers use a social studies standards focus calendar with texts from Social Studies Weekly and Journeys along with implementing ELA strategies to teach social studies content. In addition, teachers include virtual field trips using websites for locations add museums for students to be able to view and experience social studies standards and topics. Students complete social studies related research projects and present information.</p>
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Deficiency 12

Based on 2018 FSA ELA performance students in grades 6 and 7 are deficient in Integration of Knowledge and Ideas, which was the cluster with the lowest percent of points earned out of points possible as per 2018 FSA ELA score report.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Social Studies 6-7	October 1, 2018- June 4, 2018	Core: McGraw-Hill Discovery our Past Grade 6 McGraw-Hill Civics, Economics & Geographic Grade 7 Supplemental (7 th Grade) iCivics	Standards-based assessments	Classroom Teacher	<p><i>The school does not have any 2018 Civics EOC scores, because the school did not have 7th grade last year.</i></p> <p>Teachers will use core materials to provide standards-based instruction for Florida State’s social studies standards as delineated in CPalms. The Civics teacher will also use FLDOE Civics EO C Item Specs to align instruction to standards students must master. Teachers use a social studies standards focus calendar along with implementing ELA strategies to teach social studies content.</p>

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					<p>In addition, teachers include virtual field trips using websites for locations add museums for students to be able to view and experience social studies standards and topics. Students complete social studies related research projects and present information.</p>
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**Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.*

6. Approved Educational Program

Identify each component of the school's approved educational program that has **not** been implemented as described in the school's approved charter application or charter contract.

<p>As per the initial charter application, the School established an Educational Plan for all students. The Board and Senior Management have supported the School's efforts in meeting the components of the Educational Plan; however, do recognize that not all have been successfully achieved.</p> <p>Three of the components have not been met: (1) Improve student learning ad raise student achievement through data-driven decision making; (2) Increase learning opportunities for all students with special emphasis on students working below grade, ELL students, and ESE students; (3) Meets Adequate Yearly Progress and Annual Measurable Objectives and ensures all students perform on or above grade level.</p> <p>The Board and Senior Management have met to analyze data, trends in student enrollment, staffing, and professional development needs to create a corrective action plan to ensure the School meets all components. The conclusion is that the three components of the School have not been implemented well are directly aligned to highly effective school leaders and teachers.</p> <p>The following is a rationale for why each component was not implemented at the highest level of effectiveness:</p> <ol style="list-style-type: none"> 1. The school participated in some assessments and collected a variety of data; however, the School was not effective in analyzing data to effectively plan lessons, align them to state standards or use the data to determine students' learning needs and to drive instruction.

2. The School was able to identify students working below grade level; however, the School was not effective in differentiating instruction for students based on their learning needs and individual differences.
3. Adequate Yearly Progress or Annual Measurable Objectives was not consistently met to ensure students' performance on or above grade level. The school was not effective in providing focused professional development aligned to the Florida State Standards.

The school used Journey's, GoMath and Science Fusion as the approved core educational programs for students. While the programs were in place and the teachers used components of the programs to provide instruction, all the components of the approved instructional programs were not used with fidelity, especially all the RtI and ELL instructional support pieces of the programs. The inconsistent use of components could be attributed to all the staff needing to implement the program were new to the school and to the educational programs and may not have received adequate training in the programs.

7. Addressing Identified Deficiencies

Provide a **detailed** plan for addressing the identified **deficiencies** that would be resolved using the programs not yet implemented and listed in **part 6**, should those programs be implemented in the coming school year. Include specific actions, person responsible, resources needed, and timeline. Explain how each program will be implemented in the future. Explain how teachers will be prepared for implementation. Or, if the program(s) will not be implemented, confirm if another program will replace it. If no additional program(s) will not be implemented, confirm this in the space provided below.

1. The school participated in some assessments and collected a variety of data; however, the School was not effective in analyzing data to effectively plan lessons, align them to state standards or use the data to determine students' learning needs and to drive instruction.
Specific Actions: Professional development will be scheduled on data analysis and understanding how to interpret data and use the information to meet the needs of students. Weekly common planning sessions will be held with an emphasis on planning based on individual student needs as well as Data Chats on a regular, ongoing basis. The school will work on developing a Data Monitoring Plan to disaggregate, track and monitor data. Data binders will be mandatory, and students and parents will be included in quarterly Data Chats.
Persons responsible: Principal, Assistant Principal, Academic Coach, Teachers
Resources Needed: FSA, FAIR-FS, End of Unit Assessments, iStation, Fountas and Pinnell Benchmark Assessment System, Data Chat forms, Data Binders.
Timeline:
 - Professional Development on accessing data reports and analyzing data to meet student needs will occur by October 19, 2018
 - Weekly common planning will begin by September 11, 2018
 - Data chats with school leadership team and teacher to track and monitor student progress will occur monthly beginning September 2018

2. The School was able to identify students working below grade level; however, the School was not effective in differentiating instruction for students based on their learning needs and individual differences.
Specific Actions: Professional development for teachers in data analysis and effective differentiated reading, math, and science centers and instructional strategies.
Persons Responsible: Principal, Assistant Principal, Academic Coach, Teachers
Resources Needed: Needs assessment results, approved evaluation tools, independent centers materials, state-approved and research-based intervention resources.
Timeline:
 - Professional Development on analyzing data to provide differentiated instruction and state-approved, research-based intervention resources will occur by October 19, 2018
 - Monitoring of differentiated instruction and interventions by reviewing lesson plans one week prior to implementing lesson and classroom walkthroughs by school administration will occur weekly beginning September 2018

3. Adequate Yearly Progress or Annual Measurable Objectives was not consistently met to ensure students' performance on or above grade level. The school was not effective in providing focused professional development aligned to the Florida State Standards
Specific Actions: Professional Development will be planned for academic staff in data analysis, including how to interpret state reports and the implementation of a Student Monitoring Plan.
Persons Responsible: Principal, Assistant Principal
Resources Needed: assessment reports to disaggregate, professional development focus calendar, professional development trainings and facilitators, student monitoring plan
Timeline:
 - Professional Development focus calendar will be developed by October 2018
 - Student Monitoring Plan will be developed and implemented by October 2018

4. The school was able to identify the need in training for general education teachers in implementing instructional strategies for ESE students in an inclusive classroom setting. August 2018, Teachers were provided an overview on instructional strategies and accommodations for ESE students in the classroom setting by the ESE Specialist.
Specific Actions: Professional Development will be planned for teachers to understand how to implement instructional strategies and provide accommodations for ESE students in the inclusive general education classroom setting. ESE Specialist will consult with the general education teacher and interventionist to progress monitor students on RTI Tier 3 for early warning signs.
Person Responsible: Assistant Principal, ESE Specialist

Resources Needed: professional development focus calendar, professional development trainings and facilitators, progress monitoring data collections TIER 3 students

Timeline:

- Professional Development for Teaching Students In the inclusive classroom will be scheduled by November 2018

Professional Development: Teaching Students in the Inclusive Classroom

5. The school was able to identify the need in training for teachers in implementing instructional strategies for ESOL students. November 2018, Teachers will participate in professional development for working ELLs.

Specific Actions: Professional Development will be planned for teachers to understand how to implement instructional strategies and provide accommodations for ESOL students. Teachers will participate in professional development using WIDA Can Dos and effectively using ESOL matrix strategies.

Person Responsible: ESOL contact

Resources Needed: professional development focus calendar, professional development trainings and facilitators, progress monitoring data collection for students

Timeline: November 2018

6. The school was able to identify the need in training for Civics teacher in implementing best instructional practices for teaching Civics. November 2018, Teachers will participate in professional development for teaching civics

Specific Actions: Professional Development will be planned for teachers to understand how to implement effective instructional strategies for teaching civics

Person Responsible: Assistant Principal, Instructional Coach, Classroom Teacher

Resources Needed: professional development focus calendar, professional development trainings and facilitators, progress monitoring data collection for students

Timeline: November 2018

Deficiency (from Section 5):

Based on *(identify specific student achievement data)*, **students in grade(s)** *(fill in the blank)* **are deficient in** *(fill in the blank)*.

Deficiency 1

Based on 2017-2018 Fountas and Pinnell Benchmark Assessment System students in grades K-2 are deficient in vocabulary, letter knowledge and text-based fluency.

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Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
Literacy/ ELA K-2	October 1, 2018- June 4, 2019	Core Program: Houghton Mifflin Harcourt, Journeys K-5	Houghton Mifflin Harcourt Journeys K-5 Standards Assessments	Classroom Teacher Interventionists	Students will receive their mandated 90 minutes of uninterrupted ELA instruction daily using the research-based, state approved core instruction program Houghton Mifflin Harcourt, Journeys. Classroom teachers will receive training on how to use the materials within the program. The classroom teacher will use the Journeys resources with fidelity to ensure students master the grade level standards and comprehension skills.
Literacy/ ELA K-2	October 1, 2018- June 4, 2019	CIRP: iStation Reading	iStation Diagnostic Assessment	Classroom Teacher Interventionists	Interventionists will use the iStation paper-

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					<p>based resources to provide direct instruction to all students, including ESE and ESOL students.</p> <p>Interventionists will receive training on how use iStation materials.</p> <p>Interventionists will provide daily instruction to groups of 3-5 students for 30-minute instructional sessions to practice literacy skills (phonological awareness, fluency, vocabulary, spelling, and comprehension) The instructional focus of intervention groups will be determined by student performance and academic needs as per the iStation diagnostic. iStation data will be used to place students into groups for interventions. Progress</p>
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					monitoring will occur monthly to ensure interventions are working to improve student's skills and mastery of the standards.
Literacy/ ELA K-2	October 1, 2018- June 4, 2019	SIRP: Fountas and Pinnell Leveled Literacy Intervention System	Fountas and Pinnell Benchmark Assessment System	Classroom Teacher Interventionists	For the mandated additional hour of reading instruction, students will receive direct instruction from their classroom teacher. The teacher will use the program Fountas and Pinnell Leveled Literacy Intervention System to provide reading instruction to students. Students will be progress monitored on a tri-annual basis. The data from Fountas and Pinnell Benchmark Assessment System will be used to determine instructional focus for students.

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<p>Literacy/ ELA K-2</p>	<p>October 1, 2018- June 4, 2019</p>	<p>Writing: Lucy Calkins, Units of Study</p>	<p>Quarterly Text-based Writing Tasks using school-based rubric based on LAFS Writing</p>	<p>Classroom Teacher</p>	<p>Students will take a text-based writing that will be progress monitored each quarter. Teachers will use school-based writing rubric to monitor abilities and then provide targeted, differentiated, data-driven instruction to facilitate students acquiring the skills they need to master writing standards. Students will receive writing instruction daily.</p>
<p>Literacy/ ELA K-2</p>	<p>October 1, 2018- June 4, 2019</p>	<p>Core Program: Houghton Mifflin Harcourt, Journeys K-5 iStation Reading Fountas and Pinnell Leveled Literacy Intervention System Writing:</p>	<p>ACCESS for ELLs 2.0</p>	<p>Classroom Teacher Interventionist ESOL Contact</p>	<p>ESOL students will be supported in the general education classroom in whole and small group settings. Teachers will implement instructional strategies for ELL students based on the ESOL matrix. Students who scored a below proficiency</p>

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		<p>Lucy Calkins, Units of Study</p>			<p>level on FSA ELA will be placed in RtI tier 2. Interventionists will push in to the classroom in order to provide academic support to the ELLs. The ESOL contact, who is also an interventionist will provide additional support, as needed to ELLs. Students will also be offered after school tutoring to support learning. Teachers will be provided with the Wida Can Do Descriptors in order to know what ELL students are able to do at the level of proficiency they are currently working at. ELLs will be given specific instructions and visuals on how to utilize their dictionaries that they are provided with by the school.</p>
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<p>Literacy/ ELA K-2</p>	<p>October 1, 2018- June 4, 2019</p>	<p>Core Program: Houghton Mifflin Harcourt, Journeys K-5</p> <p>iStation Reading</p> <p>Fountas and Pinnell Leveled Literacy Intervention System</p> <p>Writing: Lucy Calkins, Units of Study</p>	<p>Diagnostic Assessment of Reading</p>	<p>Classroom Teacher Interventionist ESE Specialist</p>	<p>ESE Specialist will use students Benchmark Assessment System to assess student’s academic reading level. This data is used to assess a student’s academic achievement to develop individual educational goals. ESE Teacher will provide support in the general education classroom setting through collaboration in small during DI Instruction based on the student’s IEP goals. Specialized Instruction in the ESE Classroom will be provided for students with that specified on IEP goals.</p>
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Deficiency 2

Based on 2018 FSA ELA performance students in grades 3-5 are deficient in Integration of Knowledge and Ideas, which was the cluster with the lowest percent of points earned out of points possible as per 2018 FSA ELA score report.

Subject Area	Timeline	Research-Based	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
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		Curriculum Materials			
Literacy/ ELA 3-5	October 1, 2018- June 4, 2019	Core Program: Houghton Mifflin Harcourt, Journeys K-5	Houghton Mifflin Harcourt Journeys K-5 Standards Assessments and FAIR-FS	Classroom Teacher Interventionists	Students will receive their mandated 90 minutes of uninterrupted ELA instruction daily using the research-based, state approved core instruction program Houghton Mifflin Harcourt, Journeys. Classroom teachers will receive training on how to use the materials within the program. The classroom teacher will use the Journeys resources with fidelity to ensure students master the grade level standards and comprehension skills. Teachers will provide standards-based instruction aligned to item specifications and using a variety of text-types to improve students mastery of the standards in cluster Integration of Knowledge and Ideas.

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					Students who scored a Level 1 or 2 on FSA ELA 2018, will receive intensive interventions, in addition to their mandated 90-minute uninterrupted reading block.
Literacy/ ELA 3-5	October 1, 2018- June 4, 2019	CIRP: iStation Reading	iStation Diagnostic Assessment	Classroom Teacher Interventionists	Interventionists will use the iStation paper-based resources to provide direct instruction to all students, including ESE and ESOL students. Interventionists will receive training on how use iStation materials. Interventionists will provide daily instruction to groups of 3-5 students for 30-minute instructional sessions to practice literacy skills (phonological awareness, fluency, vocabulary, spelling, and compression) The instructional focus of intervention groups will be determined by student performance and academic needs as per

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					the iStation diagnostic. iStation data will be used to place students into groups for interventions. Progress monitoring will occur monthly to ensure interventions are working to improve student’s skills and mastery of the standards. Students who scored a Level 1 or 2 on FSA ELA 2018, will receive intensive interventions, in addition to their 90-minute uninterrupted reading block.
Literacy/ ELA 3-5	October 1, 2018- June 4, 2019	SIRP: Fountas and Pinnell Leveled Literacy Intervention System	Fountas and Pinnell Benchmark Assessment System (BAS)	Classroom Teacher Interventionists	For the mandated additional hour of reading instruction, students will receive direct instruction from their classroom teacher. The teacher will use the program Fountas and Pinnell Leveled Literacy Intervention System to provide reading instruction to students. Students will be progress monitored on a

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					tri-annual basis. The data from Fountas and Pinnell Benchmark Assessment System will be used to determine instructional focus for students. Students who scored a Level 1 or 2 on FSA ELA 2018 are going to receive intensive interventions in addition to the mandated 90-minute reading block.
Literacy/ ELA 3-5	October 1, 2018- June 4, 2019	Writing: Lucy Calkins, Units of Study	Quarterly Text-based Writing Tasks using FLDOE Writing Rubric (4 th -5 th grade); 3 rd grade will have a school-based rubric based on LAFS Writing	Classroom Teacher Interventionists	Students will take a text-based writing baseline and will be progress monitored each quarter. Teachers will use the state writing rubric to monitor abilities and then provide targeted, differentiated, data-driven instruction to facilitate students acquiring the skills they need to master writing standards. Students will receive writing instruction daily. Students who scored a Level 1 or 2 on FSA

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					<p>ELA 2018 will receive intensive interventions in addition to the mandated 90-minute uninterrupted reading block. Students will receive writing instruction daily. Teachers will provide explicit instruction on strategies for using conventions correctly, strategies for citing text evidence, strategies for organizing writing, and strategies for elaborating. School-wide strategy for writing will be the ACE (Answer prompt, Cite evidence, Elaborate) method.</p>
<p>Literacy/ ELA 3-5</p>	<p>October 1, 2018- June 4, 2019</p>	<p>Core Program: Houghton Mifflin Harcourt, Journeys K- 5</p> <p>iStation Reading</p> <p>Fountas and Pinnell Leveled Literacy Intervention System</p>	<p>ACCESS for ELLs 2.0</p>	<p>Classroom Teacher Interventionists ESOL Contact</p>	<p>ESOL students will be supported in the general education classroom in whole and small group settings. Teachers will implement instructional strategies for ELL students based on the ESOL matrix. Students who scored a below proficiency level on</p>

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		<p>Writing: Lucy Calkins, Units of Study</p>			<p>FSA ELA will be placed in RtI tier 2. Interventionists will push in to the classroom in order to provide academic support to the ELLs. The ESOL contact, who is also an interventionist will provide additional support, as needed to ELLs. Students will also be offered after school tutoring to support learning. Teachers will be provided with the Wida Can Do Descriptors in order to know what ELL students are able to do at the level of proficiency they are currently working at. ELLs will be given specific instructions and visuals on how to utilize their dictionaries that they are provided with by the school. Students who scored a Level 1 or 2 on the FSA ELA 2018, will receive intensive interventions in addition</p>
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					to the mandated 90-minute reading block.
Literacy/ ELA 3-5	October 1, 2018- June 4, 2019	<p>Core Program: Houghton Mifflin Harcourt, Journeys K-5</p> <p>iStation Reading</p> <p>Fountas and Pinnell Leveled Literacy Intervention System</p> <p>Writing: Lucy Calkins, Units of Study</p>	Diagnostic Assessment of Reading	Classroom Teacher Interventionist ESE Specialist	<p>ESE Specialist will use students Benchmark Assessment System to assess student’s academic reading level. This data is used to assess a student’s academic achievement to develop individual educational goals. ESE Teacher will provide support in the general education classroom setting through collaboration in small during DI Instruction based on the student’s IEP goals. Specialized Instruction in the ESE Classroom will be provided for students with that specified on IEP goals. Students who scored a Level 1 or 2 on FSA ELA 2018, will be provided intensive interventions in addition to the mandated 90-minute reading block.</p>

Deficiency 3

Based on 2018 FSA ELA performance students in grades 6 and 7 are deficient in Integration of Knowledge and Ideas, which was the cluster with the lowest percent of points earned out of points possible as per 2018 FSA ELA score report.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
ELA 6-7	October 1, 2018- June 4, 2019	Core Program: Houghton Mifflin Harcourt, Collections	Houghton Mifflin Harcourt Collections Performance Assessments and FAIR-FS	Classroom Teacher Interventionists	Students will receive their mandated uninterrupted ELA instruction daily using the research-based, state approved core instruction program Houghton Mifflin Harcourt, Collections. Classroom teachers will receive training on how to use the materials within the program. The classroom teacher will use the Collections resources with fidelity to ensure students master the grade level standards

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					and comprehension skills. Teachers will provide standards-based instruction aligned to item specifications and using a variety of text-types to improve students mastery of the standards in cluster Integration of Knowledge and Ideas.
ELA 6-7	October 1, 2018- June 4, 2019	CIRP: National Geographic/ Cengage Learning, Inside	Inside Assessments	Intensive Reading Teacher	Intensive Reading teacher will use the Inside curriculum to provide direct instruction to all students who scored a level 1 or 2 on 2018 FSA ELA, including ESE and ESOL students. The Intensive Reading teacher will receive training on how use Inside materials. The Intensive Reading teacher will provide 60 minutes daily of reading instruction, which is in addition to the ELA class. Progress

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					monitoring will occur using the Inside assessments to ensure improvement of student skills and mastery of the standards.
ELA 6-7	October 1, 2018- June 4, 2019	SIRP: Fountas and Pinnell Leveled Literacy Intervention System and Achieve3000	Fountas and Pinnell Benchmark Assessment System and Achieve3000 Assessments	Interventionists Classroom Teacher	For the mandated additional hour of reading instruction, students will receive direct instruction from their classroom teacher. The teacher will use the program Fountas and Pinnell Leveled Literacy Intervention System to provide reading instruction to students. Students will be progress monitored on a tri-annual basis. The data from Fountas and Pinnell Benchmark Assessment System will be used to determine instructional focus for students. In addition to Fountas and Pinnell Leveled Literacy Intervention System, students will also receive direct instruction with Achieve3000 materials.

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					Independent practice will also occur using paper-based and computer-based Achieve3000 resources.
ELA 6-7	October 1, 2018- June 4, 2019	Writing: Text-based writing using Collections Task Performance Assessment Workbook	Unit Writing assessments scored with FLDOE Writing Rubric	Classroom Teacher	Students will take a text-based writing baseline and will be progress monitored after units are completed. Teachers will use the state writing rubric to gauge and monitor student performance and then provide targeted, differentiated, data-driven instruction to facilitate students acquiring the skills they need to master writing standards. Students will receive writing instruction daily. Teachers will provide explicit instruction on strategies for using conventions correctly, strategies for citing text evidence, strategies for organizing writing, and strategies for elaborating. School-wide strategy for

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					writing will be the ACE (Answer prompt, Cite evidence, Elaborate) method.
ELA 6-7	October 1, 2018- June 4, 2019	Core Program: Houghton Mifflin Harcourt, Collections CIRP: National Geographic/ Cengage Learning, Inside SIRP: Fountas and Pinnell Leveled Literacy Intervention System and Achieve3000	ACCESS for ELLs 2.0	Classroom Teacher Interventionists ESOL Contact	ESOL students will be supported in the general education classroom in whole and small group settings. Teachers will implement instructional strategies for ELL students based on the ESOL matrix. Students who scored a below proficiency level on FSA ELA will be placed in RtI tier 2. Interventionists will push in to the classroom in order to provide academic support to the ELLs. The ESOL contact, who is also an interventionist will provide additional support, as needed to ELLs. Students will also be offered after school tutoring to support learning. Teachers will be provided with the Wida Can Do

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					Descriptors in order to know what ELL students are able to do at the level of proficiency they are currently working at. ELLs will be given specific instructions and visuals on how to utilize their dictionaries that they are provided with by the school.
ELA 6-7	October 1, 2018- June 4, 2019	Core Program: Houghton Mifflin Harcourt, Collections CIRP: National Geographic/ Cengage Learning, Inside SIRP:	Diagnostic Assessment of Reading	Classroom Teacher Interventionist ESE Specialist	ESE Specialist will use Benchmark Assessment System to assess student's academic reading level. This data is used to assess a student's academic achievement to develop individual educational goals. ESE Teacher will provide support in the general education classroom setting through collaboration in small during DI Instruction based on the student's IEP goals. Specialized Instruction in the ESE Classroom will be provided for

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		Fountas and Pinnell Leveled Literacy Intervention System and Achieve3000			students with that specified on IEP goals.
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Deficiency 4

Based on 2018 baseline, students in grades K-2 are deficient in Numbers & Operations.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Math Grades K-2	October 1, 2018- December 4, 2018 (new action plan will be created once mid- year data is gathered)	Core Program: Houghton Mifflin Harcourt, GO Math K- 2	Houghton Mifflin Harcourt, GO Math Standard-Based Assessment every twenty instructional days	Classroom Teacher	Skills to Reteach and Remediate are: Number and basic operations in math. Our students in K-2 are utilizing GO Math as their core curriculum for Tier 1 instruction implementing problem solving strategies within real world word problems and skill-

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					based standards. The additional components of the hands-on activities and digital path enhance the student’s learning with multi-intelligences.
Math Grades K-2	October 1, 2018- December 4, 2018 (new action plan will be created once mid-year data is gathered)	Intervention Houghton Mifflin Harcourt, GO Math K-2	Houghton Mifflin Harcourt, GO Math Standard-Based Assessment every twenty instructional days	Interventionist	<p>Students are grouped based on the data that is collected and reviewed every 20 instructional days from the description of standard based in house assessment and i-Station.</p> <p>Tier III- Students are receiving individualize instruction based on their progress monitor data every twenty instructional days. They are meeting with their math interventionist for thirty minutes during specials daily to provide explicit instruction utilizing the GO Math Intensive</p>

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					Intervention resources and My Personal Trainer, digital resource. Tier III: 90 minutes per week
Math Grades K-2	October 1, 2018- December 4, 2018 (new action plan will be created once mid-year data is gathered)	iStation Math K-2	iStation Math ISIP every twenty instructional days	Teacher Interventionists	All students use I-station to support their learning during school and for home learning. I-station differentiates each student into their individual learning path. The program aligns students into their designated tier and based on their level, they are required to complete a specific time frame for the week. Students complete these time allotments during their instructional framework. Tier I: 30 minutes per week Tier II: 60 minutes per week

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					Tier II- Students are receiving small group instruction by their classroom teacher three times per week during the 60 minutes math block. The teachers are utilizing the GO Math Reteach resources and I-station off-line documents.
Math Grades K-2	October 1, 2018- December 4, 2018 (new action plan will be created once mid-year data is gathered)	Core Program: Houghton Mifflin Harcourt, GO Math K-2 Intervention Houghton Mifflin Harcourt, GO Math K-2 iStation Math K-2	Test of Early Mathematical Abilities (TEMA)	Classroom Teacher Interventionist ESE Specialist	Skills to Reteach and Remediate are: Reason with shapes and their attributes Understand and explain how to recognize, name, and represent fractional units as parts of a whole. Our students in K-2 are utilizing GO Math as their core curriculum for Tier 1 instruction implementing problem solving strategies within real world word problems and skill-based standards. The

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				<p>additional components of the hands-on activities and digital path enhance the student's learning with multi-intelligences.</p> <p>Students are grouped based on the data that is collected and reviewed every 20 instructional days from the description of standard based in house assessment and i-Station.</p> <p>Tier III- Students are receiving individualize instruction based on their progress monitor data every twenty instructional days. They are meeting with their math interventionist for thirty minutes during specials daily to provide explicit instruction utilizing the GO Math Intensive</p>
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					<p>Intervention resources and My Personal Trainer, digital resource. Tier III: 90 minutes per week</p> <p>All students use I-station to support their learning during school and for home learning. I-station differentiates each student into their individual learning path. The program aligns students into their designated tier and based on their level, they are required to complete a specific time frame for the week. Students complete these time allotments during their instructional framework. Tier I: 30 minutes per week Tier II: 60 minutes per week</p>
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					Tier II- Students are receiving small group instruction by their classroom teacher three times per week during the 60 minutes math block. The teachers are utilizing the GO Math Reteach resources and I-station off-line documents.
Math Grades K-2	October 1, 2018- December 4, 2018 (new action plan will be created once mid-year data is gathered)	Core Program: Houghton Mifflin Harcourt, GO Math K-2 Intervention Houghton Mifflin Harcourt, GO Math K-2 iStation Math K-2	Houghton Mifflin Harcourt, GO Math Standard-Based Assessment every twenty instructional days. iStation Math ISIP every twenty instructional days	Classroom Teacher Interventionist ESOL Contact	Skills to Reteach and Remediate are: Reason with shapes and their attributes Understand and explain how to recognize, name, and represent fractional units as parts of a whole. Our students in K-2 are utilizing GO Math as their core curriculum for Tier 1 instruction implementing problem solving strategies within real world word problems and skill-based standards. The

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				<p>additional components of the hands-on activities and digital path enhance the student's learning with multi-intelligences.</p> <p>Students are grouped based on the data that is collected and reviewed every 20 instructional days from the description of standard based in house assessment and i-Station.</p> <p>Tier III- Students are receiving individualize instruction based on their progress monitor data every twenty instructional days. They are meeting with their math interventionist for thirty minutes during specials daily to provide explicit instruction utilizing the GO Math Intensive</p>
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					<p>Intervention resources and My Personal Trainer, digital resource. Tier III: 90 minutes per week.</p> <p>All students use I-station to support their learning during school and for home learning. I-station differentiates each student into their individual learning path. The program aligns students into their designated tier and based on their level, they are required to complete a specific time frame for the week. Students complete these time allotments during their instructional framework. Tier I: 30 minutes per week Tier II: 60 minutes per week.</p>
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Deficiency 5

Based on 2018 FSA data and 2018 baseline, students in grades 3 are deficient in Number & Operations – Algebra; students in grade 4 are deficient in Measurement and Data; and students in grades 5 are deficient in Operations & Algebraic Thinking.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
<p>Math Grades 3-5</p>	<p>October 1, 2018- December 4, 2018 (new action plan will be created once mid- year data is gathered)</p>	<p>Core Program: -Houghton Mifflin Harcourt, GO Math 3- 5</p> <p>Intervention -Houghton Mifflin GO Math Intervention 3-5</p> <p>-iStation Math 3-5</p> <p>-Test of Mathematical Abilities (TOMA)</p> <p>-Test of Early Mathematical Abilities (TEMA)</p>	<p>-Houghton Mifflin Harcourt, GO Math Standard-Based Assessment every twenty instructional days Assessments</p> <p>-iStation Math ISIP every twenty instructional days- iObservation Walkthrough</p> <p>-Test of Mathematical Abilities (TOMA)</p> <p>-Test of Early Mathematical Abilities (TEMA)</p>	<p>Classroom Teacher</p> <p>Interventionist</p> <p>Instructional Coach</p> <p>ESE Specialist</p> <p>ESE Teacher</p> <p>ESOL Contact Classroom Teacher</p> <p>Administration</p>	<p>Based on 2018 FSA data and 2018 baseline, students in grades 3 are deficient in Number & Operations – Algebra. Skills to Reteach and Remediate are: Solve problems involving the four operations, and identify and explain patterns in arithmetic Represent and solve problems involving multiplication and division</p> <p>Based on 2018 FSA data and 2018 baseline, students in grades 4 are deficient in Measurement and Data.</p>

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					<p>Skills to Reteach and Remediate are: Solve problems involving measurement and conversion from a larger unit to a smaller unit Understand equivalence within U.S. Customary and Metric Systems</p> <p>Based on 2018 FSA data and 2018 baseline, students in grades 5 are deficient in Operations & Algebraic Thinking. Skills to Reteach and Remediate are: Understand and use equations and properties Analyze patterns and relationships Develop concepts of expressions and equations</p> <p>Students are grouped based on the data that</p>
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					<p>is collected and reviewed every 20 instructional days from the description of standard based in house assessment and I-station. Students who score below proficiency on the baseline will be invited to participate in after school tutoring programs by a certified teacher</p> <p>Our students in 3-5 are utilizing GO Math as their core curriculum for Tier 1 instruction implementing problem solving strategies within real world word problems and skill-based standards. The additional components of the hands-on activities and digital path enhance the student's learning with multi-intelligences. All students use I-station to support their</p>
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					<p>learning during school and for home learning. I-station differentiates each student into their individual learning path. The program aligns students into their designated tier and based on their level, they are required to complete a specific time frame for the week. Students complete these time allotments during their instructional framework.</p> <p>Tier I: 30 minutes per week Tier II: 60 minutes per week Tier III: 90 minutes per week</p> <p>Tier II- Students are receiving small group targeted instruction by their classroom teacher three times per week for 30 minutes each session. The teachers are utilizing GO Math</p>
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					<p>Reteach resources and I-station off-line documents.</p> <p>Tier III- Students are receiving individualized instruction based on their progress monitor data every twenty instructional days. They are meeting with their math certified interventionist for thirty minutes during specials daily to provide explicit instruction utilizing the GO Math Intensive Intervention resources and My Personal Trainer, digital resource.</p>
Math Grades 3-5	October 1, 2018- December 4, 2018 (new action plan will be created once mid-year data is gathered)				
Math Grades 3-5	October 1, 2018- December 4, 2018				

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	(new action plan will be created once mid-year data is gathered)				
Math Grades 3-5					
Math Grades 3-5					

Deficiency 6

Based on 2018 FSA and 2018 baseline, students in grades 6 are deficient in Ratios and Proportional Relationships and students in grades 7 are deficient in Expressions, Equations, and Relationships.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Math Grades 6-7	Deficiency 7 (new action plan will be created once mid-year data is gathered)	Core Program -Carnegie Learning Intervention 6,7 Intervention -MATHia 6-7 Intensive -Carnegie Learning Skills Practice Workbooks	-Carnegie Learning 6,7 Pre/Post Tests -Standard-Based Assessments every twenty instructional days -Istation ISIP every twenty instructional days	Classroom Teacher Interventionist Instructional Coach ESE Specialist ESE Teacher ESOL Contact Classroom Teacher	Based on 2018 FSA and 2018 baseline, students in grades 6 are deficient in Ratios and Proportional Relationships. Skills to Reteach and Remediate are: Understand and use ratio concepts to solve problems

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		<p>-iStation Math 6-7</p> <p>-Test of Mathematical Abilities (TOMA)</p> <p>-Test of Early Mathematical Abilities (TEMA)</p>	<p>-Test of Mathematical Abilities (TOMA)</p> <p>-Test of Early Mathematical Abilities (TEMA)</p>	<p>Admin Administratio</p>	<p>Understand proportional relationships in problem situations</p> <p>Based on 2018 FSA and 2018 baseline, students in grades 7 are deficient in Expressions, Equations, and Relationships. Skills to Reteach and Remediate are: Develop geometric relationships with volume Solve real-life and mathematical problems using numerical and algebraic expressions and equations</p> <p>Students are grouped based on the data that is collected and reviewed every 20 instructional days from the description of standard based in house assessment and I-station. Students who score below</p>
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				<p>proficiency on the baseline will be invited to participate in after school tutoring programs by a certified teacher</p> <p>Our students in 6-7 are utilizing Carnegie Learning as their core curriculum for Tier 1 instruction implementing problem solving strategies within real world word problems and skill-based standards. The additional components of the hands-on activities and digital path enhance the student's learning with multi-intelligences. All students use I-station to support their learning during school and for home learning. I-station differentiates each student into their individual learning path. The program aligns students into</p>
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					<p>their designated tier and based on their level, they are required to complete a specific time frame for the week. Students complete these time allotments during their instructional framework.</p> <p>Tier I: 30 minutes per week Tier II: 60 minutes per week Tier III: 90 minutes per week</p> <p>Tier II- Students are receiving small group instruction in their classroom teacher three times per week during for thirty minutes during math block. The teacher is utilizing MATHia Carnegie Learning and sixty minutes of I-Station online weekly.</p> <p>Tier III- Students are receiving individualize</p>
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					<p>instruction based on their progress monitor data every twenty instructional days. They are meeting with their math interventionist for thirty minutes during specials daily to provide explicit instruction utilizing I-station off-line resources and ninety minutes of I-station online weekly.</p> <p>For the intensive additional hour of math instruction, students will receive targeted instruction from their classroom teacher. The teacher uses Carnegie Learning Skills Practice Workbooks to provide math instruction to students.</p>
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Deficiency 7

Based on 2018 baseline, students in grades K-2 are deficient in Nature of Science.

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Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
<p>Science Grades K-2</p>	<p>October 1, 2018- December 4, 2018 (new action plan will be created once mid- year data is gathered)</p>	<p>Core Program -Houghton Mifflin Harcourt, Florida Science K-2</p> <p>Intervention -Houghton Mifflin Harcourt, Florida Science K-2</p> <p>-Supplemental K-2 Science4US</p>	<p>-Houghton Mifflin Harcourt, Florida Science K-5 On-going Assessments</p> <p>-iObservation Walkthrough</p>	<p>Classroom Teacher</p> <p>Interventionist</p> <p>Instructional Coach</p> <p>ESE Specialist</p> <p>ESE Teacher</p> <p>ESOL Contact Classroom Teacher</p> <p>Administration</p>	<p>Based on 2018 baseline, students in grades K-2 are deficient in Nature of Science.</p> <p>Students are grouped based on the data that is collected and reviewed every 20 instructional days from the description of standard based in house assessment.</p> <p>Our students in K-2 are utilizing Florida Science as their core curriculum for Tier 1 instruction implementing. Teachers are delivering Science4US twice a week to provide solid foundation of fundamental science concepts for students.</p>

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					<p>Students are participating in real-world science experiences using the 5E's in weekly hand-on labs based on standard-aligned activities found on CPALMS and through the HMH curriculum. Students use lab reports using the complete scientific process to apply to content learning in text. All students will participate in meaningful field-trip experiences that are align to the content during the school year.</p> <p>Students are grouped based on the data that is collected and reviewed every 20 instructional days from the description of standard based in house assessment.</p>
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					<p>Tier II- Students are receiving small group instruction by their classroom teacher during the science framework weekly.</p> <p>Tier III- Students are receiving individualize instruction based on their progress monitor data every twenty instructional days. They are meeting with their science interventionist for thirty minutes during specials daily to provide explicit instruction.</p>
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Deficiency 8

Based on 2018 FSA and 2018 baseline, students in grades 3-5 are deficient in Earth and Space Science.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Science Grades 3-5	October 1, 2018- December 4, 2018	Core Program	-Houghton Mifflin Harcourt, Florida Science K-5 On-going Assessments	Classroom Teacher Interventionist	Based on 2018 FSA and 2018 baseline, students in grades 3-5

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	<p>(new action plan will be created once mid-year data is gathered)</p>	<p>-Houghton Mifflin Harcourt, Florida Science 3-5</p> <p>-CPALMS</p> <p>-Item Specs</p> <p>Intervention</p> <p>-Houghton Mifflin Harcourt, Florida Science 3-5</p>	<p>-Standard-based Assessment</p> <p>-iObservation Walkthrough</p>	<p>Instructional Coach</p> <p>ESE Specialist</p> <p>ESE Teacher</p> <p>ESOL Contact Classroom Teacher</p> <p>Administration</p>	<p>are deficient in Earth and Space Science.</p> <p>Students are grouped based on the data that is collected and reviewed every 20 instructional days from the description of standard based in house assessment. Students who score below proficiency on the baseline will be invited to participate in after school tutoring programs by a certified teacher.</p> <p>Our students in 3-5 are utilizing Florida Science as their core curriculum for Tier 1 instruction implementing. Students are participating in real-world science experiences using the 5E's in weekly hand-on labs based on standard-aligned</p>
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					<p>activities found on CPALMS and through the HMH curriculum. Students use lab reports using the complete scientific process to apply to content learning in text. All students will participate in meaningful field-trip experiences that are aligned to the content during the school year.</p> <p>Tier II- Students are receiving small group instruction by their classroom teacher during the science framework weekly.</p> <p>Tier III- Students are receiving data-driven individualized instruction based on their progress monitoring data every twenty instructional days. They are meeting with their science interventionist for</p>
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					thirty minutes during specials daily to provide explicit instruction.
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Deficiency 9

Based on 2018 baseline, students in grades 6-7 are deficient in Nature of Science.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
<p>Science Grades 6-7</p>	<p>October 1, 2018- December 4, 2018 (new action plan will be created once mid- year data is gathered)</p>	<p>Core Program -Pearson, Elevate Science Comprehensive 6,7 -CPALMS -Item Specs -Intervention -Pearson, Elevate Science Comprehensive 6,7</p>	<p>-Pearson, Elevate Science Comprehensive 6,7 Pre/Post Assessments On-going Assessments -Standard-Based In-House Assessment -Weekly Lab Reports -iObservation Walkthrough</p>	<p>Classroom Teacher Interventionist Instructional Coach ESE Specialist ESE Teacher ESOL Contact Classroom Teacher Administration</p>	<p>Based on 2018 baseline, students in grades 6-7 are deficient in Nature of Science. Students are grouped based on the data that is collected and reviewed every 20 instructional days from the description of standard based in house assessment. Students who score below proficiency on the baseline will be invited to participate in after school tutoring programs by a certified teacher.</p>

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					<p>Our students in 6-7 are utilizing Elevate Science Comprehensive Course 1 and 2 as their core curriculum for Tier 1 instruction implementing. Students are participating in real-world science experiences using the 5E's in weekly hand-on labs based on standard-aligned activities found on CPALMS and through the Pearson curriculum. Students use lab reports using the complete scientific process to apply to content learning in text. All students will participate in meaningful field-trip experiences that are align to the content during the school year.</p> <p>Tier II- Students are receiving small group instruction by their</p>
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					<p>classroom teacher during the science framework weekly.</p> <p>Tier III- Students are receiving individualize instruction based on their progress monitor data every twenty instructional days. They are meeting with their science interventionist for thirty minutes during specials daily to provide explicit instruction.</p>
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Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Social Studies K-2	October 1, 2018- June 4, 2018	Core: Social Studies Weekly K-5	Social Studies Project-Based Learning Activities scores with school-based rubric	Classroom Teacher	Social studies is taught daily for 30 minutes. Teachers have use Social Studies Weekly materials provide instruction based on Florida State’s social

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					studies standards as delineated in CPalms. Teachers use a social studies standards focus calendar with texts from Social Studies Weekly and Journeys along with implementing ELA strategies to teach social studies content. In addition, teachers include virtual field trips using websites for locations add museums for students to be able to view and experience social studies standards and topics. Students complete social studies related research projects and present information.
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Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Social Studies 3-5	October 1, 2018- June 4, 2018	Core: Social Studies Weekly K-5	Social Studies Project-Based Learning	Classroom Teacher	Social studies is taught daily for 30 minutes. Teachers have use

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		<p>Supplemental: Achieve 3000 3-5</p>	<p>Activities scores with school-based rubric</p>		<p>Social Studies Weekly materials provide instruction based on Florida State’s social studies standards as delineated in CPalms. Teachers use a social studies standards focus calendar with texts from Social Studies Weekly, Achieve3000 and Journeys along with implementing ELA strategies to teach social studies content. In addition, teachers include virtual field trips using websites for locations add museums for students to be able to view and experience social studies standards and topics. Students complete social studies related research projects and present information.</p>
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Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Social Studies 6-7	October 1, 2018- June 4, 2018	Core: McGraw-Hill Discovery our Past Grade 6 McGraw-Hill Civics, Economics & Geographic Grade 7 Supplemental (7 th Grade) iCivics	Standards-based assessments	Classroom Teacher	<p><i>The school does not have any 2018 Civics EoC scores, because the school did not have 7th grade last year.</i></p> <p>Teachers will use core materials to provide standards-based instruction for Florida State’s social studies standards as delineated in CPalms. The Civics teacher will also use FLDOE Civics EoC Item Specs to align instruction to standards students must master. Teachers use a social studies standards focus calendar along with implementing ELA strategies to teach social studies content. In addition, teachers include virtual field trips using websites for</p>

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					locations add museums for students to be able to view and experience social studies standards and topics. Students complete social studies related research projects and present information.
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8. Barriers to Student Success

Identify other **barriers** to student success by providing a **detailed** plan for addressing each barrier including specific actions, person responsible, resources needed and timeline. Barriers should be listed and addressed individually. Barriers are not based on student performance data, but rather on outside influences: i.e.: high teacher turnover, lack of technology, and/or limited professional development. See sample provided in appendices.

Barrier 1:

The school has identified Teachers who were either new to the school or to the field of education were not successful in the assessment grades as a barrier.

Area	Barrier	Person Responsible	Action Steps:
Teachers who were either new to the school or to the field of education were not successful in the assessment grades.	New, first year teachers assigned to testing grade levels were not knowledgeable in the process of Florida Standards Assessment and lacked knowledge in Standards based differentiated instruction aligned to item specifications	<ul style="list-style-type: none"> School administrators School Curriculum Support Management company 	<ul style="list-style-type: none"> Utilize Marzano’s evaluation tool to measure teachers’ implementation of best instructional practices. Provide professional development opportunities on research based instructional practices Facilitate collaborative planning focused on student-centered, data-driven instruction

			Retain teachers in all grade levels for the upcoming school year
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Barrier 2:

The school has identified Progress Monitoring Standards based Assessments that are mandated were not administered as a barrier.

Area	Barrier	Person Responsible	Action Steps:
Progress Monitoring Standards based Assessments that are mandated were not administered.	Fidelity in administering mandated diagnostic and progress monitoring assessments was not completed consistently. Student progress towards mastery of standards was unknown due to the fact there was no data from the assessments.	<ul style="list-style-type: none"> School administrators School Curriculum Support Management company 	<ul style="list-style-type: none"> Develop a school-based assessment calendar through online calendar and distribute a paper-based copy to staff Set assessment reminders and inform staff of upcoming assessments during weekly meetings Prepare required materials and/or technology for assessments prior to administration <p>Develop a schedule for administering assessments to students</p>

Barrier 3:

The school has identified There was a lack of monitoring Instructional Practices within the classrooms as a barrier.

Area	Barrier	Person Responsible	Action Steps:
There was a lack of monitoring Instructional Practices within the classrooms	Infrequent instructional walk-throughs that would provide data on implementation of research-based	<ul style="list-style-type: none"> School administrators School Curriculum Support Management company 	<ul style="list-style-type: none"> Utilize Marzano’s observational tools to conduct informal and formal instructional walk-throughs

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	instructional practices was not done with fidelity.		<ul style="list-style-type: none"> • Conduct observational data chats with teachers Assign curriculum support to coach teachers on implementing best instructional practices
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Barrier 4:

The school has identified student absenteeism and tardiness was below 90% in most of the grade levels throughout the school.as a barrier.

Area	Barrier	Person Responsible	Action Steps:
Student absenteeism and tardiness was below 90% in most of the grade levels throughout the school.	Students arriving tardy on a regular basis missed essential information during academic instruction which was a crucial to what was being assessed and their mastery of the standards.	<ul style="list-style-type: none"> • School administrators • School Curriculum Support • Management company 	<ul style="list-style-type: none"> • Communicate school and district policies to parents and students. • Monitor truancy data • Implement a system of protocol for students that are excessively tardy to or absent from school • Implement an incentive system that motivates student attendance • Contact parents when student is absent daily and speak with parent when they sign in student late regarding the importance of arrival on time.

*Copy/Paste the above chart as many times as needed to address each barrier separately.

9. Student Achievement Outcomes

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Provide a description of **specific** student achievement outcomes to be achieved using the S.M.A.R.T. Goal(s) chart below.

Specific (What outcomes do you want to achieve?)	Measurable (numbers and timelines to the goal)	Achievable (based on existing figures and research)	Relevant/Realistic (goal in line with school's broader goals)	Timely/Timeline (goal measurable over specific period of time)	Person Responsible
Improve K-2 independent reading level	By June 2019, standards will be measured by using Fountas and Pinnell Benchmark Assessment System (BAS)	At least 49% of students in K-2 will improve independent reading level by 10% or more	Improve the number of K-2 independent level will increase the schools overall scores in reading	August 2018- June 2019	Principal Classroom Teacher Interventionist, RTI Support Team Literacy Coach
To increase grades 3-5 student proficiency level in reading and math	By June of 2019, standards will be measured by the Florida Standards Assessment (FSA)	At least 39% of students in grades 3-5 will meet proficiency in reading and math	Increasing the number of 3-5 grade student's proficiency will improve the school's overall scores on FSA ELA and Math	August 2018- June 2019	Principal Classroom Teacher Interventionist RTI Support Team Literacy Coach
To increase grades 6-7 student proficiency level in reading and math	By June of 2019, standards will be measured by the Florida Standards Assessment (FSA)	At least 39% of students in grades 6-7 will meet proficiency in reading and math	Increasing the number of 6-7 student's proficiency will improve the school's overall scores on FSA ELA and Math	August 2018- June 2019	Principal Classroom Teacher Interventionist RTI Support Team Literacy Coach
To increase grades 5 student proficiency level in Science State Assessments	By June of 2019, standards will be measured by the NGSSS Science Standards Assessment	At least 49% of students in 5 th grade NGSSS-Science will improve and make learning gains of 10%	Grade 5 will increase scores and make learning gains to improve the school's overall student proficiency on state assessments	August 2018- June 2019	Principal Classroom Teacher Interventionist RTI Support Team Literacy Coach
To increase grades K-5 student proficiency in Social Studies Standards	By June of 2019, standards will be	At least 50% of students in grades K-5	Increasing the proficiency of Social Studies Standards will	August 2018- June 2019	Principal Classroom Teacher Interventionist

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	measure by Standard-Based Rubric	will mastery social studies standards	improve the school's overall scores on FSA ELA		Literacy Coach
To increase grades K-7 overall proficiency in ACCESS for ELLs 2.0	By January 2019 standards will be measured by ACCESS for ELLs 2.0	At least 10% of the ELL students will show overall proficiency in ACCESS for ELLS 2.0	Increasing the overall proficiency of the ELL students will improve the school's overall scores on FSA ELA	August 2018-June 2019	Principal Classroom Teacher Interventionist ESOL contact

**Copy/Paste the above chart as many times as needed.*

Specific <i>(What outcomes do you want to achieve?)</i>	Measurable <i>(numbers and timelines to the goal)</i>	Achievable <i>(based on existing figures and research)</i>	Relevant/Realistic <i>(goal in line with school's broader goals)</i>	Timely/Timeline <i>(goal measurable over specific period of time)</i>	Person Responsible
To improve learning gains and proficiency scores for SWD	Increase learning gains by 10%	Number of proficient students will improve at least 10% in grades K-7	Increasing the proficiency of SWD will improve the school's overall scores on FSA ELA/Math, NGSSS Science, and EOC Exams	August 2018-June 2019	Principal ESE Specialist ESE Teacher/Provider Classroom Teacher
Improve English Language proficiency scores in FSA ELA	Increase learning gains by 10%	Number of proficiency students will improve at least 10% in grades K-7	Increasing the number of English Language Proficiency will improve the school's overall scores on FSA ELA/Math, NGSSS Science and EOC Exams	August 2018-June 2019	Principal ESOL Contact Classroom Teacher Interventionists

PART 3: Parent and Family Engagement Action Plan

Strategies and Activities to Increase Parent Participation

CSMSD/tlc/08162018rev

Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

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State the strategies and activities for parents to be implemented that logically support this goal. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What research-based practices must staff utilize to support parents?). Address the needs of all subgroups and grade bands.

Parent and Family Engagement Goal: <i>(Based on the analysis of available parent involvement data, identify and define an area in need of improvement.)</i>					
SMART GOAL: At least 80% of parents will participate in school based Literacy Activities across content areas to support their students’ learning by June 2019.					
Specific Action/Event	Timeline	Resources Needed	Evaluation Tool <i>(questionnaires, sign-in sheets, etc.)</i>	Person Responsible	Strategies and Activities to increase student Achievement <i>(explain how this activity strengthens/impacts parental involvement efforts on student learning)</i>
Monthly Title 1 Parent Meeting	Monthly	Flyers, Agenda, Handouts	Sign in sheets	Principal, Assistant Principal	Parents are informed of school’s initiatives and student achievement goals. Information is disseminated on specific programs, school events and assessments. Materials are available, as well as pamphlets covering a variety of helpful topics ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference. For example, in June 2018, the principal had a “Meet the Principal” meeting for all new and returning families to BPA Broward, discussing behavioral and academic expectations. In September 2018, the principal conducted the ‘Annual Title 1 Meeting’, wherein parents were again information about the expectations for academics and behavior from the students, and parents were introduced to the leadership support team – ESE Specialist, ESOL contact, Instructional Coach, Interventionists, and assistant principal. In October 2018, a Title 1 Parent Meeting occurred with school principal and assistant principal on Thursday, October 11 th At 8:30 AM to share current academic events for school.

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Family Literacy Night	Monthly	Flyers, books	Sign in sheets	Principal, Assistant Principal, and Teachers	Parents will be provided with information regarding literacy initiatives available and ways they can help their children with reading at home. For example: “Meet and Greet” in August 2018 provided parents the opportunity to interact with their child(ren)’s teacher(s) and administrators to obtain information about curricular and behavioral expectations; “Literacy Night” in September 2018 provided parents and students with the opportunity to meet with teachers and administrators to interact and discuss literacy. In October, we will have a “Book Fair Literacy Night” to provide parents and students the opportunity for obtaining books for home-school connection (promoting a print-rich environment at home as well as school\). In October 2018, a Title 1 Family Literacy night occurred twice:(a) October 10 th - Scholastic Book Fair to provide opportunities to purchase books and or educational materials to encourage reading at home; (b) October 10 th - Title 1 Mobile Truck with educational materials on it for free check-outs to parents (two-week periods); (c) October 30 th – Title 1 Family Literacy Story Book Character night/Trunk or Treat, when students bring a book and dress up as that character, encouraging reading at home and school.
Student Recognition Events	Monthly and Quarterly	Flyers, invitations, awards	Sign in sheets	Principal, Assist Principal	Monthly Student of the Month Assemblies, PBS Bulldog Bash, Twice yearly performances, Honor Roll Assemblies, Science Fair. For example, in September 2018, we hosted our first monthly “Student of the Month” event, in which parents were invited to attend and witness their child receive acknowledgement and accolades from administration and their teachers based on academic and behavior performance. In October

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					2018, there will be a “Student of the Month” event, in which parents will be invited to attend and witness their child receive acknowledgement and accolades from administration and their teachers based on academic and behavior performance.
Parent Teacher Conference	Quarterly	Invitation	Sign in sheet and signed conference form.	Classroom Teacher	Parents will be informed about their child’s progress during each 9-week period. If necessary, teachers will inform parents of any additional progress of child. Teachers complete a Parent –Teacher Conference form during meetings with parents/guardians which lists areas addressed in meeting about academics and behavior. This conference form is signed by the parent and provided a copy at their request. Parent-Teacher Conference forms are kept in the Curriculum Binder.
ESE	Monthly/Annually As needed	Invitation, Flyers, Handouts	Sign in sheet and IEP committee meeting form.	ESE Specialist	Parents will receive general orientation on programs offered by the district, community resources, health care services and social services. Workshops and events to be held involving all parents and students. Information to parents regarding community outreach will be available to all parents such as through Broward Schools or FLDRs. Parents will meet with ESE Specialist to obtain information regarding their child’s academic progress.
ESOL	Monthly/ Annually As needed	Invitation, Flyers, Handouts	Sign in sheet and ELL committee meeting form.	ESOL contact	Parents will receive general orientation on programs offered by the district, community resources, health care services and social services. Information about adult ESOL courses offered through Broward School District will be provided to parents. Interpretation services through school or district staff will be offered to anyone who requires interpretation.

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					<p>Screening and identification of potential English Language Learners will be done.</p> <p>Workshops and events to be held involving all parents and students.</p> <p>Parents and Teachers are provided with Wida Can Do Descriptors by grade level clusters in order to understand exactly what a student at each specific level is able to do.</p> <p>Parent of Students identified in the lowest 25% based of FSA assessments will be offered tutoring after school, free of charge for both ELA and Math, five days per week for one hour daily.</p>
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PART 4: Early Warning System Data (K-12)

Provide Early Warning Systems Data for all students who meet the criteria below. Enter the number of students meeting each indicator by grade level. Some students may exhibit more than one indicator.

Indicators	<u>KG</u>	<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>	<u>Grade 6</u>	Totals
Enrollment 2018	49	59	57	59	65	60	30	379
Attendance below 90 percent	2.0	6.8	1.8	6.8	1.5	3.3	0.0	22.2
One or more suspensions	4.1	3.4	3.5	5.1	3.1	8.3	10.0	37.5
Course failure in ELA or Math	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0
Level 1 on statewide assessment	0.0	3.4	0.0	35.6	53.8	46.7	40.0	179.5
Students exhibiting two or more indicators	0.0	3.4	0.0	5.1	0.0	10.0	6.7	25.2
			Provide a detailed plan of how intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System will be implemented:					

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		<ul style="list-style-type: none"> ▪ Off-line resources for iStation will be used by reading and math interventionists to push in to the classrooms a minimum of 90 minutes per week, in addition to their 90 minute uninterrupted reading block. ▪ Teacher lead small group interventions will be facilitated within the classroom during an additional one hour of intensive reading and/or math (this is in addition to the 90-minute uninterrupted reading block). The following intervention programs will be utilized in K-5 ELA: iStation paper-based materials and Fountas & Pinnell Leveled Literacy Intervention System (LLI) an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. Math: GO Math interventions resources and iStation math paper-based resources ▪ Math Interventions paper based; iStation. For students in grades 6 and 7, the following interventions will be used: ELA: LLI, iStation and Achieve3000 will be used in the one-hour daily intervention. Math: Carnegie math interventions (Mathia) • MTSS/RtI students will be pulled out by RTI Resource teacher during school; afterschool tutoring will be provided by certified teachers to students who are not proficient on FSA English Language Arts and Math. Students in grades 6-7 will be given a minimum of two articles in Achieve3000 • Attendance: Student attendance is taken daily by the student’s homeroom teacher and the information is documented in TERMS by the registrar. If a student does not report to school for at least three days, and there is no documentation from the parent/guardian to excuse the absence; the teacher will contact the parent; if no response from the parent to the teacher; the registrar or school counselor will make an attempt to contact the parent as well; if the parent does not return messages from the teacher or school counselor, the RtI Specialist will attempt to reach the parent; lastly, if the parents have not responded to the school’s attempt for contact, Administration will call and or send a letter home. A social worker/school counselor would be contacted to conduct a well-ness check. • Behavior Interventions: Tier 1 School-wide strategy for behavior management is ClassDojo and student agendas (where communication between school, teacher, and parents can occur in print). Utilize browardprevention.org to obtain resources for monitoring behavior interventions in the general education setting (i.e. behavior lesson plans, behavior goals, etc.); RtI Specialist supports general education teachers with identifying resources on pbisworld.org for strategies to implement for Tier 1, 2 and 3 interventions and data tracking forms. General education teachers document the behavior interventions, and conduct conferences with parents and appropriate support staff and or administration (when necessary).
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PART 5: MTSS/RtI Action Plan

Provide Tier II and Tier III intensive intervention strategies and activities to be implemented that will increase student achievement, Social/Emotional Learning, and positive behavioral outcomes for all students, based on the analysis of student achievement data. Create an action plan to address the multi-tiered systems of support that will be implemented to target students' academic, social/emotional, and behavioral needs. The plan should address the deficiencies of all FSA Level 1 and 2 students with academic needs, as well as, those in need of behavioral support. Supplemental materials used to support ELL learner should be identified as well.

Multi-Tiered Systems of Support:						
Support-Area Deficiency	Intervention Tier	Frequency/Duration of Intervention <i>(how often and for how long will the intervention occur)</i>	Timeline <i>(over what span of time will the intervention take place)</i>	Curriculum <i>(what research-based resources will be used)</i>	Progress Monitoring <i>(what progress monitoring tool(s) will be used to assess the response to intervention)</i>	Person Responsible <i>(who will conduct/monitor the intervention)</i>
Literacy/ Writing	Small group intensive for Tier 2 and Tier 3 by Classroom Teacher (Push-in Model) for Tier 2 by Interventionist (Pull-Out Model) for Tier 3 students by Interventionist	K-5 students will receive daily intervention for 30 minutes in addition to their 90-minute uninterrupted reading block; Retained Grades 3 students and identified students Grades 4-5 who scored a Level 1 or 2 on the Spring 2018 ELA FSA, receive Intervention daily in general education class	October 2018- June 2019	Fountas and Pinnell Leveled Literacy Intervention (LLI) K-7 National Geographic, Inside 6,7 iStation Reading (K-7)	Fountas and Pinnell Benchmark Assessment System (BAS) Skill-Based Assessment every 20 Instructional Days.	Classroom Teacher And Certified Interventionist

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		<p>(30 mins.) in addition to the 90 minute uninterrupted reading block.</p> <p>Tier 2 Students in Grades K-5: 30 mins. Of Intervention provided in class 2 to 3 times per week. These interventions are provided in addition to the mandated 90 minute uninterrupted reading block.</p> <p>Tier 3 Students in Grades K-5: 30 mins. Of Intervention provided in class/resource room 4 to 5 times per week. These interventions are provided in addition to the</p>				
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		<p>mandated 90 minute uninterrupted reading block.</p> <p>Grades 6-7 students will receive daily pull out interventions by interventionist for 30 minutes 3 times a week. Students will also have Intensive Reading class for one hour 5 days a week. This is in addition to their hour of ELA instruction in a general education setting.</p>				
	<p>Individual intensive for Tier 2 or Tier 3 students</p>	<p>K-5 students will receive daily intervention for 30 minutes; Retained Grades 3 students and identified students Grades 4-5 who scored a Level 1 or 2 on the Spring 2018 ELA</p>	<p>Data will be reviewed and analyzed every 20 instructional days to identify targeted skills.</p> <p>October 2018- June 2019</p>	<p>iStation teacher-directed lessons include pintables and instructional tools K-7</p>	<p>iStation: Diagnostic Assessment - Every 20 Instructional Days</p> <p>On-going Standards-Based Assessments</p>	<p>Classroom Teacher and Interventionist</p>

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		<p>FSA, receive Intervention daily in general education class (30 mins.) These interventions are provided in addition to the 90 minute uninterrupted reading block.</p> <p>Tier 2 Students in Grades K-5: 30 mins. Of Intervention provided in class 2 to 3 times per week. These interventions are provided in addition to the 90 minute uninterrupted reading block.</p> <p>Tier 3 Students in Grades K-5: 30 mins. Of Intervention provided in class/resource</p>				
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		<p>room 4 to 5 times per week. These interventions are provided in addition to the 90 minute uninterrupted reading block.</p> <p>Grades 6-7 students will receive daily intervention for one hour in ELA 5 times a week. These interventions are provided in addition to their ELA reading block.</p>				
Math	<p>Small group intensive for Tier 2 and Tier 3 by Classroom Teacher</p> <p>(Push-in Model) for Tier 2 by Interventionist</p>	<p>Tier 2, K-5 students will receive intervention for 30 minutes 3 times a week.</p>	<p>Data will be analyzed every 20 instructional days.</p> <p>October 2018- June 2019</p>	<p>Houghton Mifflin Harcourt GoMath! K-5</p> <p>GoMath! Intensive Intervention resources.</p>	<p>Pre/Mid-Year/Post Assessments</p> <p>iStation: Diagnostic Assessments every 20 Instructional Days</p>	<p>Classroom Teacher and Interventionist</p>

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	<p>(Pull-Out Model) for Tier 3 students by Interventionist</p>	<p>Tier 3 and retained students (K-5) will receive Intervention daily (Pull Out)</p> <p>Grades 6-7 students will receive daily Intensive Math for one hour. Students will also receive intervention for 30 minutes in MATH, 3 times a week.</p>		<p>GoMath! My Personal Planner</p> <p>iStaton Math – Printed Instructional Materials</p> <p>MATHia by Carnegie Learning (Skill Practice) 6-7</p>		
	<p>Individual intensive</p>	<p>K-5 students will receive daily intervention for 30 minutes; Retained Grades 3 students and identified students Grades 4-5 who scored a Level 1 or 2 on the Spring 2018 MATH FSA, receive Intervention daily</p>	<p>October 2018- June 2019</p>	<p>iStation teacher-directed lessons include pintables and instructional tools K-7</p>	<p>iStation Monthly Diagnostic Assessment</p> <p>On-going Standards-Based Assessments</p>	<p>Classroom Teacher Interventionist</p>

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		<p>in general education class (30 mins.)</p> <p>Tier 2 Students in Grades K-5: 30 mins of Intervention provided in class 2 to 3 times per week.</p> <p>Tier 3 Students in Grades K-5 will receive 30 mins of Intervention provided in class/resource room 4 to 5 times per week.</p> <p>Grades 6-7 students will receive daily intervention for one hour in MATH 5 times a week.</p>				

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Science	Small group intensive	K-7 students will receive one hour of intervention weekly in the general education classroom.	October 2018- June 2019	Houghton Mifflin Harcourt, Florida Science K-5 RtI Resources	Pre/Mid-Year/ Post Assessment On-going Assessments every 20 Instructional Days	Classroom Teacher
	Individual intensive	K-7 students will receive one hour of intervention weekly in the general education classroom.	October 2018- June 2019	Pearson, Elevate Science 6,7 RtI Resources	Pre/Mid-Year/ Post Assessment On-going Assessments every 20 Instructional Days	Classroom Teacher
Social Studies	Small group intensive Tier 2	Grades 3-7 students will utilize Achieve 3000 twice a week for 20 minutes	October 2018- June 2019	Achieve 3000 teacher directed lessons using paper-based materials	Pre/Mid-Year/ Post Assessments Standard-Based Report	Classroom Teacher
	Individual intensive Tier 3	Grades 3-7 students will utilize Achieve 3000 three times a week for 30 minutes each time; and Meet one-on-one with teacher to address areas of	October 2018- June 2019	Achieve 3000 teachers directed lessons using paper-based materials	Pre/Mid-Year/ Post Assessment Standard-Based Report	Classroom Teacher

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		concern for students..				
Behavioral	Small group intensive	Grades K-7 students will have group points earned weekly based upon behavior at school.	October 2018-June 2019	Class Dojo Pbisworld.com BrowardPrevention.org	Data tracking through Class Dojo MTSS/RtI Forms	Classroom Teacher
	Individual intensive	Grades K-7 students will have individualized points / messages daily from the teacher to student and or parent to monitor behavior at school and inform parents.	October 2018-June 2019	Class Dojo Pbisworld.com BrowardPrevention.org	Data tracking through Class Dojo MTSS/RtI Forms	Classroom Teacher
Social/Emotional Learning	Small group intensive	Grades K-7 students will have group points earned weekly based upon positive interaction with peers and adults at school.	October 2018-June 2019	Class Dojo Pbisworld.com BrowardPrevention.org	Data tracking through Class Dojo MTSS/RtI Forms	Classroom Teacher
	Individual intensive	Grades K-7 students will have	October 2018-June 2019	Class Dojo Pbisworld.com	Data tracking through Class Dojo	Classroom Teacher

		individualized points / messages daily from the teacher to student and or parent to monitor social interaction at school with peers and adults and inform parents.		BrowardPrevention.org	MTSS/RtI Forms	
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PART 6: Graduation Rate Data

Provide specific student achievement outcomes (based on student achievement data) and identify strategies that will be implemented to support an increase in graduation rates. Be sure to include percentages for both in-cohort and post-cohort students.

Student Measurable Outcomes	This does not apply to BPA		
Provide specific student achievement outcomes (based on student achievement data) for the following years:			
Baseline Data 2017-18	2018-19	2019-20	2020-21
In- Cohort Student Achievement Data			
FSA/ End Of Course Examination Scores		Concordance/Comparative Scores (i.e. ACT, SAT, PERT):	
2018 <u>Current</u> Level of Performance (% and number of students)	2019 <u>Expected</u> Level of Performance (% and number of students)	2018 <u>Current</u> Level of Performance (% and number of students)	2019 <u>Expected</u> Level of Performance (% and number of students)
FSA-ELA /	FSA-ELA /	ACT /	ACT /
ALG. I-EOC /	ALG. I-EOC /	SAT /	SAT /
Biology-EOC /	Biology-EOC /	PERT /	PERT /

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Graduation Data:			
2018 Number of Students That Graduated In-Cohort:	2018 Percent of Students That Graduated In-Cohort:	2019 Expected Number of Students That Will Graduate In-Cohort:	2019 Expected Percent of Students That Will Graduate In-Cohort:
Post- Cohort Student Achievement Data			
Post-Cohort FSA/End of Course Retake Assessments:		Post-Cohort Concordance/Comparative Scores (i.e. ACT, SAT, PERT):	
2018 Current Level of Performance (% and number of students)	2019 Expected Level of Performance (% and number of students)	2018 Current Level of Performance (% and number of students)	2019 Expected Level of Performance (% and number of students)
FSA-ELA /	FSA-ELA /	ACT /	ACT /
ALG. I-EOC /	ALG. I-EOC /	SAT /	SAT /
Biology-EOC /	Biology-EOC /	PERT /	PERT /
Graduation Data:			
2018 Number of Students That Graduated Post-Cohort:	2018 Percent of Students That Graduated Post-Cohort:	2019 Expected Number of Students That Will Graduate Post-Cohort:	2019 Expected Percent of Students That Will Graduate Post-Cohort:

Graduation Rate Action Plan

State the strategies and activities to be implemented that will increase graduation rates, as well as, support post-secondary college/career readiness. Include all applicable goals and indicate whether the strategies or activities are before school, during school, or after school. Include strategies that will address FSA proficiency (including retake assessments), concordant/comparative scores, and acceleration success.

Strategies to Improve Graduation Rates:			
<i>Provide specific student achievement strategies to improve graduation rates and post-secondary college/career readiness.</i>			
Action Steps	Person Responsible	Resources needed	Timeline
<i>Example: Conduct FSA and EOC Retake assessment practice during Saturday Academy for juniors and seniors</i>	<i>Literacy Coach Selected Content-Area Teachers</i>	<i>FSA Reading Practice Materials EOC Subject-Area Practice Materials Reading Plus</i>	<i>November 2018-May 2019</i>

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Describe strategies for improving student readiness for post-secondary level based on the implementation of “Acceleration Success” programs such as AP, IB, AICE, dual enrollment, and/or Industry Certification:			

APPENDICES

- **Title 1 Addendum – page 13**
- **Deficiency Examples – page 16**
- **Barrier Examples – page 21**
- **Student Achievement Outcome Example – page 23**

PART II: TO BE COMPLETED BY TITLE 1 SCHOOLS ONLY

Complete School Name: BridgePrep Academy of Broward	Principal Name: Ruth Kalinsky
School Location Number: 5238	Grade Levels Served: K-7

1. COMPREHENSIVE NEEDS ASSESSMENT:

A comprehensive needs assessment of the entire school (including the needs of migrant children) with information about the academic achievement of children in relation of the state academic content standards

Provide a detailed description of the process used to conduct the comprehensive needs assessment for this school.

- A yearly Title 1 Customer Satisfaction survey is to be conducted annually. The information is reviewed at the school level and at Board Meetings. The District Strategic Plan reflects findings and initiatives.
- Administration and the Board meet to analyze the data, trends in student enrollment, staffing, and professional development needs. An action plan is then created to ensure the school meets all components of the Educational Plan.
- Administration reviews school grade and FSA data when it is published. This information is used to develop focus calendars and student achievement goals.
- Subgroup data is analyzed to determine goals for each subgroup identified by the state.

- ESE and Title 1 parent surveys are analyzed to include findings and initiatives in school-wide and district plans.
- Data Chats, Common Planning and Leadership Team meetings are held weekly to identify student needs and instructional focus.

2. STATE CERTIFIED TEACHERS

*Provide a **detailed** description of the strategies that will be used to attract state certified teachers.*

BridgePrep Academy believes that the school has the obligation to employ the best personnel and teachers regardless of race, creed, color, sex, national origin, religion, age, or handicap.

BridgePrep promotes hiring practices as suggested by the EEOC. Employment opportunities are advertised on line through various Employment websites such as TeachersTeachers.com, Indeed.com, Craig’s List and the school’s website.

Candidates are invited to an interview with the principal and assistant principal. After the initial interviews, all candidates will be assessed based on questions asked during the interview. The top scoring candidate will be offered the position. Should that person decline the offer, the next highest scoring candidate will be offered the position.

BridgePrep Academy recognizes the benefit of developmental experiences and encourages employees to speak with administration regarding their career plans. Administrators are encouraged to support employees’ efforts to gain experience and advance within the organization. Employees are encouraged to discuss job performance and goals with administration on an informal, day-to-day basis. Formal performance evaluations are conducted at the end of an employee’s initial period in any new position. This period, known as the introductory period, allows the supervisor and the employee to discuss the job responsibilities, standards, and performance requirements of the new position. Additional performance evaluations are conducted to provide both supervisor and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

The performance of all employees is generally evaluated in an ongoing twelve-month cycle, beginning at the fiscal-year end. After the first year of employment, a merit raise may be awarded based on performance of duties and the ability to add value above and beyond the basic requirements of the school.

*Provide a **detailed** description of the school’s working environment, opportunities for professional growth, professional collaboration, hiring incentives, additional benefits, mentoring programs, etc.*

Employees are encouraged to discuss job performance and goals with administration on an informal, day-to-day basis. Formal performance evaluations are conducted at the end of an employee's initial period in any new position. This period, known as the introductory period, allows the supervisor and the employee to discuss the job responsibilities, standards, and performance requirements of the new position. Additional performance evaluations are conducted to provide both supervisor and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

The performance of all employees is generally evaluated in an ongoing twelve-month cycle, beginning at the fiscal-year end. After the first year of employment, a merit raise may be awarded based on performance of duties and the ability to add value above and beyond the basic requirements of the school.

Teachers participate in weekly common planning and professional trainings to meet the needs of all students in the school regardless of their academic abilities, behavior, specific disabilities or home language. The school's Academic Coach works closely will all teachers to ensure they are following through with the academic programs with fidelity.

3. PARENTAL INVOLVEMENT

*Provide a **detailed** description of how parents will be involved in the design, implementation, and evaluation of the school-wide Title 1 program*

- Parents will be informed of the school's initiatives and student achievement goals. Information is disseminated on specific programs, school events and assessments. Materials are available, as well as informational pamphlets covering a variety of topics ranging from parenting skills, helping with homework, students with disabilities and what to expect during parent conferences.
- Parent Handbook details the School's parent volunteer hour commitment including a detailed list of suggested volunteer activities. It also spells out expectations and responsibilities of all Stakeholders.
- The school's website is fully functional and supports all state requirements for reporting. The website has links for BridgePrep district information, school information, parent, student and community information. Notification of parent trainings are listed on the website as well as an events calendar. Information regarding Broward Public School district sponsored Literacy, Title 1 and ESE support meetings is also listed on the website. All information can be translated into multiple languages.
- The designated ESOL contact and ESE Specialist will ensure all parents are provided with documentation and invitations to attend IEP meetings or ELL Committee meetings and district trainings if applicable.
- Parents are provided with opportunities to interact with teachers and meet the required school volunteer hours.

- Parents are informed of the school’s initiatives and student achievement goals. Parents of ESE students can review the School Improvement Plan and are encouraged to provide input and make recommendations during the School Improvement/ESE Advisory meetings. Information is disseminated on specific programs, school events, and assessments.

*Provide a **detailed** description of how parents will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision-making opportunities about their child’s education.*

- The school’s website is fully functional and supports all state requirements for reporting. The website has links for BridgePrep district information, school information, parent, student and community information. Notification of parent trainings are listed on the website as well as an events calendar. Information regarding Broward Public School district sponsored Literacy, Title 1 and ESE support meetings is also listed on the website. All information can be translated into multiple languages.
- The designated ESOL contact and ESE Specialist will ensure all parents are provided with documentation and invitations to attend IEP meetings or ELL Committee meetings and district trainings if applicable.
- Volunteer hours are always offered as incentive for active and increased participation in school activities.

*Provide a **comprehensive** list of specific training activities and decision-making opportunities for parents. Include meeting dates for the planning, implementation and evaluation of the Family Involvement Policy/Plan and School-Parent Compacts.*

- The principal holds an Annual Title 1 Public meeting in September. This meeting is to bring awareness to Title1 and its programs, Parent Handbook, Family and Parent Engagement Plan and the Parent Compact. Parents are also informed of school grade and student progression plans as well as assessments given to students. Parents are asked to sign in to a log and volunteer hours are provided.
- The principal holds a monthly Title 1 Public meeting. The meeting is aligned to curriculum, student achievement and other school information. Parents are asked for input into the existing school plans, compacts and other Title 1 documents requiring parent input.
- The principal and assistant principal are responsible for updates to the school’s website. School and curriculum alignment information, school activities and assessment calendar, Board of Director information and notifications of meetings, Educational links and links to Title 1.

*Provide a **detailed** description of the annual parental evaluation of the school-wide Title 1 program and how this information is will be used to improve the plan.*

- Parents will complete the school-wide Title 1 Parent Satisfaction Survey. The results will be analyzed to include finding and initiatives in school-wide and district plans. The results of the survey will be shared with parents and input into the results will be requested.
- The information will be reviewed at the school level and at Board Meetings. The Strategic Plan will reflect findings and initiatives.

Provide a ***detailed*** description of your school's volunteer and business community partnership programs.

- The school partners with several community organizations by collecting and donating funds. Childhood Cancer, Breast Cancer and Kyan's Kause are just a few.
- A food drive and toy drive are organized to support families in the community.
- Parents assist the school to partner with community organizations to bring in donations for use in the classrooms and incentives for the students.

4. TRANSITIONING FROM EARLY-CHILDHOOD TO ELEMENTARY SCHOOL

Provide a ***detailed*** description of the plan for assisting pre-school children transitioning from early-childhood programs to local elementary school programs, as applicable. The following information should be included:

- *Informing parents of readiness skills during Kindergarten Round-Up*
- *Offering pre-school programs and collaborating with kindergarten teachers regarding grade level expectations*
- *Meeting with local pre-school programs to discuss readiness for transitioning students*
- *Implementing a staggered start schedule during the first week of school*
- *Allowing classroom visitations for transitioning students and their parents*

BridgePrep Academy holds a Kindergarten Round-up in May, inviting parents of prospective students to attend the open-house and tour. Parents are informed of the readiness skills necessary for the transition from Pre-K to Kindergarten. Kindergarten teachers are available to speak with parents regarding grade level expectations. Flyers are sent out to neighboring communities and VPK centers to inform families of upcoming registration events. Local VPK centers are visited by a BridgePrep staff member to discuss the expectations of children entering kindergarten and the programs available at BridgePrep Academy. During the first week of school, parents are permitted to walk their child to the classroom if requested as the students get accustomed to the transition.

5. COORDINATION OF SERVICES

Provide a ***detailed*** description of how ***federal, state, and local services and programs*** will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training. ***Each section should be completed.***

Title I, Part A: BridgePrep holds monthly Title 1 public meeting and invites all parents to attend. During the school year, the meeting times are staggered to afford all parents opportunities to attend. There are also programs offered on campus to educate parents on Literacy and

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<p>school initiatives. Parents of ESOL and ESE students are informed on programs offered by the District and how they may participate in those programs. Parents are also informed of the Title 1 Parent Academies and asked to sign up for the programs.</p>
<p>Title I, Part C- Migrant: Parents will be surveyed to determine if they are migrant and need services provided by Broward County. If deemed necessary, they will be directed to the appropriate sources.</p>
<p>Title I, Part D –Neglected and Delinquent: If a student is identified, BridgePrep Academy offers on-campus counseling and ongoing professional support as needed. The school has a full-time police officer on campus who also offers support to the students in need.</p>
<p>Title II – Professional Development: Teachers are provided with Professional Development opportunities both on and off campus. They are educated on many different issues; one being cultural sensitivity. They are also trained on how to successfully conference with parents. Professional Development is based on the needs of the students and teachers.</p>
<p>Title III - ESOL: Parents are informed on all programs available to them through the Broward Schools Bi-Lingual Department. Parents are invited to annual ESOL committee meetings on campus or by telephone</p>
<p>Title X- Homeless: Should a family be identified as homeless, they will be offered</p>
<p>Supplemental Academic Instruction (SAI): Students who are identified as SAI are offered afterschool tutoring at no cost to them to increase opportunities for academic proficiency. ELA is supported through the Spanish Department. The students get a double dose of ELA standards during the school day.</p>
<p>Violence Prevention Programs: BridgePrep Academy offers on-campus counseling and ongoing professional support as needed. The school has a full-time police officer on campus who also offers support to the students in need</p>
<p>Nutrition Programs: BridgePrep Academy participates in the National School Lunch Program, providing breakfast, lunch and snacks to students during the school day.</p>
<p>Housing Programs: N/A</p>
<p>Head Start: N/A</p>
<p>Adult Education: N/A</p>
<p>Career and Technical Education: N/A</p>
<p>Job Training: N/A</p>
<p>Other:</p>

Provide a detailed description of how the school will utilize services and agencies to promote business and community involvement.

Deficiency Example 1: Elementary Literacy

Based on FSA-ELA student achievement data, 42% of students in grades 3 and 5 are deficient in reading in the content area, specifically Integration of Knowledge and Ideas.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps
<i>Identify subject area</i>	<i>Timeframe deficiency will be addressed</i>	<i>List research-based, state-approved curriculum materials (CCRP, CIRP, SIRP, ELA, Writing)</i>	<i>List research-based progress monitoring and evaluation tools used to monitor student progress</i>	<i>List positions responsible for monitoring implementation of the specific action steps.</i>	<i>Describe the strategies and activities implemented to increase student achievement in reading, writing, listening and speaking:</i>
Literacy/ ELA	September - June	-Journeys -Fountas and Pinnell Leveled Literacy Intervention -Achieve 3000 -Triumph Learning (Tutoring)	BAS iStation ACCESS for ELLs 2.0	Principal Literacy Coach Classroom Teacher	The School’s multi-disciplinary team systematically reviews performance data of all students and identify interventions needed to improve student performance. For students receiving targeted intervention, for example those receiving Tier 2 or Tier 3 support, the decision-making process will be more formal. After every 3-4 RtI sessions there will be an analysis of the progress monitoring to determine the success of the intervention. After 6-8 weeks there will be a meeting to analyze the data to determine if the student needs to continue with the intervention, if the intervention needs to be modified, or if the student has met their goals and no longer needs the intervention. Tier 2 – Needs-Based Learning

					<p>In addition to Tier 1, targeted students participate in learning that is different by including a standard intervention protocol process for identifying and providing research-based interventions based on student need, on-going progress monitoring to measure student response to intervention and guided decision-making. Instruction occurs in small-groups in addition to the time allotted for core instruction.</p> <p>Tier 3 – SST-Driven Learning In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including intensive, formalized problem solving to identify individual student needs; targeted research-based interventions tailored to individual needs; different curriculum resource; frequent progress monitoring; and analysis of student response to intervention(s). The time spent on instruction for Tier 3 students is in addition to the combined Tier 1 and Tier 2 amounts.</p> <p>Differentiated Instruction Students will be pulled to an intervention classroom where they will receive individualized intervention using research-based curriculum targeted specifically for foundational support and enriched activities. The purpose is to provide an additional layer of support for Tier 1, 2, and 3 students and refocus support on instructional strategies that support deficiencies in learning and mastery of standards. (Fountas and Pinnell Leveled Literacy Intervention/Reading Plus Offline)</p> <p>Tutoring Tutoring provides additional instructional minutes outside of school to support catch up growth for students below grade level. If students are not able to attend tutoring accommodations will be made during the school day to provide the support students need without interrupting their required instructional periods and intervention blocks. FSA-ELA and BAS/iReady progress monitoring data is used to identify students who are below the targeted level. Specific teachers have been selected to provide additional support for students who are in the tutoring program. Students who are not meeting grade level requirements based on</p>
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					<p>BAS/iReady data have been directed to attend our tutoring program. Daily attendance is taken for compliance purposes. (Triumph Learning)</p> <p>Data Chats Weekly data chats will be held with K-8 classroom teachers to focus on analyzing data for each subgroup with the purpose of providing additional instructional strategies, re-teaching, and instructional focus calendar development. The teachers will use progress monitoring data, review data reports, internalize deficiencies, and develop strategies to assist in student support and standards mastery. Students are engaged in data chats and are active participants in their own learning. Students analyze their progress monitoring results, in-class assignments and projects, portfolios, etc. along with their teachers, and discuss challenges to be addressed.</p> <p>Tier 2 & 3 Intervention Progress Monitoring Plans (PMP) will be created for ELL students to properly document types and frequency of interventions. The ELL committee will take part in monitoring these PMPs to ensure ELLs are making adequate progress based on performance of class and benchmark assessments. The state required assessment, ACCESS 2.0, will be administered as appropriate.</p> <p>Fountas and Pinnell Leveled Literacy Intervention: Each lesson provides the teacher with specific suggestions for supporting student learning. These suggestions are specific to the texts read in a lesson (e.g., more intensive teaching of syntax and vocabulary), as well as to the word study instruction they receive. Teachers have lesson guides and supports to enable them to teach the academic language that many students find difficult. The size of the group allows learners to be active talkers so that they extend language by using it. A current study shows that LLI is effective with economically disadvantaged children in both rural and suburban settings.</p>
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ESOL	December – June	Research-based Supplemental Materials targeted for language acquisition	ACCESS for ELLs 2.0	ESOL Contact	Language Enrichment Camp Implement Vocabulary Workshop during an after-school camp three times a week. Each lesson explicitly teaches vocabulary in context with high-quality science, social studies, and literary texts. The lessons provide scaffolded instruction of high-leverage words that are portable across subject areas; promote students’ understanding of these words with multiple exposures; teach a variety of strategies for acquiring new vocabulary and help students understand figurative language, word relationships, and nuances in word meanings.
SWD	September - June	Remediation/Re-teaching Materials from research-based curriculum materials chosen	School Selected Progress Monitoring Tool	PD Coordinator ESE Specialist ESE Teacher General Education Teacher	SWD are included and integrated in all remedial activities for Literacy in addition to ESE Services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will have access to IEPs and accommodations through BASIS, however but will be provided a paper copy. Professional Developments will be scheduled for classroom teachers to be provided instructional strategies on how to teach SWD in the general education inclusive setting.

Deficiency Example 2: Secondary Literacy

Based on FSA-ELA Writing student achievement data, 65% of 10th grade students are deficient in writing, specifically the argumentative writing domain.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
<i>Identify subject area</i>	<i>Timeframe deficiency will be addressed</i>	<i>List research-based, state-approved curriculum materials (CCRP, CIRP, SIRP, ELA, Writing)</i>	<i>List research-based progress monitoring and evaluation tools</i>	<i>List positions responsible for monitoring implementation of the specific action steps.</i>	<i>Describe the strategies and activities implemented to increase student achievement in reading, writing, listening and speaking:</i>

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			<i>used to monitor student progress</i>		
Writing	September - February	Write Score	Write Score Diagnostic / Mid-Year	Literacy Coach Classroom Teacher	<p>The school will purchase and implement Write Score as the core writing program for 10th grade students. Teachers will use differentiated instruction materials to provide writing interventions to students who score below proficiency on the diagnostic writing assessment.</p> <p>Tier I- students will receive instruction with Write Score core materials. Writing classes will meet two to three times a week depending on block scheduling. Teachers will use class data from the diagnostic assessment to create an instructional focus calendar to target multiple writing standards during whole group. Students will receive mini-assessments every four weeks for progress monitoring.</p> <p>Tier II- small group intensive students will receive writing instruction twice a week for an additional 40 minutes. Teachers will use diagnostic assessment data to group students according to their performance on individual writing standards. Students will receive explicit instruction on focus/organization, evidence-based elaboration, and conventions. They will also have multiple opportunities to re-write text-based responses with explicit, on the spot feedback from the teacher.</p> <p>Tier III- students will receive individualized instruction based on their data from the diagnostic assessment. They will meet with a writing interventionist for thirty minutes every day. During one-on-one sessions, students will receive explicit instruction on a step by step progression plan. They will begin with dissecting prompts, writing introductions, writing responses in paragraph form, and finally, text-based responses analyzing multiple texts. Students in this group will also be given the opportunity to re-write responses with explicit, on the spot feedback from the teacher.</p>
SWD	September- June	Re-teaching Materials from research-based curriculum materials chosen	School Selected Progress Monitoring Tool	PD Coordinator ESE Specialist ESE Teacher/Provider General Education Teacher	SWD are included and integrated in all remedial activities for Writing in addition to ESE Services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will have access to IEPs and accommodations through BASIS, however will be provided a paper copy. Professional Developments will be scheduled for classroom

				teachers to be provided instructional strategies on how to teach SWD in the general education inclusive setting.
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Deficiency Example 3: Secondary Science

Based on NGSSS-Science student achievement data, 40% of students in grade 10 are deficient in Biology.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
<i>Identify subject area</i>	<i>Timeframe deficiency will be addressed</i>	<i>List research-based, state-approved curriculum materials (including technology)</i>	<i>List evaluation tools used to monitor student progress</i>	<i>List positions responsible for monitoring implementation of the specific action steps.</i>	<i>Describe the strategies and activities implemented to increase student achievement:</i>
Science	August - May	HMH Biology Text	-iObservation Walkthrough -Pre/Post Tests	Principal Science Coach Classroom Teacher	<p>Biology-related educational opportunities will be expanded by offering more virtual and hands-on experiences using standard-aligned activities found on CPALMS and through the HMH curriculum on Think Central. After-school activities with a focus on Science, Technology, Engineering and Mathematics will be offered and available for students to participate in.</p> <p>Students will participate in a schoolwide Science Fair. Science teachers will guide students through the steps of the scientific method and choosing an appropriate experiment for their project. Teacher will monitor students' progress as they conduct their experiments and offer support throughout. Finalized science projects will be presented during the Science Fair. A group of judges composed of teachers and administrators will judge projects according to the rubric.</p> <p>Parent Night: Teachers from various subject areas and grade levels will present tips for helping students succeed in district- and state-mandated exams.</p>

SWD	September-June	Remediation/Re-teaching Materials from research-based curriculum materials chosen	School selected Progress Monitoring Tool	PD Coordinator ESE Specialist ESE Teacher General Education Teacher	SWD are included and integrated in all remedial activities for Science in addition to ESE Services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will have access to IEPs and accommodations will be provided. Professional Developments will be scheduled for classroom teachers to be provided instructional strategies on how to teach SWD in the general education inclusive setting.
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Barrier Example 1:

The school has identified increased teacher turnover as a barrier.

Area	Timeline	Resources Needed	Person Responsible	Action Steps:
<i>Identify area of barrier</i>	<i>Timeframe deficiency will be addressed</i>	<i>List materials and resources needed to address the identified barriers.</i>	<i>List positions responsible for monitoring implementation of action steps</i>	<i>Describe the strategies and activities implemented to increase student achievement:</i>
Faculty/ Staff				Actions to Eliminate or Lessen This Barrier:
Increased teacher turn-over	April - September	<ul style="list-style-type: none"> -Online needs assessment survey through Survey Monkey completed by parents and staff members. -Professional development (both face to face and online webinars) -Scheduled common planning time that meets the needs of the teachers. 	Principal & Governing Board	<p>A needs assessment will be conducted as well as reviewing feedback from our parent and staff surveys. The data and feedback provided has allowed us to internally review our processes and needs so that we may discover and develop strategies to improve.</p> <p>Provide increased incentives and certification support through our human resource and schools operational support. In addition, staff will have the opportunity to participate in personalized professional development that allows them to feel supported and ready to address the classroom management, curricular and financial challenges that confront teachers and staff daily.</p>

Barrier Example 2:

The school has identified lacking in necessary technology hardware as a barrier.

Area	Timeline	Resources Needed	Person Responsible	Action Steps:
<i>Identify area of barrier</i>	<i>Timeframe deficiency will be addressed</i>	<i>List materials and resources needed to address the identified barriers.</i>	<i>List positions responsible for monitoring implementation of action steps</i>	<i>Describe the strategies and activities implemented to increase student achievement:</i>
Technology				Actions to Eliminate or Lessen This Barrier:
Lacking in necessary technology hardware	May - September	-80 Touchscreen laptop/tablets -20 Think Station desktops	Principal & Governing Board	-Utilize CSP grant to purchase touchscreen laptop/tablets for online use of Accelerated Reader Library and Education.com. -Utilize Title I funding to purchase additional desktops for classroom reading rotations.

Barrier Example 3:

The school has identified lacking parent involvement/participation as a barrier.

Area	Timeline	Resources Needed	Person Responsible	Action Steps:
<i>Identify area of barrier</i>	<i>Timeframe deficiency will be addressed</i>	<i>List materials and resources needed to address the identified barriers.</i>	<i>List positions responsible for monitoring implementation of action steps</i>	<i>Describe the strategies and activities implemented to increase student achievement:</i>
Parent Involvement				Actions to Eliminate or Lessen This Barrier:
Lacking in Parent Involvement/Participation for parents of SWD/Gifted Students	August-June	Calendar of Parent/Family Events and Meetings provided to School and Parents of SWD/Gifted Students to promote support, education and information for	Principal ESE Specialist ESE Teacher/Provider Teachers of the Gifted	The school will obtain the Calendar of Events provided free to parents and families of SWD/Gifted Students through FDLRS and Broward County Public Schools. The school will provide the Calendar/Flyers for the events/meetings to Parents in School Newsletter/Bulletin, Teacher Classroom Newsletters,

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		parent and families of SWD/Gifted Students.	General Education Teachers	<p>School Website and Bulletin Board, and/or flyers going home with students.</p> <p>The school will promote Parent participation in District provided training and meetings targeted to parents of SWD/Gifted Students.</p> <p>School will provide for parents of SWD/Gifted Students (respectively) in a Back to School Night, or similar school-based activities, to address their specific needs.</p>

Student Achievement Outcomes Examples:

Specific <i>(What do you want to achieve?)</i>	Measurable <i>(numbers and timelines to the goal)</i>	Achievable <i>(based on existing figures and research)</i>	Relevant/Realistic <i>(goal in line with school's broader goals)</i>	Timely/Timeline <i>(goal measurable over specific period of time)</i>	Person Responsible
Improve 9 th grade FSA-ELA learning gains	Increase learning gains by 10 percentage points	Overall, 9 th grade FSA-ELA learning gains will improve from 49% to 59% (2016 = 40%, 2017 = 49%)	Increasing 9 th grade learning gains will improve the school's overall student proficiency on the FSA	August - May	Principal Literacy Coach Classroom Teacher
Improve 5 th grade NGSSS-Science learning gains	Increase learning gains by 10 percentage points	Overall, 5 th grade NGSSS-Science learning gains will improve from 59% to 69% (2016 = 40%, 2017 = 59%)	Increasing 5 th grade learning gains will improve the school's overall student proficiency on state assessments	August - May	Principal Literacy Coach Classroom Teacher
Improve English Language Proficiency Scores	Increase number of students scoring proficient by 10 percent	Number of proficient students will improve from 10 % to 20% in grades K-5	Increasing the number of English Language Proficiency will improve the school's overall scores on FSA ELA.	August – May	Principal ESOL Contact Classroom Teacher

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Improve Learning Gains and Proficiency Scores for SWD	Increase number of students scoring proficient by 10 percent	Number of proficient SWD will improve from 10 % to 20% in grades K-5	Increasing the proficiency of SWD will improve the school's overall scores on FSA ELA/Math, NGSSS Science, and EOC Exams	August - May	ESE Specialist ESE Teacher/Provider Classroom Teacher