

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: Eagles’ Nest Charter Academy School Location Number: 5355

Current Grades Served: K-8 Contract Grades Served: K-12 Year School Opened: 2005

2018-2019 SCHOOL IMPROVEMENT PLAN

PART 1: Current School Information

School Information

Complete School Name: Eagles' Nest Charter Academy School Location Number (MSID): 5355	District Name: Broward
Principal: Christine Mentis	District Superintendent: Robert Runcie
Governing Board Member(s): George Simpson Bruce Johnson Cassandra Burrows	Date of School Board Charter Approval: 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)		
					Year	School Grade	Data
Principal	Christine Mentis	Degrees: BS in Elementary Education MS in Reading Education Certification: Elem Ed. K-6 Reading K-12 ESE K-12 ESOL endorsed Gifted Endorsed	9	9	2018	D*	(School data improved and earned enough points to be graded a C. However, 0 points were given for middle school acceleration even though 0 students were enrolled in course. The 0 reduced the overall school grade to a D.) *Reading: 36% high standards, 55% learning gains, 53% lowest 25% *Math: 45% high standards, 54% learning gains, 43% lowest 25% *Science: 32% high standards *Civics: N/A *Algebra: 0
					2017	C	*Reading: 26% high standards, 44% learning gains, 44% lowest 25% *Math: 37% high standards, 46% learning gains, 48% lowest 25% *Science: 23% high standards *Civics: 50% high standards *Algebra: 49% high standards
					2016	D	*Reading: 22% high standards, 44% learning gains, 41% lowest 25% *Math: 25% high standards, 41% learning gains, 46% lowest 25% *Science: 13% high standards

							*Civics: 56% high standards *Algebra: 50% high standards
					2015	F	(School relocated to new site with new population) *Reading: 20% high standards, *Math: 18% high standards, *Science: 7% high standards
					2014	A	Reading: 67% high standards, 75% learning gains, 100% lowest 25% *Math: 76% high standards, 81% learning gains, 97% lowest 25% *Science: 40% high standards *Writing: 94% high standards
					2013	A	*Reading: 61% high standards, 77% learning gains, 77% lowest 25% *Math: 71% high standards, 92% learning gains, 92% lowest 25% *Science: 63% high standards
					2012	A	*Reading: 48% high standards, 89% learning gains, 89% lowest 25% *Math: 52% high standards, 97% learning gains, 97% lowest 25% *Science: 19% high standards *Writing: 93% high standards
					2011	C	*Reading: 53% high standards, 62% learning gains, 53% lowest 25% *Math: 67% high standards, 67% learning gains, 67% lowest 25% *Science: 26% high standards *Writing: 93% high standards
					2010	NG- due to small testing groups School earned enough points to earn an A	*Reading: 62% high standards, 57% learning gains, 57% lowest 25% *Math: 75% high standards, 71% learning gains, 71% lowest 25% *Science: 53% high standards *Writing: 100% high standards
Assistant Principal	N/A						

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)		
					School & Year Position	Grade	Data
ESE Specialist	Evie Iles	B.A., International Business M.Ed., Education Leadership Certifications: National Board Certification (Reading); Exceptional Student Education (K-12) ; ESOL Endorsed; Mathematics (6-12) ; Middle Grades Integrated Curriculum (5-9) ; Pre-School Education (Birth-Age 4) ; Reading Endorsed; Gifted Endorsed; Educational Leadership (All Levels) ; Elementary Education (K-6)	1	8	2015-present		Independent contractor for various schools providing ESE Specialist services
					Martin L. King Elem 2013-2014 Reading Interventionist	F	Math Proficiency: 20% Writing Proficiency: 31% Science Proficiency: 16% Reading Learning Gains: 66%; Math Learning Gains: 39% Lowest 25% Reading Learning Gains: 70%; Math Learning Gains: 65%
					Kathleen C Wright Charter 2011-2013 Independent Contractor: ESE Services	F	Reading Proficiency: 35% Math Proficiency: 31% Writing Proficiency: 57% Science Proficiency: 35% Reading Learning Gains: 45%; Math Learning Gains: 55% Lowest 25% Reading Learning Gains: 55%; Math Learning Gains: 72%
					Ben Gamla Charter 2010-2011 Reading Coach ESE Specialist	C	Reading Proficiency: 72% Math Proficiency: 69% Writing Proficiency: 50% Science Proficiency: 40% Reading Learning Gains: 62%; Math Learning Gains: 58% Lowest 25% Reading

					School & Year	Grade	Position
ESOL Contact	Farrah Ali	Degrees: B.A in Fine Arts M.S. in Art Education EdS in Curriculum & Instruction Cert. Art K-12 Florida	< 1	5	Eagles' Nest Charter Academy 9/18-present	D	ESOL contact and Assessment Coordinator
					Renaissance Charter School at Coral Springs 1/18-6/18	B	Intervention Specialist K-2
					Kidz Choice Charter School 11/12-6/13	C	ESOL assistance, Reading/Resource teacher, Assessment assistance
					Paragon & Pompano Charter Schools 9/09-6/12	A	ESOL Contact, Reading/Research Contact, Assessment Coordinator

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.

The mission of Eagles' Nest Charter Academy is to prepare students using a college preparatory curriculum for the best colleges and the world beyond.

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:

Table 1: FLKRS Data: Kindergarten (Fall 2018 FLKRS data is still being completed)

2018							
Literacy Classification	Benchmark Scale Score	Number of Students	Percentage of Students	Proficiency Levels	Benchmark Scale Score	Number of Students	Percent of Students
Early Emergent	300-487	14	58%	Urgent Intervention	Below 405	6	25%
Late Emergent	488-674	9	37%	Intervention	454-405	5	20%
Transitional Reader	675-774	1	5%	On Watch	498-455	8	33%
Probable Reader	775-900	0	0	At/above benchmark	At/above 499	5	22%
2017							
Early Emergent	300-487	18	55%	Urgent Intervention	Below 405	7	22%
Late Emergent	488-674	14	42%	Intervention	454-405	5	15%
Transitional Reader	675-774	1	3%	On Watch	498-455	10	30%
Probable Reader	775-900	0	0%	At/above benchmark	At/above 499	11	33%

Table 2: I-Ready Progress Monitoring Data: Reading

*Proficient refers to students performing at or above grade level

Grade Level	Fall 2018	2017-2018			2016-2017		
	AP1- Percent Proficient	AP1- Percent Proficient	AP2- Percent Proficient	AP3- Percent Proficient	AP1- Percent Proficient	AP2- Percent Proficient	AP3- Percent Proficient
K	38%	14%	59%	98%	7%	12%	47%
Phonological Awareness	38%	44%	64%	82%	16%	11%	57%
Phonics	25%	28%	42%	85%	32%	11%	33%
High Frequency Words	38%	19%	76%	97%	5%	43%	48%
Vocabulary	46%	31%	45%	82%	21%	26%	38%
Comprehension: Literary text	46%	19%	55%	91%	5%	36%	57%
Comprehension: Informational text	36%	28%	61%	79%	16%	21%	52%
1	9%	33%	44%	73%	30%	40%	54%
Phonological Awareness	24%	17%	50%	82%	19%	42%	42%
Phonics	18%	37%	50%	82%	23%	33%	55%
High Frequency Words	36%	47%	73%	93%	58%	58%	70%
Vocabulary	11%	20%	43%	64%	19%	42%	42%
Comprehension: Literary text	18%	17%	40%	68%	23%	33%	58%
Comprehension: Informational text	16%	23%	43%	71%	27%	25%	52%
2	30%	29%	56%	56%	7%	18%	35%
Phonological Awareness	71%	85%	86%	90%	74%	83%	84%
Phonics	24%	29%	40%	59%	15%	38%	34%
High Frequency Words	65%	79%	74%	80%	59%	62%	74%
Vocabulary	18%	27%	35%	49%	7%	21%	34%
Comprehension: Literary text	26%	41%	51%	56%	22%	28%	37%
Comprehension: Informational text	24%	34%	42%	59%	15%	38%	32%

Table 3: I-Ready Progress Monitoring Data: Math

*Proficient refers to students performing at or above grade level

Grade Level	Fall 2018	2017-2018			2016-2017		
	AP1- Percent Proficient	AP1- Percent Proficient	AP2- Percent Proficient	AP3- Percent Proficient	AP1- Percent Proficient	AP2- Percent Proficient	AP3- Percent Proficient
K	27%	0%	17%	76%	10%	15%	33%
Numbers & Operations	21%	9%	36%	73%	12%	26%	43%
Algebraic Thinking	18%	9%	27%	64%	0%	12%	29%
Geometry	36%	19%	48%	82%	24%	23%	29%
Measurement & Data	25%	11%	39%	64%	18%	21%	29%
1	0%	9%	40%	56%	16%	28%	65%
Numbers & Operations	3%	10%	30%	56%	23%	0%	43%
Algebraic Thinking	14%	24%	63%	68%	54%	0%	39%
Geometry	8%	14%	13%	50%	31%	0%	32%
Measurement & Data	11%	14%	33%	54%	12%	0%	43%
2	12%	9%	21%	48%	8%	17%	44%
Numbers & Operations	12%	20%	48%	61%	4%	50%	50%
Algebraic Thinking	19%	32%	38%	50%	7%	50%	47%
Geometry	16%	29%	33%	68%	7%	50%	37%
Measurement & Data	16%	29%	29%	47%	7%	50%	42%

Table 4: ACCESS for ELLs 2.0

Domain	Entering (1)		Emerging (2)		Developing (3)		Expanding (4)		Bridging (5)		Reaching (6)	
	# of Students	% of tested	# of Students	% of tested	# of Students	% of tested	# of Students	% of tested	# of Students	% of tested	# of Students	% of tested
Listening	0	0	1	5%	4	20%	2	10%	6	30%	7	35%
Speaking	1	5%	6	30%	7	35%	4	20%	1	5%	1	5%
Reading	4	20%	3	15%	4	20%	4	20%	2	10%	3	15%
Writing	8	40%	7	35%	5	25%	0	0%	0	0%	0	0%
Oral Language	1	5%	2	10%	5	25%	8	40%	2	10%	2	10%
Literacy	6	30%	3	15%	9	45%	2	10%	0	0%	0	0%
Comprehension	4	20%	1	5%	6	30%	1	5%	4	20%	4	20%
Overall Score	5	25%	4	20%	9	45%	2	10%	0	0%	0	0%

3-5 Academic Data:

FSA Data: Numbers represent percentage of students scoring a level 3 or higher in each area.

*The population of students in other race and demographic categories are not represented in data review because the number of students in those categories are too small to generate statistically relevant data.

Table 5: FSA English Language Arts Grades 3-5

Reading									
Year	Proficient	Learning Gains	Lowest 30%	Percent Tested	African American*	Economically Disadvantaged	ELL	SWD	Gifted
2018	35	55	53	99	34	35	33% (3 rd grade)	0	100
2017	28	42	41	100	26	28	41% (4 th grade)	0	100
2016	28	44	41	100	25	28	25	50% (5 th grade)0	100
2018 Breakdown by Grade Level									
Grade 3 (38% level 3-5)									
Level 1	Level 2	Level 3	Level 4	Level 5	Key Ideas	Craft & Structure	Integration of Knowledge	Language & Editing Tasks	
21	41	31	8	0	44	51	36	66	
Grade 4 (26% level 3-5)									
Level 1	Level 2	Level 3	Level 4	Level 5	Key Ideas	Craft & Structure	Integration of Knowledge	Language & Editing Tasks	
32	41	18	6	3	39	51	34	61	
Grade 5 (39% level 3-5)									
Level 1	Level 2	Level 3	Level 4	Level 5	Key Ideas	Craft & Structure	Integration of Knowledge	Language & Editing Tasks	
21	39	21	15	3	48	63	52	74	
2017 Breakdown by Grade Level									
Grade 3 (22% level 3-5)									
Level 1	Level 2	Level 3	Level 4	Level 5	Key Ideas	Craft & Structure	Integration of Knowledge	Language & Editing Tasks	
47	31	11	6	6	35	45	37	66	
Grade 4 (24% level 3-5)									
Level 1	Level 2	Level 3	Level 4	Level 5	Key Ideas	Craft & Structure	Integration of Knowledge	Language & Editing Tasks	
47	29	18	3	3	41	53	44	61	

Grade 5 (37% level 3-5)								
Level 1	Level 2	Level 3	Level 4	Level 5	Key Ideas	Craft & Structure	Integration of Knowledge	Language & Editing Tasks
41	22	22	11	4	43	57	37	65
2016 Breakdown by Grade Level								
Grade 3 (22% level 3-5)								
Level 1	Level 2	Level 3	Level 4	Level 5	Key Ideas	Craft & Structure	Integration of Knowledge	Language & Editing Tasks
49	34	5	10	2	46	46	30	65
Grade 4 (33% level 3-5)								
Level 1	Level 2	Level 3	Level 4	Level 5	Key Ideas	Craft & Structure	Integration of Knowledge	Language & Editing Tasks
29	38	29	2	2	54	50	37	61
Grade 5 (33% level 3-5)								
Level 1	Level 2	Level 3	Level 4	Level 5	Key Ideas	Craft & Structure	Integration of Knowledge	Language & Editing Tasks
25	42	33	0	0	50	47	40	71

Table 6: FSA Writing Data Grades 4-5

Text-Based Writing											
2018 (Numbers represent percent of students earning 0-10 on FSA Text-based Writing Assessment)											
Grade	0	1	2	3	4	5	6	7	8	9	10
4	8.5	0	0	0	8.8	50	29.4	2.9	0	0	0
5	3	0	0	3	9.1	21.2	42.4	3	18.2	0	0
2017 (Numbers represent percent of students earning 0-10 on FSA Text-based Writing Assessment)											
Grade	0	1	2	3	4	5	6	7	8	9	10
4	11.8	0	0	8.8	14.7	41.2	11.8	5.9	5.9	0	0
5	8.7	0	2.2	6.5	6.5	30.4	19.6	8.7	15.2	2.2	0
2016 (Numbers represent percent of students earning 0-10 on FSA Text-based Writing Assessment)											
Grade	0	1	2	3	4	5	6	7	8	9	10
4	2.1	0	2.1	2.1	6.3	27.1	41.7	10.4	8.3	0	0
5	8.3	0	0	4.2	12.5	29.2	29.2	8.3	8.3	0	0

**ESE/ELL students are included in data summary

Table 7: FSA Math Data Grades 3-5

Math									
Year	Proficient	Learning Gains	Lowest 30%	Percent Tested	African American*	Economically Disadvantaged	ELL	SWD	Gifted
2018	53	54	43	99	53	53	44	25	100
2017	52	61	54	98	51	54	27	8	100
2016	30	41	46	100	27	30	32	0	100
2018 Breakdown by Grade Level									
Grade 3 (38% level 3-5)									
Level 1	Level 2	Level 3	Level 4	Level 5	Operations, Algebraic Thinking, Base Ten	Numbers & Operations	Measurement, Data, & Geometry		
21	41	31	7	0	64	52	44		
Grade 4 (62% level 3-5)									
Level 1	Level 2	Level 3	Level 4	Level 5	Operations, Algebraic Thinking	Numbers & Operation in Base Ten	Numbers & Operations	Measurement, Data, & Geometry	
26	12	47	12	3	63	67	55	58	
Grade 5 (58% level 3-5)									
Level 1	Level 2	Level 3	Level 4	Level 5	Operations, Algebraic Thinking & Fractions	Numbers & Operation in Base Ten	Measurement, Data, & Geometry		
15	27	27	18	12	56	67	46		
2017 Breakdown by Grade Level									
Grade 3 (43% level 3-5)									
Level 1	Level 2	Level 3	Level 4	Level 5	Operations, Algebraic Thinking, Base Ten	Numbers & Operations	Measurement, Data, & Geometry		
32	29	19	19	5	65	56	57		
Grade 4 (56% level 3-5)									
Level 1	Level 2	Level 3	Level 4	Level 5	Operations, Algebraic Thinking	Numbers & Operation in Base Ten	Numbers & Operations	Measurement, Data, & Geometry	
29	15	35	15	6	63	72	74	41	
Grade 5 (57% level 3-5)									
Level 1	Level 2	Level 3	Level 4	Level 5	Operations, Algebraic Thinking & Fractions	Numbers & Operation in Base Ten	Measurement, Data, & Geometry		
11	33	33	11	13	61	54	51		
2016 Breakdown by Grade Level									
Grade 3 (39% level 3-5)									

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Level 1	Level 2	Level 3	Level 4	Level 5	Operations, Algebraic Thinking, Base Ten	Numbers & Operations	Measurement, Data, & Geometry	
41	20	27	10	2	61	46	64	
Grade 4 (27% level 3-5)								
Level 1	Level 2	Level 3	Level 4	Level 5	Operations, Algebraic Thinking	Numbers & Operation in Base Ten	Numbers & Operations	Measurement, Data, & Geometry
60	13	15	8	4	48	61	47	48
Grade 5 (24% level 3-5)								
Level 1	Level 2	Level 3	Level 4	Level 5	Operations, Algebraic Thinking & Fractions	Numbers & Operation in Base Ten	Measurement, Data, & Geometry	
52	24	20	4	0	38	51	41	

Table 8: FCAT Science Data Grade 5

Science									
Year	Proficient	Learning Gains	Lowest 30%	Percent Tested	African American*	Economically Disadvantaged	ELL	SWD	Gifted
2018	45	N/A	N/A	100	44	45	0	0	N/A
2017	41	N/A	N/A	100	38	42	0	0	100
2016	16	N/A	N/A	100	9	17	0	50	N/A
2018 Breakdown									
Grade 5 (45% level 3-5)									
Level 1	Level 2	Level 3	Level 4	Level 5	Nature of Science	Earth & Space Science	Physical Science	Life Science	
36	18	27	3	15	65	61	68	65	
2017 Breakdown									
Grade 5 (41% level 3-5)									
Level 1	Level 2	Level 3	Level 4	Level 5	Nature of Science	Earth & Space Science	Physical Science	Life Science	
37	22	20	15	7	61	64	64	60	
2016 Breakdown									
Grade 5 (16% level 3-5)									
Level 1	Level 2	Level 3	Level 4	Level 5	Nature of Science	Earth & Space Science	Physical Science	Life Science	
52	32	16	0	0	59	47	51	56	

Table 9: I-Ready Progress Monitoring Data: Reading

*Proficient refers to students performing at or above grade level

Grade Level	Fall 2018	2017-2018			2016		
	AP1- Percent Proficient	AP1- Percent Proficient	AP2- Percent Proficient	AP3- Percent Proficient	AP1- Percent Proficient	AP2- Percent Proficient	AP3- Percent Proficient
3	43%	30%	72%	65%	25%	41%	63%
Phonological Awareness	100%	100%	100%	100%	100%	100%	100%
Phonics	59%	37%	71%	74%	23%	52%	58%
High Frequency Words	97%	89%	93%	95%	80%	86%	99%
Vocabulary	41%	24%	49%	47%	23%	28%	53%
Comprehension: Literary text	38%	29%	63%	61%	17%	38%	47%
Comprehension: Informational text	46%	26%	54%	58%	14%	21%	45%
4	20%	6%	12%	27%	17%	17%	40%
Phonological Awareness	100%	100%	100%	100%	100%	100%	100%
Phonics	55%	60%	67%	70%	23%	81%	44%
High Frequency Words	91%	97%	97%	94%	100%	95%	97%
Vocabulary	24%	9%	14%	30%	20%	11%	41%
Comprehension: Literary text	30%	17%	14%	39%	27%	21%	28%
Comprehension: Informational text	27%	9%	14%	18%	10%	5%	22%
5	17%	16%	35%	50%	15%	21%	44%
Phonological Awareness	100%	100%	100%	100%	100%	100%	100%
Phonics	88%	78%	88%	94%	56%	39%	64%
High Frequency Words	94%	100%	100%	100%	96%	95%	94%
Vocabulary	14%	19%	38%	39%	18%	16%	28%
Comprehension: Literary text	22%	16%	38%	58%	38%	24%	43%
Comprehension: Informational text	17%	22%	44%	45%	24%	16%	40%

Table 10: I-Ready Progress Monitoring Data: Math

*Proficient refers to students performing at or above grade level

Grade Level	Fall 2018	2017			2016		
	AP1- Percent Proficient	AP1- Percent Proficient	AP2- Percent Proficient	AP3- Percent Proficient	AP1- Percent Proficient	AP2- Percent Proficient	AP3- Percent Proficient
3	16%	9%	36%	47%	12%	31%	38%
Numbers & Operations	22%	11%	35%	55%	11%	33%	45%
Algebraic Thinking	16%	16%	37%	61%	3%	39%	55%
Geometry	14%	8%	25%	58%	9%	11%	38%
Measurement & Data	30%	16%	27%	37%	11%	22%	45%
4	40%	15%	31%	76%	16%	43%	66%
Numbers & Operations	35%	24%	62%	85%	40%	45%	64%
Algebraic Thinking	32%	15%	38%	79%	30%	41%	64%
Geometry	35%	3%	18%	45%	13%	33%	46%
Measurement & Data	39%	3%	26%	48%	20%	26%	43%
5	16%	33%	50%	66%	24%	31%	58%
Numbers & Operations	26%	32%	52%	75%	31%	47%	64%
Algebraic Thinking	14%	23%	48%	56%	29%	41%	52%
Geometry	26%	13%	44%	56%	31%	45%	55%
Measurement & Data	23%	26%	52%	69%	29%	53%	64%

Table 11: ACCESS for ELLs 2.0 Grades 3-5

Domain	Entering (1)		Emerging (2)		Developing (3)		Expanding (4)		Bridging (5)		Reaching (6)	
	# of Students	% of tested	# of Students	% of tested	# of Students	% of tested	# of Students	% of tested	# of Students	% of tested	# of Students	% of tested
Listening	0	0%	1	10%	0	0%	2	20%	3	30%	4	40%
Speaking	1	10%	6	60%	1	10%	2	20%	0	0%	0	0%
Reading	3	30%	1	10%	4	40%	0	0%	1	10%	1	10%
Writing	3	30%	0	0%	6	60%	1	10%	0	0%	0	0%
Oral Language	1	10%	1	10%	3	30%	5	50%	0	0%	0	0%

Literacy	3	30%	0	0%	5	50%	2	20%	0	0%	0	0%
Comprehension	2	20%	1	10%	1	10%	2	20%	3	30%	1	10%
Overall Score	2	20%	1	10%	4	40%	3	30%	0	0%	0	0%

6-8 Academic Data:

FSA Data: Numbers represent percentage of students scoring a level 3 or higher in each area.

*The population of students in other race and demographic categories are not represented in data review because the number of students in those categories are too small to generate statistically relevant data.

Table 12: FSA English Language Arts Data Grades 6-8

Reading										
Year	Proficient	Learning Gains	Lowest 30%	Percent Tested	African American*	Economically Disadvantaged	ELL	SWD	Gifted	
2018	34	55	53	99	34	28	0	25% (7 th grade)	100	
2017	20	42	41	98	18	19	N/A	33% (6 th grade)	100	
2016	17	44	41	100	17	16	N/A	N/A	N/A	
2018 Breakdown by Grade Level										
Grade 6 (49% level 3-5)										
Level 1	Level 2	Level 3	Level 4	Level 5	Key Ideas	Craft & Structure	Integration of Knowledge	Language & Editing Tasks		
37	14	24	20	6	46	51	33	75		
Grade 7 (21% level 3-5)										
Level 1	Level 2	Level 3	Level 4	Level 5	Key Ideas	Craft & Structure	Integration of Knowledge	Language & Editing Tasks		
36	43	10	10	2	41	42	40	57		
Grade 8 (32% level 3-5)										
Level 1	Level 2	Level 3	Level 4	Level 5	Key Ideas	Craft & Structure	Integration of Knowledge	Language & Editing Tasks		
41	27	22	10	0	43	52	45	75		
2017 Breakdown by Grade Level										
Grade 6 (29% level 3-5)										
Level 1	Level 2	Level 3	Level 4	Level 5	Key Ideas	Craft & Structure	Integration of Knowledge	Language & Editing Tasks		
44	27	22	7	0	36	48	39	60		

Grade 7 (13% level 3-5)								
Level 1	Level 2	Level 3	Level 4	Level 5	Key Ideas	Craft & Structure	Integration of Knowledge	Language & Editing Tasks
63	25	10	3	0	29	35	37	56
Grade 8 (17% level 3-5)								
Level 1	Level 2	Level 3	Level 4	Level 5	Key Ideas	Craft & Structure	Integration of Knowledge	Language & Editing Tasks
45	38	17	0	0	36	43	47	71
2016 Breakdown by Grade Level								
Grade 6 (14% level 3-5)								
Level 1	Level 2	Level 3	Level 4	Level 5	Key Ideas	Craft & Structure	Integration of Knowledge	Language & Editing Tasks
41	46	5	5	3	38	42	36	72
Grade 7 (4% level 3-5)								
Level 1	Level 2	Level 3	Level 4	Level 5	Key Ideas	Craft & Structure	Integration of Knowledge	Language & Editing Tasks
44	52	4	0	0	37	38	35	71
Grade 8 (33% level 3-5)								
Level 1	Level 2	Level 3	Level 4	Level 5	Key Ideas	Craft & Structure	Integration of Knowledge	Language & Editing Tasks
37	30	33	0	0	39	45	46	61

Table 13: FSA Writing Data Grades 6-8

Text-Based Writing											
2018 (Numbers represent percent of students earning 0-10 on FSA Text-based Writing Assessment)											
Grade	0	1	2	3	4	5	6	7	8	9	10
6	3.9	0	2	9.8	11.8	11.8	31.4	15.7	13.7	0	0
7	9.5	0	0	4.8	4.8	11.9	59.5	4.8	2.4	0	2.4
8	0	0	0	2.4	0	19.5	31.7	12.2	29.3	2.4	2.4
2017 (Numbers represent percent of students earning 0-10 on FSA Text-based Writing Assessment)											
Grade	0	1	2	3	4	5	6	7	8	9	10
6	8.9	0	4.4	4.4	15.6	26.7	35.6	0	4.4	0	0
7	2.5	0	2.5	15	7.5	25	37.5	2.5	7.5	0	0
8	13.8	0	0	6.9	6.9	10.3	24.1	17.2	20.7	0	0
2016 (Numbers represent percent of students earning 0-10 on FSA Text-based Writing Assessment)											
Grade	0	1	2	3	4	5	6	7	8	9	10
6	2.7	0	2.7	8.1	8.1	29.7	37.8	5.4	5.4	0	0
7	20	0	0	0	8	20	24	16	12	0	0

8	0	0	6.7	6.7	0	6.7	30	26.7	23.3	0	0
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**ESE/ELL students are included in data summary

Table 14: FSA Math Data Grades 6-8

Math									
Year	Proficient	Learning Gains	Lowest 30%	Percent Tested	African American*	Economically Disadvantaged	ELL	SWD	Gifted
2018	39	54	43	99	34	39	20% (7 th grade)	0	80
2017	23	61	54	98	20	24	N/A	33% (6 th grade)	100
2016	20	41	46	100	20	20	N/A	25% (7 th grade)	N/A
2018 Breakdown by Grade Level									
Grade 6 (39% level 3-5)									
Level 1	Level 2	Level 3	Level 4	Level 5	Ratio & Proportions	Expressions & Equations	Geometry	Statistics	Number System
39	22	18	14	8	56	44	33	47	41
Grade 7 (26% level 3-5)									
Level 1	Level 2	Level 3	Level 4	Level 5	Ratio & Proportions	Expressions & Equations	Geometry	Statistics	Number System
48	26	14	7	5	42	25	30	37	25
Grade 8 (51% level 3-5)									
Level 1	Level 2	Level 3	Level 4	Level 5	Expressions & Equations	Fractions	Geometry	Statistics	
24	24	39	5	7	39	39	32	47	
2017 Breakdown by Grade Level									
Grade 6 (23% level 3-5)									
Level 1	Level 2	Level 3	Level 4	Level 5	Ratio & Proportions	Expressions & Equations	Geometry	Statistics	Number System
52	25	14	9	0	50	30	16	39	41
Grade 7 (23% level 3-5)									
Level 1	Level 2	Level 3	Level 4	Level 5	Ratio & Proportions	Expressions & Equations	Geometry	Statistics	Number System
45	33	15	5	3	19	29	26	36	40
Grade 8 (0% level 3-5)									
Level 1	Level 2	Level 3	Level 4	Level 5	Expressions & Equations	Fractions	Geometry	Statistics	

93	7	0	0	0	20	22	11	26	
2016 Breakdown by Grade Level									
Grade 6 (16% level 3-5)									
Level 1	Level 2	Level 3	Level 4	Level 5	Ratio & Proportions	Expressions & Equations	Geometry	Statistics	Number System
47	37	11	5	0	31	32	27	32	48
Grade 7 (24% level 3-5)									
Level 1	Level 2	Level 3	Level 4	Level 5	Ratio & Proportions	Expressions & Equations	Geometry	Statistics	Number System
48	28	20	4	0	33	34	21	44	37
Grade 8 (0% level 3-5)									
Level 1	Level 2	Level 3	Level 4	Level 5	Expressions & Equations	Fractions	Geometry	Statistics	
85	15	0	0	0	20	18	21	25	

Table 15: FCAT Science Grade 8 Data

Science									
Year	Proficient	Learning Gains	Lowest 30%	Percent Tested	African American*	Economically Disadvantaged	ELL	SWD	Gifted
2018	20	N/A	N/A	100	21	20	0	0	N/A
2017	0	N/A	N/A	100	0	0	0	0	N/A
2016	13	N/A	N/A	100	0	0	0	0	N/A
2018 Breakdown									
Grade 8 (20% level 3-5)									
Level 1	Level 2	Level 3	Level 4	Level 5	Nature of Science	Earth & Space Science	Physical Science	Life Science	
37	44	17	3	0	47	53	56	52	
2017 Breakdown									
Grade 8 (0% level 3-5)									
Level 1	Level 2	Level 3	Level 4	Level 5	Nature of Science	Earth & Space Science	Physical Science	Life Science	
79	21	0	0	0	11	15	15	15	
2016 Breakdown									
Grade 8 (0% level 3-5)									
Level 1	Level 2	Level 3	Level 4	Level 5	Nature of Science	Earth & Space Science	Physical Science	Life Science	
69	31	0	0	0	11	15	15	15	

Table 16: EOC Data

Civics EOC									
Year	Proficient	Learning Gains	Lowest 30%	Percent Tested	African American*	Economically Disadvantaged	ELL	SWD	Gifted
2018	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2017	38	N/A	N/A	100	41	36	0	0	N/A
2016	58	N/A	N/A	100	61	58	0	0	N/A
2017 Breakdown									
Level 1	Level 2	Level 3	Level 4	Level 5	Laws & Govt	Role & Rights of Citizens	Gov't Policies	Organization & Function of Govt	
33	30	23	10	5	46	42	41	38	
2016 Breakdown									
Level 1	Level 2	Level 3	Level 4	Level 5	Laws & Govt	Role & Rights of Citizens	Gov't Policies	Organization & Function of Govt	
8	33	29	29	0	44	53	54	47	
Algebra EOC									
Year	Proficient	Learning Gains	Lowest 30%	Percent Tested	African American*	Economically Disadvantaged	ELL	SWD	Gifted
2018	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2017	40	N/A	N/A	100	40	36	N/A	N/A	N/A
2016	40	N/A	N/A	100	40	36	N/A	N/A	N/A
2017 Breakdown									
Level 1	Level 2	Level 3	Level 4	Level 5	Level 3-5	Algebra	Functions	Number Systems	
60	0	20	20	0	40	24	24	11	
2016 Breakdown									
Level 1	Level 2	Level 3	Level 4	Level 5	Level 3-5	Algebra	Functions	Number Systems	
20	40	33	7	0	40	27	22	21	

*Students did not participate in the 2018 Civics EOC administration because students were not enrolled in Civics. Students will complete the state Civics middle school component during their eighth-grade year.

*Students did not participate in Algebra EOC for the 2018 school year due to the less than 10 total students meeting the requirements for enrollment in Algebra (level 3 or higher on 7th grade FSA math).

Table 17: I-Ready Progress Monitoring Data: Reading

*Proficient refers to students performing at or above grade level

Grade Level	Fall 2018	2017-2018			2016		
	AP1- Percent Proficient	AP1- Percent Proficient	AP2- Percent Proficient	AP3- Percent Proficient	AP1- Percent Proficient	AP2- Percent Proficient	AP3- Percent Proficient
6	32%	8%	13%	24%	14%	25%	37%
Phonological Awareness	100%	100%	100%	100%	100%	100%	100%
Phonics	86%	58%	73%	70%	61%	38%	56%
High Frequency Words	100%	92%	98%	95%	100%	71%	94%
Vocabulary	14%	19%	32%	32%	18%	5%	25%
Comprehension: Literary text	20%	8%	29%	20%	12%	5%	25%
Comprehension: Informational text	14%	11%	17%	10%	18%	10%	9%
7	40%	32%	50%	47%	36%	67%	58%
Phonological Awareness	100%	100%	100%	100%	100%	100%	100%
Phonics	96%	61%	71%	81%	73%	38%	52%
High Frequency Words	98%	83%	90%	96%	100%	96%	94%
Vocabulary	38%	17%	29%	37%	23%	12%	27%
Comprehension: Literary text	29%	0%	13%	7%	12%	4%	6%
Comprehension: Informational text	25%	0%	16%	7%	8%	8%	6%
8	36%	12%	17%	25%	7%	13%	16%
Phonological Awareness	100%	100%	100%	100%	100%	100%	100%
Phonics	100%	17%	92%	87%	75%	62%	63%
High Frequency Words	100%	94%	100%	100%	100%	100%	93%
Vocabulary	23%	9%	29%	32%	7%	8%	22%
Comprehension: Literary text	23%	13%	8%	16%	14%	4%	7%
Comprehension: Informational text	14%	4%	8%	6%	11%	4%	0%

Table 18: I-Ready Progress Monitoring Data: Math

*Proficient refers to students performing at or above grade level

Grade Level	Fall 2018		2017		2016		
	AP1- Percent Proficient	AP1- Percent Proficient	AP2- Percent Proficient	AP3- Percent Proficient	AP1- Percent Proficient	AP2- Percent Proficient	AP3- Percent Proficient
6	40%	36%	57%	28%	18%	16%	33%
Numbers & Operations	30%	35%	32%	16%	21%	24%	38%
Algebraic Thinking	16%	26%	20%	27%	21%	21%	34%
Geometry	21%	24%	24%	16%	18%	28%	24%
Measurement & Data	30%	26%	34%	22%	29%	25%	28%
7	23%	15%	25%	25%	24%	31%	45%
Numbers & Operations	27%	9%	11%	16%	12%	12%	12%
Algebraic Thinking	27%	9%	8%	5%	17%	17%	17%
Geometry	23%	5%	14%	9%	0%	8%	8%
Measurement & Data	19%	9%	19%	14%	8%	8%	8%
8	19%	22%	25%	18%	7%	34%	28%
Numbers & Operations	21%	45%	8%	18%	18%	18%	9%
Algebraic Thinking	12%	9%	12%	14%	7%	6%	4%
Geometry	6%	18%	0%	7%	4%	4%	4%
Measurement & Data	6%	18%	16%	4%	11%	11%	9%

Table 19: ACCESS for ELLs 2.0

Domain	Entering (1)		Emerging (2)		Developing (3)		Expanding (4)		Bridging (5)		Reaching (6)	
	# of Students	% of tested	# of Students	% of tested	# of Students	% of tested	# of Students	% of tested	# of Students	% of tested	# of Students	% of tested
Listening	0	0%	0	0%	1	9%	1	9%	6	55%	3	27%
Speaking	0	0%	0	0%	5	45%	6	55%	0	0%	0	0%
Reading	0	0%	3	27%	6	55%	1	9%	1	9%	0	0%
Writing	0	0%	1	9%	10	91%	0	0%	0	0%	0	0%
Oral Language	0	0%	0	0%	2	18%	9	82%	0	0%	0	0%
Literacy	0	0%	1	9%	1	9%	9	82%	0	0%	0	0%
Comprehension	0	0%	0	0%	5	45%	4	36%	2	19%	0	0%
Overall Score	0	0%	0	0%	7	64%	4	36%	0	0%	0	0%

9-12 Academic Data:
N/A

3. Student Achievement Objectives

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

In accordance with the charter contract, 65% of students in grades 3-8 will score at or above a level 3 in each curriculum area in which they are assessed on FSA/FCAT/EOC assessments.

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 Analysis:

Literacy Data Analysis	<p>During the 2017-2018 school year majority of students showed lack of proficiency during AP1. However, by the close of the year, students made substantial gains in all domain and overall Literacy proficiency. Kindergarten demonstrated an 84-percentage point increase, first grade 40 percentage point increase and second grade a 27-percentage point increase.</p> <p>Based on data shown in Table 2, students in grades K-2 lack proficiency with literacy areas assessed on the Fall 2018 AP1 I-Ready diagnostic test. The domains in which students showed the greatest difficulty were phonics, vocabulary and comprehension. SWD and ELL data is included in the overall data for each grade level.</p> <p>Kindergarten: 38% of students scored at or above grade level. The domains in which students showed the greatest deficiencies are phonics and comprehension of informational text.</p> <p>First Grade: 9% of students scored at or above grade level. The domains in which students showed the greatest deficiencies are phonics, vocabulary and comprehension of informational text.</p> <p>Second Grade: 30% of students scored at or above grade level. The domains in which students showed the greatest deficiencies are phonics and comprehension of informational text.</p> <p>*There are currently no gifted learners in grades K-2.</p>
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Math Data Analysis	<p>During the 2017-2018 school year majority of students showed lack of proficiency during AP1 with no grade level meeting the 10% proficiency mark. However, by the close of the year, students made substantial gains in all domain and overall Math proficiency. Kindergarten demonstrated a 76% increase, first grade 47% increase and second grade a 39% increase.</p> <p>Based on the data shown in Table 3, students in grades K-2 lack proficiency with math areas assessed by the Fall 2018 AP1 I-Ready diagnostic test. The domains in which students showed the greatest difficulty were Numbers and Operations, Algebraic Thinking and Geometry. SWD and ELL data is included in the overall data for each grade level.</p> <p>Geometry is the domain in which students in grades K-2 struggled with the most over time (2016-2018).</p> <p>Kindergarten: 27% of students scored at or above grade level. The domains in which students showed the greatest deficiencies are algebraic thinking and measurement and data.</p> <p>First Grade: 0% of students scored at or above grade level. Students struggle in all domains. The domains in which students showed the greatest deficiencies are numbers and operations and geometry.</p> <p>Second Grade: 12% of students scored at or above grade level. The domains in which students showed the greatest deficiencies are number and operations and measurement.</p> <p>*There are currently no gifted learners in grades K-2.</p>
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ACCESS for ELLs 2.0 K-2

ACCESS Data Analysis	<p>Based on the data in Table 4, of the ELL students in grades K-2 assessed, 90% of the students' overall score was at the level of entering, emerging or developing. Only 10% of ELL students scored at the level of expanding. The domain in which K-2 students struggled the most include Writing, Reading and Speaking.</p> <p>Writing: 100% of students scoring at the entering, emerging or developing level Reading: 55% of students scoring at the entering, emerging or developing level Speaking: 70% of students scoring at the entering, emerging or developing level</p> <p>ELL students in grades K-2 strongest areas are Oral Language (55% scoring at Expanding, Bridging or Reaching) and Listening (65% of students scored at Bridging and Developing).</p>
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3-5 Academic Data Analysis:

Literacy Analysis	<p><u>FSA</u> Based on the data shown in Table 5, students in grades 3-5 showed an overall 7%-point increase in Literacy proficiency from the 2017 to the 2018 school year. Students also increased 13% points in learning gains and 12% points in learning gains for the lowest 30%. All subgroups in which data was available showed improvement. ELL students as reported showed a 33%-point proficiency rate which is lower than the previous year. 100% of gifted learners scored a level 3 or higher on the ELA FSA.</p> <p>Despite overall improvement in student proficiency from the previous year, students still show deficiencies in the domains for each grade level as indicated below:</p> <p>3rd Grade: 38% of students scored level 3 or higher on ELA FSA. The domains in which students showed the greatest deficiencies are key ideas and integration of knowledge.</p> <p>4th Grade: 26% of students scored level 3 or higher on ELA FSA. The domains in which students showed the greatest deficiencies are key ideas and integration of knowledge.</p> <p>5th Grade: 39% of students scored level 3 or higher on ELA FSA. The domains in which students showed the greatest deficiencies are key ideas and integration of knowledge.</p> <p><u>Text-based Writing</u> Based on the data shown in Table 6, students in grades 4 and 5 struggle with text-based writing.</p> <p>4th Grade: 3% of students earned an overall score of 7 or higher.</p> <p>5th Grade: 21% of students in earned an overall score of 7 or higher.</p> <p><u>I-Ready Progress Monitoring Data</u> Based on the data shown in Table 9, students in grades 3-5 lack proficiency with literacy areas assessed on Fall 2018 AP1 I-Ready diagnostic test. The domains in which students showed the greatest difficulty were phonics, vocabulary and comprehension. During the 2017-2018 school year majority of students showed lack of proficiency during AP1. However, by the close of the year, students made gains in all domains and overall Literacy proficiency. Third grade demonstrated a 35%-point increase, fourth grade 21%-point increase and fifth grade a 34%-point increase. SWD and ELL data is included in the overall data for each grade level.</p> <p>3rd Grade: 43% of students scored at or above grade level. The domains in which students showed the greatest deficiencies are phonics, comprehension and vocabulary.</p>
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	<p>4th Grade: 20% of students scored at or above grade level. The domains in which students showed the greatest deficiencies are phonics, comprehension and vocabulary.</p> <p>5th Grade: 17% of students scored at or above grade level. The domains in which students showed the greatest deficiencies are comprehension and vocabulary.</p>
<p>Math Analysis</p>	<p><u>FSA</u> Based on the data in Table 7, students in grades 3-5 maintained math proficiency levels with 53% of students showing proficiency. This demonstrates a 1%-point increase from 2017. Students in grades 3-5 showed a decrease in learning gains by 7% points in math. The lowest 30% also decreased in learning gains by 11% points. African-American subgroup showed a 8% point increase, while Economically Disadvantaged showed a 1% point decrease.</p> <p>ELL students as reported showed a 17%-point increase in math proficiency. SWD also showed a 17%-point increase in student proficiency from 2017 to 2018. 100% of gifted learners scored a level 3 or higher on the Math FSA.</p> <p>Students show deficiencies in the domains for each grade level as indicated below:</p> <p>3rd Grade: 38% of students scored level 3 or higher on Math FSA. The domains in which students showed the greatest deficiencies are Measurement & Data and Geometry.</p> <p>4th Grade: 62% of students scored level 3 or higher on Math FSA. The domains in which students showed the greatest deficiencies are Numbers and Operations and Measurement.</p> <p>5th Grade: 58% of students scored level 3 or higher on Math FSA. The domain in which students showed the greatest deficiency is Measurement, Data & Geometry.</p> <p><u>I-Ready Progress Monitoring Data</u> Based on the data in Table 10, during the 2017-2018 school year majority of students showed lack of proficiency during AP1 and with third grade not meeting the 10% proficiency mark. However, by the close of the year, students made substantial gains in all domain and overall Math proficiency. Third grade demonstrated a 38%-point increase, fourth grade 61%-point increase and fifth grade a 33%-point increase. Students in grades 3-5 lack proficiency with math areas assessed on Fall 2018 AP1 I-Ready diagnostic test. The domains in which students overall showed the greatest difficulty were Geometry and Algebraic Thinking.</p> <p>3rd Grade: 16% of students scored at or above grade level. The domains in which students showed the greatest deficiencies are Algebra and Geometry.</p> <p>4th Grade: 40% of students scored at or above grade level. The domains in which students showed the greatest deficiencies are Algebra and Geometry.</p> <p>5th Grade: 16% of students scored at or above grade level. Students showed deficits in all domains with the greatest deficiency is Measurement & Data and Algebra.</p>

Science Analysis	<p>Based on the data in Table 8, students in grade 5 have shown a steady improvement each year in proficiency on the FCAT science assessment. Students overall proficiency increased by 4% points from 2017 to 2018. An overall improvement of 29% points has been made from 2016 to 2018. There were not any gifted learners in 5th grade. However, SWD and ELL leaders did not show improvement with 0% of SWD scored a level 3 or higher on the Science FCAT.</p> <p>Overall student proficiency is still below district and state averages. The domain in which students are most deficient is Earth & Space science.</p>
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ACCESS Data Grades 3-5

Data Analysis:	<p>Based on the data in Table 11, of the ELL students in grades 3-5 assessed, 70% of the students’ overall score was at the level of entering, emerging or developing. 30% of ELL students scored at the level of expanding. The domain in which 3-5 students struggled the most include Speaking, Reading and Literacy Speaking.</p> <p>Reading: 80% of students in grades 3-5 scored at the entering, emerging or developing level. Writing: 90% of students in grades 3-5 scored at entering, emerging and developing. Speaking: 80% of students in grades 3-5 scored at the entering, emerging or developing level.</p> <p>ELL students in grades 3-5 strongest areas are Oral Language, Comprehension (50% scoring at Expanding, Bridging or Reaching) and Listening (90% of students scored at Bridging and Developing).</p>
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6-8 Academic Data Analysis:

Literacy Analysis	<p><u>FSA</u></p> <p>Based on the data shown in Table 12, students in grades 6-8 showed improvement in overall proficiency, learning gains and learning gains of lowest 30% from 2017 to 2018.. Students in grades 6-8 showed a 14%-point increase in Literacy proficiency from the 2017 to the 2018 school year. Students also increased 13% points in learning gains and 12% points in learning gains for the lowest 30%. All subgroups in which data was available showed improvement with the exception of SWD. SWD showed a 8% point decrease in proficiency. ELL students as reported showed a 0% proficiency rate. In previous year, ELL data was not reported. 100% of Gifted learner scored a level 3 or higher on the 2018 ELA FSA.</p> <p>Despite improvement in student proficiency from the previous year, students still show deficiencies in the domains for each grade level as indicated below:</p> <p>6th Grade: 49% of students scored level 3 or higher on ELA FSA. The domains in which students showed the greatest deficiencies are key ideas and integration of knowledge.</p> <p>7th Grade: 21% of students scored level 3 or higher on ELA FSA. Students show deficits in all domains with students showing the greatest deficiencies are key ideas and integration of knowledge.</p>
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	<p>8th Grade: 32% of students scored level 3 or higher on ELA FSA. The domains in which students showed the greatest deficiencies are key ideas and integration of knowledge.</p> <p><u>Text-based Writing</u> Based on the data shown in Table 13, students in grades 6-8 struggle with text-based writing.</p> <p>6th Grade: 29% of students earned an overall score of 7 or higher</p> <p>7th Grade: 10% of students earned an overall score of 7 or higher.</p> <p>8th Grade: 47% of students earned an overall score of 7 or higher.</p> <p><u>I-Ready Progress Monitoring Data</u> During the 2017-2018 school year majority of students showed lack of proficiency during AP1. However, by the close of the year, students made gains in all domain and overall Literacy proficiency. Sixth grade demonstrated a 16%-point increase, seventh grade showed a 15%-point increase and eighth grade showed a 13%-point increase. ELL and SWD data is included in overall data for each grade level.</p> <p>Based on the data in Table 17, students in grades 6-8 lack proficiency with literacy areas assessed on Fall 2018 AP1 I-Ready diagnostic test. The domains in which students showed the greatest difficulty were vocabulary and comprehension with comprehension of informational text being lower than comprehension of literary text.</p> <p>6th Grade: 32% of students scored at or above grade level. The domains in which students showed the greatest deficiencies are vocabulary and comprehension.</p> <p>7th Grade: 40% of students scored at or above grade level. The domains in which students showed the greatest deficiencies are vocabulary and comprehension.</p> <p>8th Grade: 36% of students scored at or above grade level. The domains in which students showed the greatest deficiencies are comprehension and vocabulary.</p>
<p>Math Analysis</p>	<p><u>FSA</u> Based on the data in Table 14, students in grades 6-8 improved math proficiency levels with an increase of 16% points from 2017 to 2018. Students in grades 6-8 showed a decrease in learning gains by 7% points in math. The lowest 30% also decrease in learning gains by 11% points. African-American subgroup showed a 14%-point increase, and Economically Disadvantaged showed a 15% point increase in student proficiency. 80% of Gifted learners scored a level 3 or higher which is 20% points lower than the previous year. SWD struggle with math proficiency in all domains as 0% of students scored above a level 1 on the Math FSA.</p> <p>Student deficiencies are evident in the following domains for each grade level.</p>

	<p>6th Grade: 39% of students scored level 3 or higher on Math FSA. The domains in which students showed the greatest deficiencies are Number Systems and Geometry.</p> <p>7th Grade: 26% of students scored level 3 or higher on Math FSA. The domains in which students showed the greatest deficiencies are Numbers Systems and Expressions & Equations.</p> <p>8th Grade: 51% of students scored level 3 or higher on Math FSA. The domains in which students showed the greatest deficiencies are Expressions & Equations & Geometry.</p> <p>**Students in eighth grade did not participate in Algebra as a course because only 9 students meet the criteria designated by the state for enrollment. However, the school received 0 points in the grade calculation component for Middle School Acceleration. Averaging the 0 for this component subsequently dropped the schools overall school grade from a C to a D. The appeal to have the grade changed based on the components in which students participated based on course enrollment was denied by the state.</p> <p><u>I-Ready Progress Monitoring Data</u> During the 2017-2018 school year the majority of students showed lack of proficiency during AP1. Sixth grade demonstrated a 8%-point decrease, seventh grade 10%-point increase and eighth grade showed a 4%-point decrease. The decrease with sixth and eighth grade may be attributed to students not taking the assessment seriously and subsequently receiving poor results.</p> <p>Based on the data in Table 18, students in grades 6-8 lack proficiency with math areas assessed on Fall 2018 AP1 I-Ready diagnostic test. The domains in which students showed the greatest difficulty are Geometry and Algebraic Thinking.</p> <p>6th Grade: 40% of students scored at or above grade level. The domains in which students showed the greatest deficiencies are Algebraic Thinking and Geometry.</p> <p>7th Grade: 23% of students scored at or above grade level. The domains in which students showed the greatest deficiencies are Measurement and Geometry.</p> <p>8th Grade: 19% of students scored at or above grade level. Students showed deficits in all domains with the greatest deficiency is Measurement & Data and Geometry.</p>
<p>Science & Civics Analysis</p>	<p><u>Science</u> Based on the data in Table 15, students in grade 8 increased proficiency by 20% points from 2017 to 2018 on the FCAT Science Assessment. However, achievement levels are still well below goals and district average. 0% of SWD scored a level 3 or higher on the Science FCAT and there weren't any Gifted learners who were assessed on the FCAT Science assessment. ELL student data is represented in overall data.</p> <p>Students struggled in all domains with the greatest deficit being in the domain Nature of Science.</p> <p><u>Civics</u> Students did not participate in the 2018 Civics EOC Assessments. Students will satisfy this requirement during their eighth-grade academic year. Based on the data in Table 16, the domain in which students showed the greatest deficiency during the 2017 Civics EOC Assessment is Organization and Function of Government. ELL and SWD data are included in overall data.</p>

ACCESS for ELLs Data:

Data Analysis	<p>Based on the data in Table 19, of the ELL students in grades 6-8 assessed, all students overall score was at the level of developing or expanding. The domain in which 6-8 students struggled the most include Reading, Speaking and Writing.</p> <p>Reading: 82% of students scored at the entering, emerging or developing level Writing: 100% of students scored at the entering, emerging or developing level Speaking: 100% of students scored at developing and expanding level.</p> <p>ELL students in grades 6-8 strongest areas are Oral Language (82% scoring at Expanding, Bridging or Reaching) and Listening (91% of students scored at Expanding, Bridging and Developing).</p>
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9-12 Academic Data Analysis:

N/A

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.

ELA Deficiency:

Based on API I-Ready data, 74% of students in grades K-2 are deficient in Phonics and Vocabulary development.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
Literacy/ ELA	August 2018-June 2019	HMH Journey's Core Reading Series	Journey's Assessments	Principal K-2 Teachers	Core Instruction: Students in grades K-2 will utilize Journey's Core Reading Series as main resource to the 90-minute uninterrupted Reading block. Teachers will provide comprehensive instruction utilizing the I Do (whole group), We Do (Guided), You Do (independent practice) instructional model. The teacher will follow the pacing guide to ensure LAFS are implemented. Teacher will provide whole group and small group instruction. Small group instruction will be based on students reading level and will incorporate leveled readers.
Literacy/ ELA	September 2018-June 2019	I-Ready Supplemental Lessons that require frequently monitored lessons	Student growth will be monitored through I-Ready progress monitoring as well as teacher	Principal K-2 Teachers	Supplemental Classroom Instruction: In addition to the Reading Block Instruction provided, teachers will implement the following supplemental instructional practices to target the deficits identified in section 4.

		<p>FCRR materials</p> <p>Journey's Intervention Tool-kit</p>	<p>observation based on lessons.</p> <p>Teachers will keep folders for each student and chart progress weekly.</p> <p>Teachers will also have data chats with students and record date of conference along with goals for the next two weeks.</p>	<p>Teachers in grades K-2 will incorporate daily I-Ready supplemental lessons targeting phonics and vocabulary instruction during whole group literacy block.</p> <p>Center activities pulled from FCRR focusing on phoneme study will be implemented during the literacy block.</p> <p>In addition, phonics instruction will be provided through the core series, Journeys. Journey's Intervention Toolkit will be used during small group sessions as a part of MTSS for Tier 2 and Tier 3 support.</p> <p>Tutoring: <u>Targeted Population:</u> Targeted afterschool tutoring will be provided in Literacy for students in grades K-2. Students invited for tutoring sessions are students with previous retentions, and students performing below grade level on I-Ready diagnostic assessments as identified in Table 2.</p> <p><u>Instruction/Monitoring:</u> Teachers with proven success of moving students academically will teach during tutoring sessions. Student progress will be monitored by the Principal and K-2 teachers based on academic achievement on class Journey's assessments and I-Ready data from lessons on each students' personalized track as well as progress monitoring data.</p> <p><u>Program Implementation:</u> Students will receive targeted instruction utilizing Triumph Learning Coach materials. Triumph Learning Coach materials provides guided and independent practice on standards in isolation. This will allow for explicit instruction on skills students are deficient. After-school tutoring will be conducted in 45 minute sessions twice per week.</p> <p><u>Pull-Out Sessions:</u> Students unable to attend tutoring sessions, will receive pull-out instruction twice per week for 35 minutes during specials time so as to not interfere with classroom instructional time. Pull-out sessions will be conducted by paraprofessionals utilizing Triumph Learning Coach materials. The paraprofessional will report student progress during sessions to the classroom teacher. Students' progress will be monitored through classroom Journey's assessments as well as I-Ready data.</p> <p>Data Chats: Teachers will track student achievement data and meet with students to review their progress on a weekly basis. Teachers will meet with administration on a monthly basis to review student data to include classroom grades, progress monitoring data (I-Ready) as well as formative assessments (Journey's). During</p>
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					these sessions, teachers will analyze their students' data to discuss growth and areas of deficiency. Intervention plans as well as review of effective instructional strategies will be discussed as a means of promoting student achievement.
Literacy/ ELL	September 2018-June 2019	I-Ready Supplemental Lessons that require frequently monitored lessons Journey's Intervention Tool-kit Interactive Word Walls	Student growth will be monitored through I-Ready progress monitoring as well as teacher observation based on lessons. ACCESS for ELLs 2.0	Principal ESOL Contact K-2 Teachers	Based on deficiencies shown on ACCESS data in section 4, ELL students will be included and integrated in all remediation activities listed above for Literacy. In addition, teachers will pay special attention to helping ELLs acquire new vocabulary and expand Speaking and Writing skills by labeling the room, and incorporating Interactive Word Walls. Students will also utilize visual and auditory lessons from I-ready platform, and Flocabulary.
Literacy/ SWD	September 2018-June 2019	I-Ready Supplemental Lessons that require frequently monitored lessons Journey's Intervention Tool-kit	Student growth will be monitored through I-Ready progress monitoring as well as teacher observation based on lessons.	Principal ESE Specialist ESE Teacher General Education teacher	To remediate the deficiencies identified in Section 4, SWD will be included and integrated in all remediation activities for Literacy. This is supplemental to ESE services prescribed by the student's IEP as a means of targeting IEP goals and gap skills. Staff members working with SWD will have access to their IEP and will ensure that accommodations are provided with fidelity.

Math Deficiency:

Based on AP1 I-Ready data, 87% of the students in grades K-2 are deficient in Numbers Operations, Geometry and Algebraic Thinking.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Math	September 2018-June 2019	Go Math Series	Go Math Assessments	Principal K-2 Teachers	Core Instruction: Students will receive targeted instruction on MAFS following Broward County's Focus Calendar utilizing Go Math instructional materials. Teachers will utilize the I Do (model), We Do (guided practice), and You Do (independent practice) to provide instruction. Students will be assessed utilizing Go Math Chapter assessments. Teachers will determine whether students have mastered the standards or need remediation based on progress on assessments.

<p>Math</p>	<p>September 2018-June 2019</p>	<p>I-Ready Supplemental Lessons that require frequently monitored lessons</p> <p>Go Math Intervention Tool-kit</p>	<p>Student growth will be monitored through I-Ready progress monitoring as well as teacher observation based on lessons.</p> <p>Teachers will keep folders for each student and chart progress weekly.</p> <p>Teachers will also have data chats with students and record date of conference along with goals for the next two weeks.</p>	<p>Principal K-2 Teachers</p>	<p>Supplemental Classroom Instruction: In addition to the core Math block instruction provided, teachers will implement the following supplemental instructional practices to target the deficits identified in section 4.</p> <p>Students in grades K-2 will utilize I-Ready supplemental materials in mathematics instruction based on individual deficiencies identified by diagnostic test. This will be done through their personalized path.</p> <p>Teachers in grades K-2 will incorporate I-Ready supplemental lessons targeting areas of weakness during whole group and center activities.</p> <p>Hands-on center activities will be implemented as a means of connecting abstract concepts through the use of manipulatives and problem solving.</p> <p>Remedial math instruction will be provided through the core series, Go Math. Go Math Intervention materials will be provided during small group sessions three times per week by the classroom teacher as a part of MTSS for Tier 2. Student progress will be monitored through Go Math assessments. Students not responding to Tier 2 interventions will receive small group intervention provided by the classroom teacher five days per week utilizing Go Math Intervention resources as part of Tier 3 MTSS support.</p> <p>Tutoring: <u>Targeted Population:</u> Targeted afterschool tutoring will be provided in Math for students in grades K-2. Students invited for tutoring sessions are students with previous retentions, and students performing below grade level on I-Ready diagnostic assessments as identified in Table 3.</p> <p><u>Instruction/Monitoring:</u> Teachers with proven success of moving students academically will teach during tutoring sessions. Student progress will be monitored by the Principal and K-2 teachers based on academic achievement on class Go Math assessments and I-Ready data from lessons on each students' personalized track as well as progress monitoring data.</p> <p><u>Program Implementation:</u> Students will be grouped based on their areas of deficiency and receive targeted instruction utilizing Triumph Learning Coach materials. Triumph Learning Coach materials provides guided and independent practice on standards in isolation. This will allow for explicit instruction on skills students are deficient. After-school tutoring will be conducted in 45 minute sessions twice per week.</p>
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					<p>Pull-Out Sessions: Students unable to attend tutoring sessions, will receive pull-out instruction twice per week for 35 minutes during specials time so as to not interfere with classroom instructional time. Pull-out sessions will be conducted by paraprofessionals utilizing Triumph Learning Coach materials. The paraprofessional will report student progress during sessions to the classroom teacher. Students' progress will be monitored through classroom Go Math assessments as well as I-Ready data.</p> <p>Data Chats: Teachers will track student achievement data and meet with students to review their progress on a weekly basis. Teachers will meet with administration on a monthly basis to review student data to include classroom grades, progress monitoring data as well as formative assessments. During these sessions, teachers will analyze their students' data to discuss growth and areas of deficiency. Intervention plans as well as review of effective instructional strategies will be discussed as a means of promoting student achievement.</p>
Math/ ELL	September 2018-June 2019	<p>I-Ready Supplemental Lessons that require frequently monitored lessons</p> <p>Go Math Intervention</p>	<p>Student growth will be monitored through I-Ready progress monitoring as well as teacher observation based on lessons.</p> <p>Go Math Assessments</p>	Principal ESOL Contact K-2 Teachers	<p>ELL students will be included and integrated in all remediation activities for Math. In addition, teachers will pay special attention to helping ELLs acquire new content area vocabulary. This is to include incorporating visual and auditory lessons from I-ready platform through each student's individual track.</p> <p>Flocabulary will also be used to develop vocabulary because it includes Tier 2 words presented through song for content areas.</p>
Math/ SWD	September 2018-June 2019	<p>I-Ready Supplemental Lessons that require frequently monitored lessons</p> <p>Journey's Intervention Tool-kit</p>	<p>Student growth will be monitored through I-Ready progress monitoring as well as teacher observation based on lessons.</p>	Principal ESE Specialist ESE Teacher General Education teacher	<p>To remediate the deficiencies identified in Section 4, SWD will be included and integrated in all remediation activities for Math. This is supplemental to ESE services prescribed by the student's IEP as a means of targeting IEP goals and gap skills. Staff members working with SWD will have access to their IEP and will ensure that accommodations are provided with fidelity.</p>

ELA Deficiencies:

CSMSD/tlc/08162018rev

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

Based on FSA- ELA student achievement data, 65% of students in grade(s) 3-5 are deficient in Integration of Knowledge and Key Ideas. Based on AP1 I-Ready data, 73% of students in grades 3-5 are deficient in Comprehension, Phonics and Vocabulary development.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Reading	August 2018 – June 2019	HMH Journey’s Core Series	Journey’s Assessments	Principal 3-5 teachers	<p>Core Instruction: All students in grades 3-5 will utilize Journey’s Core Reading Series as main resource to the 90-minute uninterrupted Reading block. Teachers will provide comprehensive instruction utilizing the I Do (whole group), We Do (Guided) You Do (independent practice) instructional model. The teacher will follow the pacing guide to ensure LAFS are implemented with fidelity. Teacher will provide whole group and small group instruction. Differentiation will be provided through literacy centers and targeted small group instruction based on student achievement levels (determined by I-Ready diagnostic). Teachers will also utilize results from classroom Journey’s assessments to determine mastery of standards and need for remediation as well as enrichment.</p>
Reading	August 2018 – June 2019	Journey’s I-Ready	<p>I-Ready</p> <p>Student’s proficiency will be monitored through formative assessment data and core series assessments from Journey’s.</p> <p>Teachers will keep folders for each student and chart progress weekly.</p> <p>Teachers will also have data chats with students and record date of conference along with goals for the next two weeks.</p>	Principal 3-5 Teachers	<p>Supplemental Instruction: In addition to the Reading Block Instruction provided, teachers will implement the following supplemental instructional practices to target the deficits identified in section 4.</p> <p>Students will receive additional instruction from classroom teachers using supplemental instructional activities from I- Ready Teacher Tool-Kit based on diagnostic and ongoing assessment results.</p> <p>Journey’s Intervention Toolkit will be used by the classroom teacher during small group sessions three times per week as a part of MTSS for Tier 2. Students not responding to Tier 2 interventions will receive small group interventions five times per week by the classroom teacher utilizing Journey’s Interventions as Tier 3 academic support.</p> <p>Students including SWD and ELL learners will utilize the following on-line academic programs I- Ready, Flocabulary and NewsELA to gain supplemental academic support and extra practice on ELA standards.</p> <p>I-Ready will be used to provide remediation on deficit skills through each student’s individual learning pathway. Checkpoint assessments are built in to monitor mastery of skill or need for reteach. This is especially important to target phonics instruction for students in grades 3-5 who have not mastered this domain.</p>

					<p>NewsELA will provide students with comprehension practice utilizing high-interest nonfiction reading material at their current Lexile reading level. Vocabulary practice is also built in through Power Words.</p> <p>Flocabulary will provide vocabulary practice to build background knowledge as well as incorporate listening, speaking and writing components needed for vocabulary acquisition. Flocabulary will also be used to provide instruction of critical Tier 2 vocabulary terms through the use of songs. This method is engaging and assists with retention of vocabulary meaning in context.</p> <p>Literacy skills will be incorporated cross-curricula. Grade level appropriate literacy standards will also be reinforced in other content area classes such as Social Studies and Science classes.</p> <p>Tutoring:</p> <p><u>Targeted Population:</u> Targeted afterschool tutoring will be provided in Literacy for students in grades 3-5. Students invited for tutoring sessions are students with previous retentions, students scoring Level 1, 2 and low level 3 on the ELA FSA and students performing below grade level on I-Ready diagnostic assessments as identified in Table 9.</p> <p><u>Instruction/Monitoring:</u> Teachers with proven success of moving students academically will teach during tutoring sessions. Student progress will be monitored by the Principal and 3-5 teachers based on academic achievement on class Journey’s assessments and I-Ready data from lessons on each students’ personalized track as well as progress monitoring data.</p> <p><u>Program Implementation:</u> Students will receive targeted instruction utilizing Triumph Learning Coach materials. Triumph Learning Coach materials provides guided and independent practice on standards in isolation. This will allow for explicit instruction on skills students are deficient. After-school tutoring will be conducted in 45 minute sessions twice per week.</p> <p>Pull-Out Sessions: Students unable to attend tutoring sessions, will receive pull-out instruction twice per week for 35 minutes during specials time so as to not interfere with classroom instructional time. Pull-out sessions will be conducted by paraprofessionals utilizing Triumph Learning Coach materials. The paraprofessional will report student progress during sessions to the</p>
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					<p>classroom teacher. Students’ progress will be monitored through classroom Journey’s assessments as well as I-Ready data.</p> <p>Data Chats: Teachers will track student achievement data and meet with students to review their progress on a weekly basis. Teachers will meet with administration on a monthly basis to review student data to include classroom grades, progress monitoring data as well as formative assessments. During these sessions, teachers will analyze their students’ data to discuss growth and areas of deficiency. Intervention plans as well as review of effective instructional strategies will be discussed as a means of promoting student achievement.</p>
Literacy/ Social Studies	September 2018-June 2019	NewsELA Into Social Studies	Into Social Studies Assessments	Principal 3-5 Social Studies Teachers	<p>Teachers will incorporate literacy standards during Social Studies block. This will provide additional comprehension instruction for students using informational text.</p> <p>NewsELA will be incorporated into the Social Studies curriculum to provide additional nonfiction literacy resources.</p>
Literacy/ ELL	September 2018-June 2019	I-Ready Supplemental Lessons that require frequently monitored lessons Journey’s Intervention Tool-kit Flocabulary	<p>Student growth will be monitored through I-Ready progress monitoring as well as teacher observation based on lessons.</p> <p>ACCESS for ELLs 2.0</p>	Principal ESOL Contact 3-5 Teachers	<p>Based on deficiencies shown on ACCESS data in section 4, ELL students will be included and integrated in all remediation activities listed above for Literacy. In addition, teachers will pay special attention to helping ELLs acquire new vocabulary and expand Speaking and Writing skills by labeling the room, and incorporating Interactive Word Walls. Students will also utilize visual and auditory lessons from I-ready platform, and Flocabulary.</p> <p>Flocabulary will be used to support ELLs literacy development because it includes text-speech which helps aid in vocabulary acquisition as well as improve language development. Flocabulary also has the option to provide instruction at a slower pace and incorporate peer discussions to aid in listening and speaking.</p>
Literacy/ SWD	September 2018-June 2019	I-Ready Supplemental Lessons that require frequently monitored lessons Journey’s Intervention Tool-kit	<p>Student growth will be monitored through I-Ready progress monitoring as well as teacher observation based on lessons.</p>	Principal ESE Specialist ESE Teacher General Education teacher	<p>SWD will be included and integrated in all remediation activities for Literacy. This is supplemental to ESE services prescribed by the student’s IEP as a means of targeting IEP goals and gap skills. Staff members working with SWD will have access to their IEP and will ensure that accommodations are provided with fidelity.</p>

Literacy/ Gifted	September 2018-June 2019	Journey's Enrichment NewsELA	Journey's Enrichment Activities Project-based Learning	Principal ESE Specialist Gifted Teacher General Education teacher	<p>Gifted learners will be provided with enrichment activities provided through the Journey's series. Students will also utilize NewsELA to support reading comprehension as passages are provided at the individual student's Lexile level. This will ensure the students are receiving rigorous reading material to enhance literacy development.</p> <p>Students will complete project-based learning activities as identified in their EP goals. The gifted teacher will provide guidance and support with completing the project as outlined in the teacher/student created rubric.</p>
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Text-Based Writing Deficiency:

Based on FSA Text-Based Writing student achievement data, 12% of students in grade(s) 4-5 scored 7 or higher overall.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Text-Based Writing	August 2018 – June 2019	HMH Journey's Core Series Reader's Notebook Close Readers NewsELA	Simulated FSA Writing Prompts	Principal 3-5 teachers	<p>In addition to the Reading Block Instruction provided, teachers will implement the following writing practices to target the deficits identified in section 4.</p> <p>Explicit instruction and practice will be provided to students on Grammar.</p> <p>Teachers will provide a daily 45-minute writing block that will include modeling on writing instruction for Opinion, Expository and Narrative. Teachers will model and provide guided practice with students on planning, organizing and generating paragraphs, as well as editing.</p> <p>Teachers will utilize close read strategies to guide students on how to take notes and annotate a text and determine key details detailed to support main ideas.</p> <p>NewsELA will be utilized to provide nonfiction passages for students to read and take notes. NewsELA allows the teacher to provide annotation practice as well as incorporate guided questions throughout the text to spark student thinking and assist in comprehension of complex texts.</p> <p>Monthly timed FSA simulated writing assessments will be conducted so that students have practice completing essays in the format they will experience during FSA testing.</p>

					<u>Content Areas:</u> Writing will be incorporated into all content areas. Science and Social Studies instruction will provide opportunities for students to explain their answers through written responses that require the use of text-based evidence.
Text-based Writing ELL	August 2018 – June 2019	HMH Journey’s Core Series Reader’s Notebook Close Readers NewsELA	Simulated FSA Writing Prompts	Principal 3-5 teachers ELL Contact	ELLs will participate in all of the writing initiatives listed above to support text-based writing. Students will also incorporate vocabulary and reading interventions to support writing development. ELLs will receive allotted accommodations prescribed in their ELL plan to ensure they have the supports afforded to them to promote academic success.
Text-based Writing SWD Gifted	August 2018 – June 2019	HMH Journey’s Core Series Reader’s Notebook Close Readers NewsELA	Simulated FSA Writing Prompts	Principal 3-5 teachers Gifted Teacher ESE Specialist ESE teacher	SWD will be included and integrated in all remediation activities for Writing. This is supplemental to ESE services prescribed by the student’s IEP as a means of targeting IEP goals and gap skills. Staff members working with SWD will have access to their IEP and will ensure that accommodations are provided with fidelity. Gifted learners will participate in Writing initiatives to promote text-based writing. The gifted teacher will provide guidance and support with completing tasks aligned to the student’s EP goals.

Science Deficiency:

Based on Science FCAT, 55% of the 5th grade students are deficient in science concepts with Earth & Space being the area of greatest deficiency.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Science	August 2018 – June 2019	Science Fusion	Science Fusion Customizable Assessments	Principal Science Teacher	Core Instruction: All students will be provided science standards instruction by the science teacher utilizing strategies that align in complexity to the standard. The primary resource for instruction will be the core science series, Science Fusion. Instruction will utilize the I Do (modeled), We Do (guided), and You Do (independent practice) model. Students will be assessed utilizing customized Science Fusion assessments to target standards being taught and ensure the questions align to the standard.
Science	August 2018 – June 2019	Science Fusion Series and Fusion Interventions	Student proficiency will be monitored through and Evaluated	Principal Science Teacher ESOL Liaison	Supplemental Classroom Instruction: Students in 5 th grade will have weekly science labs and monthly science projects.

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		Florida Coach Supplemental Instructional Materials for Science	<p>through bi-monthly formative assessments.</p> <p>Students attending tutoring will take a pre-test (FL Coach) at the beginning of tutoring sessions. During tutoring sessions, student progress will be monitored through weekly data collection. Upon completion of the sessions students will take a posttest (FL Coach) to gauge student growth.</p>	ESE Specialist ESE Teacher	<p>During independent work time, struggling learners will be provided small group instruction by the teacher utilizing Science Fusion Intervention materials 3 times per week targeting specific areas of deficiency.</p> <p>Teachers will allow students to work with concrete or visual models in order to focus on concepts behind the process. They will provide the basis for understanding key ideas and give students repeated opportunities to practice with a variety of models. Teachers will help students apply strategies that will develop fact fluency. Teachers will also give students select science vocabulary terms to enable students to understand instruction, follow directions, process and discuss ideas, and work more confidently.</p> <p>Tutoring: Students will participate in weekly afterschool tutorials. Students targeted for science intervention will be previously retained students, students who are struggling in their classroom performance. Tutorials will take place twice each week for 45 minutes each session. Students will receive intervention instruction using Florida Coach resources. This provides guided instruction followed by independent practice activities based on targeted standards.</p> <p>Teachers will allow students to work with concrete or visual models in order to focus on concepts behind the process. They will provide the basis for understanding key ideas and give students repeated opportunities to practice with a variety of models. Teachers will help students apply strategies that will develop fact fluency. Teachers will also give students select science vocabulary terms to enable students to understand instruction, follow directions, process and discuss ideas, and work more confidently.</p> <p>Data Chats: Teachers will track student achievement data and meet with students to review their progress on a weekly basis. Teachers will meet with administration on a monthly basis to review student data to include classroom grades, progress monitoring data as well as formative assessments. During these sessions, teachers will analyze their students' data to discuss growth and areas of deficiency. Intervention plans as well as review of effective instructional strategies will be discussed as a means of promoting student achievement.</p>
Science/ Professional Develop- ment	September 2018-May 2019	My Learning Plan District Science Contact Meetings	Classroom Walkthroughs Follow Up Professional Development activities	Principal Science Teacher	The science teacher will attend professional development opportunities available through My Learning Plan on implementing effective instructional strategies. The science teacher will also serve as the school science contact and attend district science meetings. Attending these training opportunities will provide the science teacher with knowledge and practice on implementing research-based instructional strategies that align with the complexity of standards being taught.

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Science/ ELL	August 2018 – June 2019	Fusion Series and Fusion Interventions Florida Coach Supplemental Instructional Materials for Science	Science Fusion Customizable Assessments	Principal Science Teacher ELL contact	ELL students will be included and integrated in all remediation activities for Science. In addition, teachers will pay special attention to helping ELLs acquire new content area vocabulary. This is to include incorporating visual and auditory lessons from I-ready platform, NewsELA and Flocabulary. Flocabulary will be used to support ELLs science development because it includes text-speech which helps aid in vocabulary acquisition of Tier 2 words as well as improve language development. Flocabulary also has the option to provide instruction at a slower pace and incorporate peer discussions to aid in listening and speaking.
Science/ SWD	August 2018 – June 2019	Fusion Series and Fusion Interventions Florida Coach Supplemental Instructional Materials for Science	Science Fusion Customizable Assessments	Principal Science Teacher ESE Specialist	SWDs will be included and integrated in all remediation activities for Science. Staff members working with SWD will have access to their IEP and will ensure that accommodations are provided with fidelity.
Science/ Gifted	August 2018 – June 2019	Project-Based Learning Activity	Rubric for Project- Based Learning	Principal Science Teacher Gifted Teacher ESE Specialist	Students will complete multidisciplinary project-based learning activities as identified in their EP goals. The gifted teacher will provide guidance and support with completing the project as outlined in the teacher/student created rubric.

Math Deficiency:

Based on FSA Math, 76% of students in grade(s) 3-5 are deficient with Numbers and Operations and Algebraic Thinking.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Math	August 2018 – June 2019	GO Math Series	Go Math Assessments	Principal Math Teacher	Core Instruction: Students will receive targeted instruction on MAFS following Broward County’s Focus Calendar utilizing Go Math instructional materials. Teachers will utilize the I Do (model), We Do (guided practice), and You Do (independent practice) to provide instruction. Students will be assessed utilizing Go Math Chapter assessments. Teachers will determine whether students have mastered the standards or need remediation based on progress on assessments.

<p>Math</p>	<p>August 2018 – June 2019</p>	<p>I-Ready Instructional Program Go Math Series and Go Math Intervention Florida Coach Supplemental Instructional Materials</p>	<p>Student proficiency will be monitored through and evaluated through on-line academic programs to include I- Ready usage and performance reports.</p>	<p>Math Teacher, Principal ESOL Liaison ESE Specialist ESE Teacher</p>	<p>Supplemental Classroom Instruction: In addition to the core Math Block instruction provided, teachers will implement the following supplemental instructional practices to target the deficits identified in section 4.</p> <p>Students in grades 3-5 will utilize on-line academic programs such as I-Ready Math and Reflex math to support understanding of mathematical concepts in addition to classroom instruction. Students will utilize I-Ready program for 20 minutes three times per week during school.</p> <p>Remedial math instruction will be provided through the core series, Go Math. Go Math Intervention materials will be provided during small group sessions three times per week by the classroom teacher as a part of MTSS for Tier 2. Student progress will be monitored through Go Math assessments. Students not responding to Tier 2 interventions will receive small group intervention provided by the classroom teacher five days per week utilizing Go Math Intervention resources as part of Tier 3 MTSS support.</p> <p>Tutoring: <u>Targeted Population:</u> Targeted afterschool tutoring will be provided in Math for students in grades 3-5. Students invited for tutoring sessions are students with previous retentions, students who scored a level 1, 2 or low level 3 on the Math FSA, ELL and SWD students, and students performing below grade level on I-Ready diagnostic assessments as identified in Table 10.</p> <p><u>Instruction/Monitoring:</u> Teachers with proven success of moving students academically will teach during tutoring sessions. Student progress will be monitored by the Principal and 3-5 teachers based on academic achievement on class Go Math assessments and I-Ready data from lessons on each students’ personalized track as well as progress monitoring data.</p> <p><u>Program Implementation:</u> Students will be grouped based on their areas of deficiency and receive targeted instruction utilizing Triumph Learning Coach materials. Triumph Learning Coach materials provides guided and independent practice on standards in isolation. This will allow for explicit instruction on skills students are deficient. After-school tutoring will be conducted in 45 minute sessions twice per week.</p> <p>Pull-Out Sessions: Students unable to attend tutoring sessions, will receive pull-out instruction twice per week for 35 minutes during specials time so as to not interfere with classroom instructional time. Pull-out sessions will be conducted by paraprofessionals utilizing Triumph Learning Coach materials. The paraprofessional will report student progress during sessions to the</p>
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					<p>classroom teacher. Students’ progress will be monitored through classroom Go Math assessments as well as I-Ready data. Teacher will implement GO Math Core Series with fidelity during math block. During independent work time, struggling learners will be provided small group instruction by the teacher utilizing GO Math Intervention materials 3 times per week targeting specific areas of deficiency. This will be done in accordance with MTSS Tier 2 and Tier 3 intervention plan.</p> <p>Data Chats: Teachers will track student achievement data and meet with students to review their progress on a weekly basis. Teachers will meet with administration on a monthly basis to review student data to include classroom grades, progress monitoring data as well as formative assessments. During these sessions, teachers will analyze their students’ data to discuss growth and areas of deficiency. Intervention plans as well as review of effective instructional strategies will be discussed as a means of promoting student achievement.</p>
Math/ ELL	August 2018 – June 2019	<p>I-Ready Instructional Program</p> <p>Go Math Series and Go Math Intervention</p> <p>Florida Coach Supplemental Instructional Materials</p>	<p>Student proficiency will be monitored through and Evaluated through on-line academic programs to include I- Ready usage and performance reports.</p>	<p>Math Teacher, Principal ESOL Liaison</p>	<p>ELL students will be included and integrated in all remediation activities for Math. In addition, teachers will pay special attention to helping ELLs acquire new content area vocabulary. This is to include incorporating visual and auditory lessons from I-ready platform through each student’s individual track. Flocabulary will also be used to develop vocabulary because it includes Tier 2 words presented through song for content areas.</p>
Math/ SWD	August 2018 – June 2019	<p>I-Ready Instructional Program</p> <p>Go Math Series and Go Math Intervention</p> <p>Florida Coach Supplemental Instructional Materials</p>	<p>Student proficiency will be monitored through and Evaluated through on-line academic programs to include I- Ready usage and performance reports.</p>	<p>Math Teacher, Principal ESE Specialist ESE Teacher</p>	<p>SWD will be included and integrated in all remediation activities for Math. This is supplemental to ESE services prescribed by the student’s IEP as a means of targeting IEP goals and gap skills. Staff members working with SWD will have access to their IEP and will ensure that accommodations are provided with fidelity.</p>
Math/ Gifted	August 2018 – June 2019	<p>Go Math Assessments</p>	<p>Go Math Assessments</p>	<p>Math Teacher, Principal ESE Specialist Gifted Teacher</p>	<p>The teacher will utilize gifted instructional strategies such as curriculum compacting and pretesting to allow the students to work at an accelerated pace.</p>

		I-Ready Instructional Program	Diagnostic Assessments		Students will complete multidisciplinary project-based learning activities as identified in their EP goals. The gifted teacher will provide guidance and support with completing the project as outlined in the teacher/student created rubric.
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ELA Deficiencies:

Based on FSA- ELA student achievement data, 66% of students in grade(s) 6-8 are deficient in the domains of Integration of Knowledge and Vocabulary.

Based on AP1 Reading I-Ready data, 74% of students in grades 6-8 are deficient in Comprehension and Vocabulary.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
Literacy	August 2018 – June 2019	Collections	Collections Assessments	Principal Language Arts Teacher	Core Instruction: All students including ELL and SWD will receive literacy instruction in a Language Arts course utilizing Collections as the core series. Instruction will target Language Arts as well as Reading Standards. Students mastery of standards will be assessed through Collections assessments.
Literacy	August 2018 – June 2019	National Geographic Inside Collections I-Ready	I-Ready Student’s proficiency will be monitored through formative assessment data and core series assessments from Collections and NG Inside. Teachers will keep folders for each student and chart progress weekly. Teachers will also have data chats with students and record date of conference along with goals for the next two weeks.	Principal 6-8 Reading & Language Arts Teacher	Supplemental Reading Instruction: In addition to the core Language Arts instruction provided, teachers will implement the following supplemental instructional practices to target the deficits identified in section 4. Students who scored a level 1 or 2 on the FSA will have an additional reading course utilizing the NG Inside instructional materials. Reading course will include whole group, guided instruction, and differentiation through literacy stations. Students will receive additional instruction from classroom teacher using supplemental practice activities from I- Ready Teacher Took-Kit based on diagnostic and ongoing assessment results. National Geographic Inside Assessments will be used as a part of MTSS for Tier 2. Students not responding to whole group instruction will also receive small group instruction utilizing National Geographic Inside as Tier 3 support. On-Line Literacy Support Interventions: Students including SWD and ELL learners will utilize the following on-line academic programs I- Ready, Flocabulary and NewsELA to gain supplemental academic support and extra practice on ELA standards. I-Ready will be used to provide remediation on deficit skills through each student’s individual learning pathway. Checkpoint assessments are built in to monitor mastery of skill or need for reteach. This is especially important to

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					<p>target phonics instruction for students in grades 6-8 who have not mastered this domain.</p> <p>NewsELA will provide students with comprehension practice utilizing high-interest reading materials at their current Lexile reading level. Vocabulary practice is also built in through Power Words.</p> <p>Flocabulary will provide vocabulary practice to build background knowledge as well as incorporate listening, speaking and writing components needed for vocabulary acquisition.</p> <p>Literacy skills will be incorporated cross-curricula. Grade level appropriate literacy standards will also be reinforced in in other content area classes such as Social Studies and Science classes.</p> <p>Data Chats: Teachers will track student achievement data and meet with students to review their progress on a weekly basis. Teachers will meet with administration on a monthly basis to review student data to include classroom grades, progress monitoring data as well as formative assessments. During these sessions, teachers will analyze their students' data to discuss growth and areas of deficiency. Intervention plans as well as review of effective instructional strategies will be discussed as a means of promoting student achievement.</p>
Literacy/ ELL	September 2018-June 2019	I-Ready Supplemental Lessons that require frequently monitored lessons National Geographic Inside	Student growth will be monitored through I-Ready progress monitoring as well as teacher observation based on lessons. ACCESS for ELLs 2.0	Principal ESOL Contact 6-8 Teachers	<p>Based on deficiencies shown on ACCESS data in section 4, ELL students will be included and integrated in all remediation activities listed above for Literacy. In addition, teachers will pay special attention to helping ELLs acquire new vocabulary and expand Speaking and Writing skills incorporating Interactive Word Walls. Students will also utilize visual and auditory lessons from I-ready platform, and Flocabulary.</p> <p>Flocabulary will be used to support ELLs literacy development because it includes text-speech which helps aid in vocabulary acquisition as well as improve language development. Flocabulary also has the option to provide instruction at a slower pace and incorporate peer discussions to aid in listening and speaking.</p>
Literacy/ SWD	September 2018-June 2019	I-Ready Supplemental Lessons that require frequently monitored lessons	I-Ready progress monitoring as well as teacher observation based on lessons.	Principal ESE Specialist ESE Teacher General Education teacher	<p>SWD will be included and integrated in all remediation activities for Literacy. This is supplemental to ESE services prescribed by the student's IEP as a means of targeting IEP goals and gap skills. Staff members working with SWD will have access to their IEP and will ensure that accommodations are provided with fidelity.</p>

		National Geographic Inside			
Literacy/ Gifted	September 2018-June 2019	Project-Based Learning Assignments	Project-Based Learning Rubrics	Principal ESE Specialist General Education teacher Gifted Teacher	Students will complete multi-disciplinary project-based learning activities as identified in their EP goals. The gifted teacher will provide guidance and support with completing the project as outlined in the teacher/student created rubric.

Text-Based Writing Deficiency:

Based on FSA Text-Based Writing student achievement data, 29% of students in grade(s) 6-8 scored 7 or higher overall.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
Text-Based Writing	August 2018 – June 2019	Collections Core Series NewsELA	Simulated FSA Writing Prompts	Principal 6-8 Language Arts teachers	<p>Text-based writing instruction will take place for all students during Language Arts course. Teachers will implement the following writing practices to target the deficits identified in section 4.</p> <p>Explicit instruction and practice will be provided to students on Grammar.</p> <p>Collections Writing component will provide daily writing practice and will include modeling on writing instruction for Argumentative and Expository texts. Teachers will model and provide guided practice with students on planning, organizing and generating paragraphs, as well as editing.</p> <p>Teachers will utilize close read strategies to guide students on how to take notes and annotate a text and determine key details detailed to support main ideas.</p> <p>NewsELA will be utilized to provide nonfiction passages for students to read and take notes. NewsELA allows the teacher to provide annotation practice as well as incorporate guided questions throughout the text to spark student thinking and assist in comprehension of complex texts.</p> <p>Monthly timed FSA simulated writing assessments will be conducted so that students have practice completing essays in the format they will experience during FSA testing.</p> <p><u>Content Areas:</u> Writing will be incorporated into all content areas. Science and Social Studies instruction will provide opportunities for students to explain their</p>

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					answers through written responses that require the use of text-based evidence. Students will also use written response to explain their answers in math courses.
Text-based Writing ELL	August 2018 – June 2019	Collections NewsELA	Simulated FSA Writing Prompts	Principal 3-5 teachers ELL Contact	ELLs will participate in all of the writing initiatives listed above to support text-based writing. Students will also incorporate vocabulary and Reading interventions to support writing development. ELLs will receive allotted accommodations prescribed in their ELL plan to ensure they have the supports afforded to them to promote academic success.
Text-based Writing SWD Gifted	August 2018 – June 2019	Collections NewsELA	Simulated FSA Writing Prompts	Principal 3-5 teachers Gifted Teacher ESE Specialist ESE teacher	SWD will be included and integrated in all remediation activities for Writing. This is supplemental to ESE services prescribed by the student’s IEP as a means of targeting IEP goals and gap skills. Staff members working with SWD will have access to their IEP and will ensure that accommodations are provided with fidelity. Gifted learners will participate in Writing initiatives to promote text-based writing. The gifted teacher will provide guidance and support with completing tasks aligned to the student’s EP goals.

Math Deficiency:

Based on FSA Math, 61% of students in grade(s) 6-8 are deficient in Numbers Systems, Expressions and Equations and Geometry.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
Math	August 2018 – June 2019	Go Math Series	Go Math Assessments	Principal Math Teacher	<p>Core Instruction: Students will receive targeted instruction on MAFS following Broward County’s Focus Calendar utilizing Go Math instructional materials. Teachers will utilize the I Do (model), We Do (guided practice), and You Do (independent practice) to provide instruction.</p> <p>Students will be assessed utilizing Go Math Chapter assessments. Teachers will determine whether students have mastered the standards or need remediation based on progress on assessments.</p>
Math	August 2018 – June 2019	I-Ready Instructional Program Go Math Series and Go Math Intervention Florida Coach Supplemental Instructional Materials	Student proficiency will be monitored through and Evaluated through on-line academic programs to include I- Ready usage and performance reports.	Math Teacher, Principal ESOL Liaison ESE Specialist ESE Teacher	<p>Supplemental Classroom Instruction: In addition to the core Math block instruction provided, teachers will implement the following supplemental instructional practices to target the deficits identified in section 4.</p> <p>Students in grades 6-8 will utilize on-line academic programs such as I-Ready Math and Reflex math to support understanding of mathematical concepts in addition to classroom instruction. Students will utilize I-Ready program for 20 minutes three times per week during school.</p> <p>Teacher will implement GO Math Core Series with fidelity during math block. During independent work time, struggling learners will be provided small group</p>

					<p>instruction by the teacher utilizing GO Math Intervention materials 3 times per week targeting specific areas of deficiency as part of the MTSS Tier 2 instruction. Students not responding to Tier 2 intervention, will receive small group instruction provided by the teacher utilizing Go Math Intervention materials 5 days per week as part of the MTSS Tier 3 instruction.</p> <p>Tutoring: <u>Targeted Population:</u> Targeted afterschool tutoring will be provided in Math for students in grades 6-8. Students invited for tutoring sessions are students with previous retentions, students who scored a level 1, 2 or low level 3 on the Math FSA, ELL and SWD students and students performing below grade level on I-Ready diagnostic assessments as identified in Table 18.</p> <p><u>Instruction/Monitoring:</u> Teachers with proven success of moving students academically will teach during tutoring sessions. Student progress will be monitored by the Principal and 6-8 teachers based on academic achievement on class Go Math assessments and I-Ready data from lessons on each students' personalized track as well as progress monitoring data.</p> <p><u>Program Implementation:</u> Students will be grouped based on their areas of deficiency and receive targeted instruction utilizing Triumph Learning Coach materials. Triumph Learning Coach materials provides guided and independent practice on standards in isolation. This will allow for explicit instruction on skills students are deficient. After-school tutoring will be conducted in 45 minute sessions twice per week.</p> <p><u>Pull-Out Sessions:</u> Students unable to attend tutoring sessions, will receive pull-out instruction twice per week for 35 minutes during elective courses so as to not interfere with classroom instructional time. Pull-out sessions will be conducted by paraprofessionals utilizing Triumph Learning Coach materials. The paraprofessional will report student progress during sessions to the classroom teacher. Students' progress will be monitored through classroom Go Math assessments as well as I-Ready data.</p> <p>Data Chats: Teachers will track student achievement data and meet with students to review their progress on a weekly basis. Teachers will meet with administration on a monthly basis to review student data to include classroom grades, progress monitoring data as well as formative assessments. During these sessions, teachers will analyze their students' data to discuss growth and areas of</p>
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					deficiency. Intervention plans as well as review of effective instructional strategies will be discussed as a means of promoting student achievement.
Math/ ELL	August 2018 – June 2019	I-Ready Instructional Program Go Math Series and Go Math Intervention Florida Coach Supplemental Instructional Materials	Student proficiency will be monitored through and Evaluated through on-line academic programs to include I- Ready usage and performance reports	Math Teacher, Principal ESOL Liaison	ELL students will be included and integrated in all remediation activities for Math. In addition, teachers will pay special attention to helping ELLs acquire new content area vocabulary. This is to include incorporating visual and auditory lessons from I-ready platform, and Flocabulary.
Math/ SWD	August 2018 – June 2019	I-Ready Instructional Program Go Math Series and Go Math Intervention Florida Coach Supplemental Instructional Materials	Student proficiency will be monitored through and Evaluated through on-line academic programs to include I- Ready usage and performance reports.	Math Teacher, Principal ESE Specialist ESE Teacher	SWDs will be included and integrated in all remediation activities for Math. This is supplemental to ESE services prescribed by the student’s IEP as a means of targeting IEP goals and gap skills. Staff members working with SWD will have access to their IEP and will ensure that accommodations are provided with fidelity.
Math/ Gifted	August 2018 – June 2019	Go Math Assessments I-Ready Instructional Program	Go Math Assessments Diagnostic Assessments	Math Teacher, Principal ESE Specialist Gifted Teacher	Gifted learners will be placed in advance courses so they are able to work at an accelerated pace. The teacher will also utilize gifted strategies such as curriculum compacting and pretesting to also allow the students to work at an accelerated pace. Students will complete multidisciplinary project-based learning activities as identified in their EP goals. The gifted teacher will provide guidance and support with completing the project as outlined in the teacher/student created rubric.

Science Deficiency:

Based on Science FCAT, 80% of the 8th grade students are deficient in all domains with Nature of Science being the domain with greatest deficiency.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
Science	August 2018 – June 2019	Science Fusion	Science Fusion Customizable Assessments	Principal Science Teacher	<p>Core Instruction: All students will be provided science standards instruction by the science teacher utilizing strategies that align in complexity to the standard. The primary resource for instruction will be the core science series, Science Fusion. Instruction will utilize the I Do (modeled), We Do (guided), and You Do (independent practice) model.</p> <p>Students will be assessed utilizing customized Science Fusion assessments to target standards being taught and ensure the questions align to the standard.</p>
Science	August 2018 – June 2019	Fusion Series and Fusion Interventions Florida Coach Supplemental Instructional Materials for Science	Student proficiency will be monitored through and Evaluated through bi-monthly formative assessments.	Principal Science Teacher, ESOL Liaison, ESE Specialist, ESE Teacher	<p>Supplemental Classroom Instruction: In addition to the core Science instruction provided, teachers will implement the following supplemental instructional practices to target the deficits identified in section 4.</p> <p>Students in 8th grade will have weekly science labs and monthly science projects.</p> <p>During independent work time, struggling learners will be provided small group instruction by the teacher utilizing Science Fusion Intervention materials 3 times per week targeting specific areas of deficiency.</p> <p>Teachers will allow students to work with concrete or visual models in order to focus on concepts. Teachers will provide the basis for understanding key ideas and give students repeated opportunities to practice with a variety of models. Teachers will also incorporate explicit vocabulary instruction. Vocabulary instruction on scientific terms will enable students to understand key content, follow directions, process and discuss ideas, and work more confidently.</p> <p>Tutoring: Students will participate in weekly afterschool tutorials. Students targeted for science intervention will be previously retained students, students who are struggling in their classroom performance. Tutorials will take place twice each week for 45 minutes each session. Students will receive intervention instruction using Florida Coach resources. This provides guided instruction followed by independent practice activities based on targeted standards.</p> <p>Students attending tutoring will take a pre-test (FL Coach) at the beginning of tutoring sessions. During tutoring sessions, student progress will be monitored</p>

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					<p>through weekly data collection. Upon completion of the sessions students will take a posttest (FL Coach) to measure student growth.</p> <p>Data Chats: Teachers will track student achievement data and meet with students to review their progress on a weekly basis. Teachers will meet with administration on a monthly basis to review student data to include classroom grades, progress monitoring data as well as formative assessments. During these sessions, teachers will analyze their students' data to discuss growth and areas of deficiency. Intervention plans as well as review of effective instructional strategies will be discussed as a means of promoting student achievement.</p>
Science/ ELL	August 2018 – June 2019	<p>Fusion Series and Fusion Interventions</p> <p>Florida Coach Supplemental Instructional Materials for Science</p> <p>Flocabulary</p>	<p>Student proficiency will be monitored through and Evaluated through bi-monthly formative assessments.</p>	<p>Principal Science Teacher ESOL Contact</p>	<p>ELL students will be included and integrated in all remediation activities for Science. In addition, teachers will pay special attention to helping ELLs acquire new content area vocabulary. This is to include incorporating visual and auditory lessons from I-ready platform, NewsELA and Flocabulary.</p> <p>Flocabulary will be used to support ELLs science development because it includes text-speech which helps aid in vocabulary acquisition as well as improve language development specifically targeted for Tier 2 words. Flocabulary also has the option to provide instruction at a slower pace and incorporate peer discussions to aid in listening and speaking.</p>
Science/ SWD	August 2018 – June 2019	<p>Fusion Series and Fusion Interventions</p> <p>Florida Coach Supplemental Instructional Materials for Science</p>	<p>Student proficiency will be monitored through and Evaluated through bi-monthly formative assessments.</p>	<p>Principal Science Teacher, ESE Specialist, ESE Teacher</p>	<p>SWD will be included and integrated in all remediation activities for Literacy. This is supplemental to ESE services prescribed by the student's IEP as a means of targeting IEP goals and gap skills. Staff members working with SWD will have access to their IEP and will ensure that accommodations are provided with fidelity.</p>
Science/ Gifted	August 2018 – June 2019	<p>Project-Based Learning Assignments</p>	<p>Project-Based Learning Rubrics</p>	<p>Principal ESE Specialist Science Teacher Gifted Teacher</p>	<p>Students will complete multi-disciplinary project-based learning activities aligned with their EP goals. The gifted teacher will provide guidance and support with completing the project as outlined in the teacher/student created rubric.</p> <p>Gifted learners will also be placed in Advanced courses so they can work on science content at an accelerated pace. The teacher will also utilize gifted strategies such as curriculum compacting and pretesting to allow the students to work at an accelerated pace.</p>

Civics Deficiency:

Based on the 2017 Civics EOC, 62% of the students are deficient with Organization and Functions of Government.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
Civics	August 2018 – June 2019	Civics in Practice Civics Pacing Guide	Civics in Practice Assessments	Principal Civics Teacher	<p>Core Instruction: All students will be provided Civics standards instruction by the Civics teacher utilizing strategies that align in complexity to the standard. The primary resource for instruction will be the core series, Civics in Practice. Instruction will utilize the I Do (modeled), We Do (guided), and You Do (independent practice) model.</p> <p>Teacher lesson plans will incorporate research-based instructional strategies for Civics as well as integration of literacy-based, writing, and vocabulary development strategies aligned with LAFS.</p> <p>Students will be assessed utilizing assessments from the text to target standards being taught and ensure mastery of content.</p> <p>Progress monitoring will include midterm exam, and monthly standards-based practice tests that include questions of varying complexities.</p>
Civics	August 2018 – June 2019	Discovery Education FLDOE website NewsELA Library of Congress Flocabulary	Civics in Practice Assessments	Principal Civics Teacher	<p>Supplemental Instruction: In addition to the core Civics instruction provided, teachers will implement the following supplemental instructional practices to target the deficits identified in section 4.</p> <p>Civics teacher will incorporate various strategies to assist students with analyzing political cartoons, categorization, and historical documents such as WAVES, APPARTS, SPRITE.</p> <p>Discovery Education will be utilized to incorporate history videos relevant to the standards being taught.</p> <p>Literacy Integration: NewsELA will be used to provide unlimited access to hundreds of leveled news articles to support social studies education. NewsELA also allows for the teacher to provide opportunities for students to annotate the text and respond to written prompts about the articles. Each article also includes a vocabulary component that supports vocabulary development in context.</p> <p>Flocabulary will provide vocabulary practice to build background knowledge as well as incorporate listening, speaking and writing components needed for vocabulary acquisition of core vocabulary.</p> <p>Library of Congress provides the teacher with tools and resources that will be implemented in the classroom to support analyzing primary sources.</p>

Civics/ ELL	August 2018 – June 2019	Civics in Practice Civics Pacing Guide	Civics in Practice Assessments	Principal Civics Teacher ELL Contact	ELL students will be included and integrated in all supplemental activities for Civics. In addition, teachers will pay special attention to helping ELLs acquire new content area vocabulary. This is to include incorporating visual and auditory lessons from I-ready platform, NewsELA and Flocabulary. Flocabulary will be used to support ELLs science development because it includes text-speech which helps aid in vocabulary acquisition as well as improve language development specifically targeted for Tier 2 words. Flocabulary also has the option to provide instruction at a slower pace and incorporate peer discussions to aid in listening and speaking.
Civics/ SWD	August 2018 – June 2019	Civics in Practice Civics Pacing Guide	Civics in Practice Assessments	Principal Civics Teacher ESE Specialist ESE Teacher	SWD will be included and integrated in all core and supplemental activities for Civics. This is in addition to ESE services prescribed by the student’s IEP as a means of targeting IEP goals and gap skills. Staff members working with SWD will have access to their IEP and will ensure that accommodations are provided with fidelity.
Civics/ Gifted	August 2018 – June 2019	Project-Based Learning Assignments	Project-Based Learning Rubrics	Principal ESE Specialist Science Teacher Gifted Teacher	Students will complete multi-disciplinary project-based learning activities aligned with their EP goals. The gifted teacher will provide guidance and support with completing the project as outlined in the teacher/student created rubric. Gifted learners will also be placed in Advanced courses so they can work on Civics content at an accelerated pace. The teacher will also utilize gifted strategies such as curriculum compacting and pretesting.

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.

The component of the Curriculum and Instruction of the school’s approved charter application that has not been implemented with fidelity is the explicit integration of Reading and Writing in all content areas to include Math and Science. The instructional focus has been on targeting specific core skills in each content area as outlined in the Florida Standards. This approach emphasized the acquisition of specific skills but did not allow for the interdisciplinary studies as outlined in the charter application.

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.

The plan for addressing lack of cross-curricula instruction is identified in the deficiency plan. All other programs included in the charter are being implemented as designed.

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:

The school has identified lack of technology hardware to support instruction as a barrier.

Area	Timeline	Resources Needed	Person Responsible	Action Steps:
Technology	September 2018- December 2018	2 Lenovo Laptop Carts 30 Laptops per cart 40 Desktop computers for classroom usage	Principal Governing Board	School will purchase additional technology utilizing Title I grant funds
Technology Resources	September 2018- May 2019	NewsELA Site License Flocabulary Site License	Principal Governing Board	School will purchase site license through Title I Grant funds to provide additional academic responses to support student literacy development.
Professional Development	September 2018- December 2018	Professional Development Training provided by Vendor	Principal Teachers	School will purchase professional development trainings from the Vendors of online resources to take place throughout the school year. This will ensure teachers are properly trained on how to implement resources into their daily curriculum. Leadership will also participate in professional development to ensure they also understand how the programs are to be implemented and effective ways to monitor progress and use data to make informed instructional decisions.

Barrier:

The school has identified teacher turnover as a barrier.

Area	Timeline	Resources Needed	Person Responsible	Action Steps:
Faculty & Staff		New Teacher Support System	Principal	School will conduct Teacher Climate Needs assessment to determine the needs of the staff

	September 2018- May 2019	Teacher Climate Needs Assessment	Governing Board	School will utilize veteran teachers as a support system for new teachers and create specific times for collaboration as a means of ensuring new teachers feel supported
Professional Development	September 2018- May 2019	New Teacher Professional Development for teachers through My Learning Plan My Learning Plan Activities for Teachers and Principals	Principal In-service Facilitator Teachers	School will support teachers through registering and scheduling professional learning opportunities available in the district. Principal will monitor completion of courses and follow up activities as well as conduct classroom observations to ensure implementation of professional development content. Principal will participate in professional development opportunities to gain knowledge on increasing student achievement as well as effective instructional strategies. This knowledge will be used to effectively support teachers

9. Student Achievement Outcomes

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

K-2 Achievable Outcomes					
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
Literacy Goals					
Increase literacy development of students in grades K-2 including ELL students	70% of students in first grade will score at 55% or higher on the district Primary End of Year Literacy Assessment 70% of students in second grade will score at 65% or higher on the district Primary End of Year Literacy Assessment	Currently 26% of students in grades K-2 are on grade level based on Beginning of the Year I-Ready Literacy diagnostic assessment	Increase K-2 literacy development sets the foundational literacy skills needed for students to show proficiency is subsequent grade levels	August 2018-May 2019	Principal K-2 classroom teachers ELL Contact

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Increased literacy development of students in grade K-2 including ELL students	80% of students in grades K-2 will show a 40% increase in the number of students on grade level as evidenced by the I-Ready End of Year Literacy Diagnostic assessment.	Currently 26% of students in grades K-2 are on grade level based on Beginning of the Year I-Ready Literacy diagnostic assessment.	Increase K-2 literacy development sets the foundational literacy skills needed for students to show proficiency in subsequent grade levels	August 2018-May 2019	Principal K-2 classroom teachers ELL Contact
Increased literacy development of SWD students in grade K-2 *No gifted students in grades K-2	80% of SWD in grades K-2 will show a 15% increase on I-Ready Diagnostic Assessment from AP1 to AP3	Currently 100% of K-2 SWD students are below grade level as evidenced by the I-Ready Diagnostic Assessment	Increase K-2 literacy development sets the foundational literacy skills needed for students to show proficiency in subsequent grade levels	August 2018-May 2019	Principal K-2 classroom teachers ESE Teacher
Increased literacy development of K-2 ELL students	Students in grades K-2 will show a 10% increase as evidenced by WIDA ACCESS scores	Currently 90% of ELL students scored overall at Entering through Developing on WIDA ACCESS.	Increase performance on ACCESS literacy areas will assist students with improving in literacy areas overall in the general education curriculum	August 2018-May 2019	Principal K-2 classroom teachers ELL Contact
Mathematics Goals					
Increase Math achievement of students in grades K-2 including ELL students	Students in grades K-2 will show a 50% increase in the number of students on grade level as evidenced by the I-Ready End of Year Math Diagnostic assessment.	Currently 13% of students in grades K-2 are on grade level based on Beginning of the Year I-Ready Math diagnostic assessment.	Increase K-2 math development sets the foundational mathematical skills needed for students to show proficiency in subsequent grade levels	August 2018-May 2019	Principal K-2 classroom teachers ELL Contact
Increase Math achievement of SWD students in grades K-2 *No gifted students in grades K-2	80% of SWD in grades K-2 will show a 15% increase on I-Ready Math Diagnostic Assessment from AP1 to AP3	Currently 100% of K-2 SWD students are below grade level as evidenced by the I-Ready Math Diagnostic Assessment	Increase K-2 math development sets the foundational math skills needed for students to show proficiency on math standards and in subsequent grade levels	August 2018-May 2019	Principal K-2 classroom teachers ESE Teacher
Grades 3-5 Achievable Outcomes					
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
Literacy Goals					

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Improve FSA ELA scores of students in grades 3-5 including SWD and ELLs	45% of students in grades 3-5 will score level 3 or higher on FSA ELA.	35% of the students in grades 3-5 scored a level 3 or higher on the 2018 FSA. This would be a 16% increase.	This increase in proficiency will positively impact the school's overall student proficiency on the FSA.	August 2018 – May 2019	Principal 3-5 teachers ELL Contact ESE teacher
Increased literacy development of students in grade 3-5 including ELL students	Students in grades 3-5 will show a 40% increase in the number of students on grade level as evidenced by the I-Ready End of Year Literacy Diagnostic assessment.	Currently 24% of students in grades 3-5 are on grade level based on Beginning of the Year I-Ready Literacy diagnostic assessment.	Increased 3-5 literacy development in through the targeted instruction provided in I-Ready will assist students in addressing reading deficiencies as well as approve enrichment as needed.	August 2018-May 2019	Principal ELL Contact 3-5 classroom teachers
Improve the FSA ELA learning gains for students in grades 3-5 including SWD and ELLs	65% of students in grades 3-5 will make learning gains as evidenced by the FSA ELA.	55% of the students in grades 3-5 made learning gains on the 2018 FSA. This would be a 10% increase.	This increase in proficiency will positively impact the school's overall student proficiency on the FSA.	August 2018 – May 2019	Principal 3-5 classroom teachers
Increase the text-based writing proficiency of students in grades 4-5 including ELL and SWD learners	35% of students in grades 4-5 will earn an overall score of 7 or higher on the FSA Text-based writing assessment.	Currently 12% of students in grades 4-5 earned an overall text-based writing score of 7 or higher on the FSA Text-based writing assessment.	This increase in proficiency will positively impact the school's overall student proficiency on the FSA.	August 2018 – May 2019	Principal 3-5 teachers ESE Specialist ESE teacher ELL Contact
Increased literacy development of students in grade 3-5 including SWD students	80% of SWD in grades 4-5 will make learning gains as evidenced by the Reading FSA.	Currently 20% of ESE students in grades 4-5 scored a level 3 or higher on the 2018 ELA FSA.	This increase in proficiency will positively impact the school's overall student proficiency on the FSA. This increase will assist the students in achieving annual academic goals as identified on their IEP.	August 2018 – May 2019	Principal 3-5 classroom teachers ESE teacher
Maintenance and improvement of literacy achievement of gifted students	100% of gifted learners will score a level 3 or higher on ELA FSA and achieve at least a 1 point increase of their 2018 scale score.	Currently 100% of gifted students scored a level 3 or higher on the ELA FSA	Maintaining FSA achievement will ensure students are exceeding grade level expectations on state assessments. This will be accomplished through project-based enrichment activities.	August 2018-May 2019	Principal Gifted teacher ESE Specialist 3-5 classroom teachers

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Increased literacy development of 3-5 ELL students	Students in grades 3-5 will show a 20% increase overall as evidenced by WIDA ACCESS scores	Currently 70% of ELL students scored overall at Entering through Developing on WIDA ACCESS.	Increase performance on ACCESS literacy areas will assist students with improving in literacy areas overall in the general education curriculum	August 2018-May 2019	Principal 3-5 classroom teachers ELL Contact
Mathematics Goals					
Improve FSA Math scores of students in grades 3-5 including ELL and SWD learners.	65% of students in grades 3-5 will be score a level 3 or higher on the FSA Mathematics assessment.	53% of the students in grades 3-5 scored at or above a level 3 on the 2018 FSA. This would be a 12% increase.	This increase in proficiency will positively impact the school's overall student proficiency on the FSA.	August 2018 – May 2019	Principal ELL Contact ESE teacher 3-5 Math teachers
Improve the FSA Math learning gains for students in grades 3-5 including ELL.	70% of students in grades 3-5 will make learning gains on the FSA Mathematics assessment.	54% of the students in grades 3-5 made learning gains on the 2018 FSA. This would be a 16% increase.	This increase in proficiency will positively impact the school's overall student proficiency on the FSA.	August 2018 – May 2019	Principal ELL Contact 3-5 Math teachers
Increased mathematics development of students in grade 3-5 including ELL and SWD students	Students in grades 3-5 will show a 40% increase in the number of students on grade level as evidenced by the I-Ready End of Year Mathematics Diagnostic assessment.	Currently 24% of students in grades 3-5 are on grade level based on Beginning of the Year I-Ready Mathematics diagnostic assessment.	Increased 3-5 mathematics development in through the targeted instruction provided in I-Ready will assist students in addressing math deficiencies as well as approve enrichment as needed.	August 2018-May 2019	Principal ELL Contact ESE teacher 3-5 classroom teachers
Increased mathematics development of SWD students in grades 3-5	80% of SWD in grades 4-5 will make learning gains as evidenced by the Math FSA.	Currently 20% of ESE students in grades 4-5 scored a level 3 or higher on the 2018 Math FSA.	This increase in proficiency will positively impact the school's overall student proficiency on the FSA. This increase will assist the students in achieving annual academic goals as identified on their IEP.	August 2018 – May 2019	Principal 3-5 classroom teachers ESE teacher
Maintenance and improvement of Math achievement of gifted students in grades 3-5	100% of gifted learners will score a level 3 or higher on Math FSA and achieve at least a 1 point increase of their 2018 scale score.	Currently 100% of gifted students scored a level 3 or higher on the Math FSA	Maintaining FSA achievement will ensure students are exceeding grade level expectations on state assessments. This will be accomplished through project-based enrichment activities.	August 2018-May 2019	Principal Gifted teacher 3-5 classroom teachers
Science Goals					

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Improve FCAT Science scores of 5 th grade students including ELL and SWD learners.	60% of 5 th grade students will score a level 3 or higher on the Science FCAT.	45% of the 5 th grade students scored a level 3 or higher on the 2018 FCAT. This would be a 15% increase.	This increase in proficiency will positively impact the school's overall student proficiency on the FSA.	August 2018 – May 2019	Principal ELL Contact ESE teacher 5 Grade Science teacher
Improve FCAT Science scores of 5 th grade SWD	25% of 5 th grade SWD students will score a level 3 or higher on the Science FCAT.	0% of the 5 th grade students scored a level 3 or higher on the 2018 FCAT.	This increase in proficiency will positively impact the school's overall student proficiency on the FSA.	August 2018 – May 2019	Principal ESE teacher 5 Grade Science teacher
Grades 6-8 Achievable Outcomes					
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
Literacy Goals					

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Improve FSA ELA scores of students in grades 6-8 including SWD and ELLs	45% of students in grades 6-8 will score a level 3 or higher on the ELA FSA assessment.	34% of the students in grades 6-8 scored a level 3 or higher on the 2018 FSA. This would be a 11% increase.	This increase in students scoring at or above a level 3 will positively impact the school's overall student proficiency on the FSA.	August 2018 – May 2019	Principal Reading & Language Arts teachers ELL Contact ESE teacher
Increased literacy development of students in grades 6-8 including ELL and SWD students	Students in grades 6-8 will show a 40% increase in the number of students on grade level as evidenced by the I-Ready End of Year Literacy Diagnostic assessment.	Currently 36% of students in grades 6-8 are on grade level based on Beginning of the Year I-Ready Literacy diagnostic assessment.	Increased 6-8 literacy development in through the targeted instruction provided in I-Ready will assist students in addressing reading deficiencies as well as approve enrichment as needed.	August 2018-May 2019	Principal Reading & Language Arts teachers ELL Contact ESE teacher
Improve the FSA ELA learning gains for ELL students in grades 6-8 including ELLs	70% of students in grades 6-8 will make learning gains on the FSA ELA Assessment.	55% of the students in grades 6-8 made learning gains on the 2018 FSA. This would be a 15% increase.	This increase in proficiency will positively impact the school's overall student proficiency on the FSA.	August 2018 – May 2019	Principal Reading & Language Arts teachers ELL Contact
Increased literacy development of SWD students in grade 6-8	80% of SWD in grades 6-8 will make learning gains as evidenced by the ELA FSA.	Currently 0% of ESE students in grades 6-8 scored a level 3 or higher on the 2018 ELA FSA, however, 57% made learning gains.	This increase in proficiency will positively impact the school's overall student proficiency on the FSA. This increase will assist the students in achieving annual academic goals as identified on their IEP.	August 2018 – May 2019	Principal Reading & Language Arts teachers ESE Specialist ESE teacher
Maintenance and improvement of literacy achievement of gifted students	100% of gifted learners will score a level 3 or higher on ELA FSA and achieve at least a 1 point increase of their 2018 scale score.	Currently 100% of gifted students scored a level 3 or higher on the ELA FSA	Maintaining FSA achievement will ensure students are exceeding grade level expectations on state assessments. This will be accomplished through project-based enrichment activities.	August 2018-May 2019	Principal Gifted teacher Reading & Language Arts teachers
Increase the text-based writing proficiency of students in grades 6-8 including ELL and SWD learners	50% of students in grades 6-8 will earn an overall score of 7 or higher on the FSA Text-based writing assessment.	Currently 25% of students in grades 6-8 earned an overall text-based writing score of 7 or higher on the FSA Text-based writing assessment.	This increase in proficiency will positively impact the school's overall student proficiency on the FSA.	August 2018 – May 2019	Principal Reading & Language Arts teachers ESE Specialist ESE teacher
Mathematics Goals					

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Improve FSA Math scores of students in grades 6-8 including ELL learners.	45% of students in grades 6-8 will score a level 3 or higher on the Mathematics FSA.	39% of the students in grades 6-8 scored a level 3 or higher on the 2018 FSA. This would be a 6% increase.	This increase in proficiency will positively impact the school's overall student proficiency on the FSA.	August 2018 – May 2019	Principal ELL Contact 6-8 Math teacher
Improve the FSA Math learning gains for students in grades 6-8 including ELL learners.	70% of students in grades 6-8 will make learning gains on the Mathematics FSA.	54% of the students in grades 6-8 made learning gains on the 2018 FSA. This would be a 16% increase.	This increase in proficiency will positively impact the school's overall student proficiency on the FSA.	August 2018 – May 2019	Principal ELL Contact 6-8 Math teacher
Increased mathematics development of students in grades 6-8 including ELL students	Students in grades 6-8 will show a 40% increase in the number of students on grade level as evidenced by the I-Ready End of Year Mathematics Diagnostic assessment.	Currently 27% of students in grades 6-8 are on grade level based on Beginning of the Year I-Ready Mathematics diagnostic assessment.	Increased 6-8 mathematics development in through the targeted instruction provided in I-Ready will assist students in addressing math deficiencies as well as approve enrichment as needed.	August 2018-May 2019	Principal ELL Contact 6-8 Math teacher
Increased mathematics development of SWD in grade 6-8	80% of SWD in grades 6-8 will make learning gains on the Mathematics FSA. SWD in grades 6-8 will show a 10% increase in the number of students on grade level as evidenced by the I-Ready End of Year Mathematics Diagnostic assessment.	Currently 100% of SWD in grades 6-8 scored a level 1 on the Math FSA assessment.	Increased 6-8 mathematics development through the targeted instruction provided in I-Ready as well as differentiated Go Math Versions A-D, Reteach, will assist students in addressing math deficiencies	August 2018-May 2019	Principal ESE teacher 6-8 Math teacher
Maintenance and improvement of Mathematics achievement of gifted students	100% of gifted learners will score a level 3 or higher on Math FSA and achieve at least a 1 point increase of their 2018 scale score.	Currently 80% of gifted students scored a level 3 or higher of the Math FSA.	Maintaining FSA achievement will ensure students are exceeding grade level expectations on state assessments. This will be accomplished through targeted instruction using Go Math Extensions and H.O.T (Higher Order Thinking) differentiation as needed.	August 2018-May 2019	Principal Gifted teacher 6-8 Math teacher
Science & Civics Goal					
Improve FCAT Science scores of 8 th grade students including ELL and SWD learners.	35% of 8 th grade students will score a level 3 or higher on the FCAT Science Assessment.	20% of the 8 th grade students scored a level 3 or higher on the 2018 FCAT. This would be a 15% increase.	This increase in proficiency will positively impact the school's overall student proficiency on the FSA.	August 2018 – May 2019	Principal ELL Contact ESE teacher 8 Grade Science teacher

Increase student achievement on the Civics EOC assessment for all students currently enrolled in Civics course including ELL and SWD learners	58% of students enrolled in Civics will score a level 3 or higher on the Civics EOC assessment.	In 2017, 38% of students scored a level 3 or higher on the Civics EOC assessment.	This increase in proficiency will positively impact the school's overall student proficiency on the FSA.	August 2018 – May 2019	Principal ELL Contact ESE teacher Civics Teacher
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PART 3: Parent and Family Engagement Action Plan

Strategies and Activities to Increase Parent Participation

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: (Based on the analysis of available parent involvement data, identify and define an area in need of improvement.)					
By June 2019, Eagles' Nest Charter Academy will increase the number of parents participating in parental involvement activities by 10% through incorporating activities such as open house/back to school night, curriculum nights, PTRG meetings, parent nights, parent conferences, and award/recognition ceremonies.					
Specific Action/Event	Timeline	Resources Needed	Evaluation Tool (questionnaires, sign-in sheets, etc.)	Person Responsible	Strategies and Activities to increase student Achievement (explain how this activity strengthens/impacts parental involvement efforts on student learning)
Curriculum Nights in Literacy, Math, Science & Technology	August 2018- January 2019	Lead Content Area Teachers Laptops Handouts, Pencils, Highlights Translator to support Creole speaking parents Door Prizes	Sign-In sheets Exit Surveys	Principal Lead Content Area Teachers ESE/ELL Contact	Examples of exemplary student work samples will be displayed Parents will receive guidance on strategies they can implement at home to support student learning. Parents will gain knowledge on grade level expectations, testing requirements for FSA, EOC, ACCESS, and progress monitoring assessments. Parents will participant in hands-on activities as a means of modeling effective academic strategies to student learning at home. Parents will also gain knowledge on how to utilize technology to support and monitor student learning such as accessing Pinnacle (6-8), Khan Academy (K-8), and I-Ready (k-8) During each parent night, parents of SWD will receive pertinent information about testing and academic requirements that are pertinent to their child.

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					During each parent night, parents of ELL will receive pertinent information about testing and academic requirements that are pertinent to their child. In conjunction with Title 1 department additional academic resources will be made available to parents such as literacy materials in the home language and math manipulatives.
Parent Teacher Conferences	August 2018- May 2019	Continental Breakfast items Conference forms Translators (as needed)	Monthly Parent Conference Logs	Principal Teachers ESE teachers/ELL Contact	Parents will be kept abreast of their child’s academic progress to include a review of their data and receive specific strategies to support their child’s academic and social needs. Parents of students working through MTSS will be informed of their progress and work collaboratively with the CPST to create and implement a plan to improve student’s academic and/or behavior performance. Early Release & Teacher Planning Days will also serve as Parent Conference Days so that parents are provided with varied times to meet their schedule. Translators will be provided for parents to ensure they are able to understand information in their home language as well to be able to ask questions as needed.
Student Success Ceremonies: FSA Achievement Honor Roll Perfect Attendance Kid of Character Spelling Bee Academic Competitions Parent Involvement Breakfast	August 2018- May 2018	Awards: certificates, trophies, medals	Sign-In sheets	Principal Dean of Students Teachers	Parents will see their child receive recognition for positive academic as well as social achievements. Parents will also be recognized for consistently attending school-wide events and actively participating in student centered activities.
District-wide Parent Trainings: ESE/Gifted Parental Advisory Committee Gifted & Talented Symposium EASE Conference	August 2018- May 2019	Flyers of events	Parent Feedback Sign-In Sheets	Principal ESE Specialist ELL Contact Title 1 Liaison	Parents of SWD and gifted learners will be provided with flyers about ESE/Gifted Parent Advisory Meetings and events throughout the year to keep them abreast of resources and events to promote student success. Parents of ELLs will be provided with flyers of events sponsored by the district ELL department to support learning of ELL Students. Flyers will be sent home in the parents’ home language.

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Title 1 Parent Workshops ELL Parent Workshops					All parents schoolwide will receive flyers of Title I parent workshops that are provided throughout the district as a means of increasing positive parenting techniques as well as providing resources to support parents.
School-wide ELL & SWD Parent Initiatives Parent Nights (ELL & SWD breakout sessions) Educational Parent pamphlets	August 2018- May 2019	Lead Content Area Teachers Laptops Handouts, Pencils, Highlights Translator to support Creole speaking parents	Parent Feedback Sign-In Sheets	Principal ESE Specialist ELL Contact	During each parent night, parents of ELL and SWD will receive pertinent information about testing and academic requirements that are pertinent to their child. In conjunction with Title 1 department additional academic resources will be made available to parents such as literacy materials in the home language and math manipulatives. School-based documents will be provided to parent in the family's home language Educational pamphlets will be available in the front office for parents in their home language with resources to support their children and family with transitioning to American school system

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	Grade <u>K</u>	Grade <u>1</u>	Grade <u>2</u>	Grade <u>3</u>	Grade <u>4</u>	Grade <u>5</u>	Grade <u>6</u>	Grade <u>7</u>	Grade <u>8</u>	Total
Attendance below 90 percent	10%	9.7%	18.2%	20%	10.3%	20.6%	1.8%	4.4%	0%	95
One or more suspensions	2.6%	0%	2.3%	6.7%	5.1%	8.8%	7.1%	8.9%	7.0%	48.5
Course failure in ELA or Math	N/A	N/A	N/A	N/A	N/A	N/A	19.6%	15.6%	0%	35.2
Level 1 on statewide assessment	0	3.2%	0	22.2%	33.3%	26.5%	39.3%	46.7%	44.2%	215.4
Students exhibiting two or more indicators	0	0	0	8.9%	2.6%	8.8%	17.9%	17.8%	7.0%	63

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:

Indicator: Attendance Below 90%

Eagles' Nest Charter Academy will incorporate the following strategies to improve attendance of students in grades K-8.

- During parent meetings, attendance information such as school and district policy will be provided to parents to promote clear understanding of expectations as well as academic and social consequences of poor attendance.
- An attendance contract will be included in the first day packet that explains the expectations for student attendance as well as consequences.
- Proactive monitoring of attendance will take place. This includes creating an attendance watch list, sending home notices upon missing specific number of days, parent phone calls to discuss rationale for poor attendance and collaboration to resolve issues.
- Partner will social worker to help intervene in severe cases and also implement BTIP program.

Indicator: One or More Suspension

Eagles' Nest Charter Academy will implement the following strategies to reduce suspensions of students in grades K-8.

- Teachers will receive professional development on classroom management and incorporating PBIS as a means of promoting positive choices, accountability and behavior modification rather than punishment.
- CPST will meet to implement MTSS for students exhibiting repeated behavior concerns.
- Principal will ensure all behavior infractions are aligned to discipline matrix.
- Students will receive monthly recognition for exemplifying positive behavior choices.
- Social work services will be provided as a means to support students in Social Emotional Learning and provide additional behavioral supports as needed.
- Peer Counseling will be implemented with students in grades 4-8 as a means of promoting positive conflict resolution.

Indicator: Course Failure in ELA & Math

Eagles' Nest Charter Academy will implement the following strategies to reduce the number of students failing ELA and Math courses in grades 6-8.

- IMT will conduct student credit audits for students in grades 7 and 8 at the beginning of the school year to determine any deficiencies in credits.
- Parent meetings will be provided so that parents are aware of any credit deficits.
- The school will no longer use FLVS as a means for course recovery because student success rate was low. Students will complete standard-based work packets in the various subject areas under the supervision of their teacher as a means of satisfying course recovery requirements.
- The principal and teachers will meet at the end of each quarter to discuss any students in grades 6-8 that are fragile and at risk of failing to implement a success plan to get them back on track. This will include afterschool tutoring, providing required make-up assignments and MTSS interventions.

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: Elementary Grades K-5						
Support-Area Deficiency	Intervention Tier	Frequency/Duration of Intervention (how often and for how long will the intervention occur)	Timeline (over what span of time will the intervention take place)	Curriculum (what research-based resources will be used)	Progress Monitoring (what progress monitoring tool(s) will be used to assess the response to intervention)	Person Responsible (who will conduct/monitor the intervention)
Literacy	<input type="checkbox"/> Small group intensive	K-5 Tier 2 is administered 3 days per week for 30 minutes each session.	K-5 Tier 2 6 weeks: 10/1/18-11/16/18	K-3: Journeys Reading Toolkit: Phonological and Phonemic Awareness (language intervention), Phonics, Fluency, Vocabulary (language intervention), Comprehension, and Write in Reader 4-5: Journeys Literacy Toolkit: Word Study, Phonics, Fluency, Vocabulary (language intervention), Comprehension, and Write in Reader	Tools: <ul style="list-style-type: none"> ➤ K-5 - I-Ready for Reading ➤ K-5 -Journeys Progress Monitoring Assessment ➤ 4-5 -Literacy Toolkit Assessments Process: The team meets regarding each case at least once to analyze the progress monitoring data (iReady, Progress Monitoring Assessments, etc.) to determine if Tier 3 is required.	Reading Teacher and Principal
	<input type="checkbox"/> Individual intensive	Tier 3 is administered 5 days per week for 30 minutes each session.	K-5 Tier 3 8 Weeks: 12/3/18-2/8/18	K-3: Journeys Reading Toolkit: Phonological and Phonemic Awareness (language intervention), Phonics, Fluency, Vocabulary (language intervention), Comprehension, and Write in Reader	Tools: <ul style="list-style-type: none"> ➤ K-5 -I-Ready for Reading ➤ K-5 -Journeys Progress Monitoring Assessment ➤ 4-5 -Literacy Toolkit Assessments 	Reading Teacher and Principal

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				4-5: Journeys Literacy Toolkit: Word Study, Phonics, Fluency, Vocabulary (language intervention), Comprehension, and Write in Reader		
Math	<input type="checkbox"/> Small group intensive	K-5 Tier 2 is administered 3 days per week for 30 minutes each session.	K-5 Tier 2 6 weeks: 10/1/18-11/16/18	K-3: Go Math Strategic or Intensive Intervention 4-5: Go Math Strategic, Go Math Intensive Intervention, Go Math Reteach	K-5: Go Math Assessments (Biweekly and weekly) The team meets regarding each case at least once to analyze the progress monitoring data (iReady, Progress Monitoring Assessments, etc.) to determine if Tier 3 is required.	Math Teacher and Principal
	<input type="checkbox"/> Individual intensive	K-5 Tier 3 is administered 5 days per week for 30 minutes each session	K-5 Tier 3 8 Weeks: 12/3/18-2/8/18	K-3: Go Math Strategic or Intensive Intervention 4-5: Go Math Strategic, Go Math Intensive Intervention, Go Math Reteach	K-5: Go Math Assessments (Biweekly and weekly) The team meets regarding each case at least once to analyze the progress monitoring data (I-Ready, Progress Monitoring Assessments, etc.) to determine if Tier 3 is required.	Math Teacher and Principal
Science	<input type="checkbox"/> Small group intensive	K-5 Tier 2 is administered 3 days per week for 30 minutes each session.	K-5 Tier 2 6 weeks: 10/1/18-11/16/18	K-5: Science Fusion Florida Coach	K-5: Science Fusion Customizable Assessments	Science Teacher and Principal
	<input type="checkbox"/> Individual intensive	Tier 3 is administered 5 days per week for 30 minutes each session	K-5 Tier 3 8 Weeks: 12/3/18-2/8/18	K-5: Science Fusion Florida Coach	K-5: Science Fusion Customizable Assessments	Science Teacher and Principal

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Social Studies	<input type="checkbox"/> Small group intensive	K-5 Tier 2 is administered 3 days per week for 30 minutes each session	K-5 Tier 2 6 weeks: 10/1/18-11/16/18	K-5: HMH Into Social Studies	K-5: HMH Into Social Studies Assessments	Social Studies Teacher and Principal
	<input type="checkbox"/> Individual intensive	K-5 Tier 3 is administered 5 days per week for 30 minutes each session	K-5 Tier 3 8 Weeks: 12/3/18-2/8/18	K-5: HMH Into Social Studies	K-5: HMH Into Social Studies Assessments	Social Studies Teacher and Principal
Behavioral	<input type="checkbox"/> Small group intensive	K-5 Tier 2 is administered 3 days per week for 30 minutes each session	K-5 Tier 2 6 weeks: Interventions will occur until student behavior goals are met	PBIS World Interventions will be based on the specific behavior for example: Hyperactivity-- <ul style="list-style-type: none"> • Breaking down assignments • Individual work space • Small breaks 	Tools: TERMS Referral Data K-5 -Behavior Tracking logs K-5 -Behavior Contract Compliance K-5 -Stress/Energy Pass Usage logs Process: The administrative team meets to review behavior progress monitoring data: referrals, and student behavior trackers to determine if Tier 3 intervention is needed.	Classroom Teacher, Dean of Students, Principal
	<input type="checkbox"/> Individual intensive	K-5 Tier 3 is administered 5 days per week for 30 minutes each session	K-5 Tier 3 8 Weeks: Interventions will occur until student behavior goals are met	PBIS World Interventions will be based on the specific behavior for example: Hyperactivity-- <ul style="list-style-type: none"> • Nonverbal cues • Behavior Intervention Plan • Visual Schedule 	Tools: TERMS Referral Data K-5 -Behavior Tracking logs K-5 -Behavior Contract Compliance K-5 -Stress/Energy Pass Usage logs	Classroom Teacher, Dean of Students, Principal
Social/Emotional Learning	<input type="checkbox"/> Small group intensive	K-5 Tier 2 Meet up Lessons 15 minutes Daily	4-6 weeks	Stanford Harmony	Reflections	Principal, Dean, Teacher
	<input type="checkbox"/> Individual intensive	K-5 Tier 3 Buddy Up 30 min	4-6 weeks	Stanford Harmony	Reflections	Principal, Dean, Teacher

Multi-Tiered Systems of Support: Middle Grades 6-8						
Support-Area Deficiency	Intervention Tier	Frequency/Duration of Intervention (how often and for how long will the intervention occur)	Timeline (over what span of time will the intervention take place)	Curriculum (what research-based resources will be used)	Progress Monitoring (what progress monitoring tool(s) will be used to assess the response to intervention)	Person Responsible (who will conduct/monitor the intervention)
Literacy	<input type="checkbox"/> Small group intensive	Grades 6-8 Tier 2 is administered during Intensive Reading Class daily	Tier 2 Throughout school year	National Geographic Inside Levels A-C	Tools: <ul style="list-style-type: none"> ➤ 6-8 -I-Ready for Reading ➤ 6-8: NG Inside Progress Monitoring Assessments Process: The team meets regarding each case at least once to analyze the progress monitoring data (I-Ready, Progress Monitoring Assessments, etc.) to determine if Tier 3 is required.	Reading Teacher and Principal
	<input type="checkbox"/> Individual intensive	Grades 6-8 Tier 3 is administered 5 days per week for 30 minutes small group sessions during Intensive Reading class	6-8 Tier 3 September - May	National Geographic Inside Levels A-C REWARDS (disfluent students)	Tools: <ul style="list-style-type: none"> ➤ 6-8 -I-Ready for Reading ➤ 6-8: NG Inside Progress Monitoring Assessments, REWARDS (disfluent students) ➤ Students will be assessed every 20 days to determine if meeting requirements 	Reading Teacher and Principal

2018-2019 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Math	<input type="checkbox"/> Small group intensive	Grades 6-8 Tier 2 is administered 3 days per week for 30 minutes each session	Tier 2 6 weeks: 10/1/18-11/16/18	6-8: Go Math Version D, Go Math Reteach.	6-8: Go Math Version D Assessments (Biweekly and weekly)	Math Teacher and Principal
	<input type="checkbox"/> Individual intensive	Grades 6-8 Tier 3 is administered 5 days per week for 30 minutes each session	Tier 3 6 Weeks: 10/1/18-11/16/18	6-8: Go Math Version D, Go Math Reteach	6-8: Go Math Version D Assessments (Biweekly and weekly)	Math Teacher and Principal
Science	<input type="checkbox"/> Small group intensive	Grades 6-8 Tier 2 is administered 3 days per week for 30 minutes each session.	Tier 2 6 weeks: 10/1/18-11/16/18	6-8: Science Fusion	6-8: Science Fusion Customizable Assessments	Science Teacher and Principal
	<input type="checkbox"/> Individual intensive	Grades 6-8 Tier 3 is administered 5 days per week for 30 minutes each session	Tier 3 6 Weeks: 10/1/18-11/16/18	6-8: Science Fusion	6-8: Science Fusion Customizable Assessments	Science Teacher and Principal
Social Studies	<input type="checkbox"/> Small group intensive	Grades 6-8 Tier 2 is administered 3 days per week for 30 minutes each session.	Tier 2 6 weeks: 10/1/18-11/16/18	Civics- Civics in Practice World History- World History: Ancient Civilizations US History- History Alive! The United States Through Industrialism	Assessments from the following Core Series: Civics- Civics in Practice World History- World History: Ancient Civilizations US History- History Alive! The United States Through Industrialism	Social Studies teacher and Principal
	<input type="checkbox"/> Individual intensive	Grades 6-8 Tier 3 is administered 5 days per week for 30 minutes each session	Tier 3 6 Weeks: 10/1/18-11/16/18	Civics- Civics in Practice World History- World History: Ancient Civilizations US History- History Alive! The United States Through Industrialism	Assessments from the following Core Series: Civics- Civics in Practice World History- World History: Ancient Civilizations US History- History Alive! The United States Through Industrialism	Social Studies teacher and Principal

Behavioral	<input type="checkbox"/> Small group intensive	6-8 Tier 2 behavior interventions are administered daily	6-8 Tier 2 6 weeks: Interventions will occur until student behavior goals are met	PBIS World Interventions will be based on the specific behavior for example: Hyperactivity-- <ul style="list-style-type: none"> • Breaking down assignments • Individual work space • Small breaks 	Tools: TERMS Referral Data 6-8 -Behavior Tracking logs 6-8 -Behavior Contract Compliance 6-8 -Stress/Energy Pass Usage logs Process: The administrative team meets to review behavior progress monitoring data: referrals, and student behavior trackers to determine if Tier 3 intervention is needed.	Classroom Teacher, Dean of Students, Principal
	<input type="checkbox"/> Individual intensive	6-8 Tier 3 behavior interventions are administered daily	6-8 Tier 3 8 Weeks: Interventions will occur until student behavior goals are met	PBIS World Interventions will be based on the specific behavior for example: Hyperactivity-- <ul style="list-style-type: none"> • Nonverbal cues • Behavior Intervention Plan • Visual Schedule 	Tools: TERMS Referral Data 6-8 -Behavior Tracking logs 6-8 -Behavior Contract Compliance 6-8 -Stress/Energy Pass Usage logs	Classroom Teacher, Dean of Students, Principal
Social/Emotional Learning	<input type="checkbox"/> Small group intensive	6-8 Tier 2 Meet up Lessons 15 minutes Daily	4-6 weeks	Stanford Harmony	Reflections	Principal, Dean, Teacher
	<input type="checkbox"/> Individual intensive	6-8 Tier 3 Buddy Up 30 min	4-6 weeks	Stanford Harmony	Reflections	Principal, Dean, Teacher
<p>**ELLs will be included in all Tier 2 and Tier 3 interventions for all subject areas.</p> <p>**Long term ELLs (a student in the program for more than 3 years) who are struggling academically in any subject area and it is suspected that their performance is not based solely on language deficiency will be referred to the RtI process. Students will receive Tier 2 and Tier 3 interventions as indicated above by their classroom teacher as a means of addressing academic deficiencies.</p>						

PART 6: Graduation Rate Data—N/A

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			
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 /
Graduation Data:			
2018 <u>Number</u> of Students That Graduated In-Cohort:	2018 <u>Percent</u> of Students That Graduated In-Cohort:	2019 <u>Expected Number</u> of Students That Will Graduate In-Cohort:	2019 <u>Expected Percent</u> of Students That Will Graduate In-Cohort:
Post- Cohort Student Achievement Data			
<u>Post-Cohort</u> FSA/End of Course Retake Assessments:		<u>Post-Cohort</u> 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 /
Graduation Data:			
2018 <u>Number</u> of Students That Graduated Post-Cohort:	2018 <u>Percent</u> of Students That Graduated Post-Cohort:	2019 <u>Expected Number</u> of Students That Will Graduate Post-Cohort:	2019 <u>Expected Percent</u> of Students That Will Graduate Post-Cohort:

Graduation Rate Action Plan: N/A

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: Provide specific student achievement strategies to improve graduation rates and post-secondary college/career readiness.			
Action Steps	Person Responsible	Resources needed	Timeline
Example: Conduct FSA and EOC Retake assessment practice during Saturday Academy for juniors and seniors	Literacy Coach Selected Content-Area Teachers	FSA Reading Practice Materials EOC Subject-Area Practice Materials Reading Plus	November 2018-May 2019
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 1

PART II: TO BE COMPLETED BY TITLE 1 SCHOOLS ONLY

Complete School Name: Eagles Nest Charter Academy	Principal Name: Christine Mentis
School Location Number: 5355	Grade Levels Served: K-8

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.

The school administrative team to include the principal, ESE specialist, ESOL contact, lead teachers and parents will analyze data, parent involvement and attendance. School-wide student data will be compared to school-wide goals to determine areas of proficiency as well as areas of improvement. Areas of need are discussed and goals are voted on based on the data that is analyzed. The goals are implemented with the purpose of increasing academic success, parent involvement and attendance. The committee also determines materials, resources as well as professional development needed to meet the goals. A comprehensive plan for implementation, monitoring and evaluation is identified and put in place to support the attainment of school-wide goals. The Title I Compact is also analyzed and adjustments are made to ensure that we are meeting the needs of all students.

2. STATE CERTIFIED TEACHERS

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

- The school will partner with local colleges and universities to host student teachers/interns. This allows the school to gain access to students completing state certified education programs while also having interns become a part of the school culture.
- The school will also participate in job fairs as well as advertise instructional positions on web-based sites such as Teacher-Teacher and indeed.com. Utilizing these sites will increase the school's ability to target highly qualified applicants nationwide.

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

Eagles' Nest Charter Academy prides itself in being a great place to work. The school boasts a small staff which allows for a close and collegial work environment in which we see each other more as family than coworkers. It is important that all team members understand and share the same vision so that we are moving towards meeting our daily and annual goals.

- Every Wednesday afternoon is set aside for staff collaboration. Each Wednesday afternoon session has a different focus. The focus of these sessions includes faculty meetings and professional development, grade levels and vertical team meetings, and mentor teachers collaborating with their mentees.
- Eagles' Nest Charter Academy offers a pay scale that provides incremental increases after every year of successful teaching instruction. Additional compensatory incentives are offered for advanced degrees.
- The school also absorbs the cost of basic health, vision and dental insurance for all salaried employees.
- Employees also have the ability to participate in 401K as a means of planning for their retirement.
- AFLAC benefits are also available.
- New teachers are assigned to a veteran teacher for mentorship during their first year at Eagles' Nest Charter Academy even if it isn't their first year in the teaching profession.
- Teachers receive monthly recognition for meeting attendance goals, student achievement, and going the extra mile.
- The administrator has an open-door policy. This allows teachers, parents, students and all other stakeholders the ability to communicate directly with the administrator if there are any questions or concerns.

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

Eagles' Nest Charter Academy will ensure parents have the opportunity to provide input in the development, implementation and evaluation of the school wide plan. The school will solicit input from parents prior to the development of the plan at a monthly parent meeting. Parent meetings are held at a convenient time for the parent. During this meeting administration reviews the previous plan with parents and discusses what was implemented. Parents are able to provide their input as to the effectiveness of the previous plan as well as areas for improvement. Based on the suggestions from the parent body, the school administration then creates the school wide plan. Once the plan is in place, parents are asked for their input through the annual parent survey to determine the effectiveness of the plan.

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.

Parents will receive timely information about the Title I program in several ways.

- Title I information will be included in the school's monthly newsletter which is sent home with students, posted on the parent information board at the entrance of the school as well as posted on the school's website.
- Parents will also receive the School-Parent Compact form in the first day packet or upon registration (if registering for school after the first day of school). The School-Parent Compact provides parents with the goals and responsibilities of the school, the parent as well as the student.
- During the first month of school, Eagles' Nest Charter Academy will hold its Annual Title I Parent Meeting. This meeting is conducted during the evening so it is convenient to parents. A representative from the district Title I department is invited to this meeting to speak to the parents about the Title I program and how our students and families benefit from Title I resources. The school also utilizes this evening to have the Title I resource mobile on site. Parents are able to see what resources are available to them and can even borrow instructional materials to use with their child at home. The agenda of this meeting also allows for parents to meet with their child's teacher and review the grade level curriculum, instructional materials and grade level expectations for promotion.
- Parents will also have the opportunity to attend academic nights. During these meetings, lead teachers will discuss the standards, state assessments, proficiency requirements as well as strategies and resources the parents can implement at home to support their child's academic career. Academic nights are held for Literacy (to include reading and Writing), Math, Science and Technology.
- Literacy Night reviews the ELA FSA assessment. Parents are provided with examples of questions and texts so they can become familiarized with the format of the assessment as well as the standards that are assessed. Parents are also taught the various forms of writing to include informative, persuasive and argumentative. During this hands-on training, a lead teacher walks parents through the writing process. Parents leave with instructional packets including samples, resources, and strategies to use at home.
- Math Night reviews the Math component of the FSA. Parents will be provided with the standards that will be assessed in each grade level. A lead teacher guides parents through a hands-on demonstration of how to tackle various types of questions with a strong emphasis on problem solving.

- Science Night helps parents understand the science standards that will be assessed on the Science FCAT. A lead teacher will guide parents through the scientific method and complete a science project with them. Parents will leave with a mini science project board as well as resources and strategies to help support their child academically.

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.

Parents will meet April to review the school's current compact, and school-wide plan. During this meeting, parents will have the opportunity to provide input as to the success of the programs implemented and make suggestions for improvement that will be implemented in the plan created for the following school year.

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 participate in the annual Title I parent survey. The school will analyze the data from the survey to determine which areas parents feel the school can improve and those will be the areas in which the school will focus to improve the plan.

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

Eagles' Nest Charter Academy values the input of all stakeholders. Parents and family members have the opportunity to volunteer at the school throughout the school year. Upon completion of a volunteer application as well as a successful background check, individuals participate in daily volunteer activities throughout the school. These include assisting in the cafeteria, assisting teachers in the classroom, reading to classes, chaperoning fieldtrips and other school sponsored events.

Eagles' Nest Charter Academy values community partnerships. The school partners with the City of Lauderhill and utilizes school outreach programs through the local police department as well as fire rescue. The school also participates in local city activities such as writing contests and spelling bees.

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

- Inform parents of readiness skills during Kindergarten Round-Up:
In April, the school will conduct a Kindergarten Round-Up parent orientation. During this parent orientation, incoming parents of kindergartners will receive pertinent information about the school as well as the requirements for registration. Current kindergarten teachers will review the academic expectations of kindergarten, review readiness skills as well as review the daily schedule. Parents as well as students will tour the school and spend time in a kindergarten classroom.
- Offer preschool programs and collaborate with kindergarten teachers regarding grade level expectations:
During Kindergarten Round-Up, teachers will review grade level expectations with parents. Parents will also take-home resources that they provide kindergarten expectations as well as resources they can use with their child to help ensure they are prepared for the transition to kindergarten.
- Meet with local preschool programs to discuss readiness for transitioning students:
Eagles' Nest Charter Academy will visit local daycares and provide information about transitioning to kindergarten. School personnel will also attend parent nights at local daycares to speak to parents and answer questions to assist them in the transition to kindergarten.
- Allow classroom visitations for transitioning students and their parents.
The week prior to the first day of school, parents have the opportunity to participate in Meet & Greet. During Meet & Greet parent and students tour the school and their assigned classroom. They are able to meet with the teacher and become acquainted with their new surroundings prior to the first day of school.

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:

Eagles' Nest Charter Academy utilizes Title I, Part A as a school-wide effort to improve student achievement. Funds received through Title I are utilized to provide parent education, additional academic support for students not meeting proficiency in Reading, Mathematics and Writing, and to provide effective professional development for teachers to ensure rigorous and meaningful academic instruction for all students.

Title I, Part C- Migrant:

Eagles' Nest Charter Academy utilizes Title I, Part C to ensure migrant students do not face additional educational challenges because of their mobility. Supports are put in place to provide advocacy and family support as needed.

Title I, Part D –Neglected and Delinquent:

Eagles' Nest Charter Academy does not receive Title, I Part D funds.

Title II – Professional Development:

Eagles' Nest Charter Academy does not receive Title II funds. The school will participate in district-based Title II activities for teachers.

Title III - ESOL:

Eagles' Nest Charter Academy will utilize any Title III funds received to provide rich, research-based instructional materials for ELL students.

Title X- Homeless:

The school will implement the district's HEART program to assist families in transition. A school-based homeless liaison will be identified. The homeless liaison will serve to ensure families in transition are provided the appropriate supports available to them. The registrar will ensure that during the registration process, parents who positively respond to any question on the families in transition questionnaire will immediately be referred to the liaison for assistance.

Supplemental Academic Instruction (SAI):
Violence Prevention Programs: Eagles' Nest Charter Academy partners with the local Police Department to incorporate education programs that provide drug and violence education to students.
Nutrition Programs: Eagles' Nest Charter Academy is a sponsor under the National School Lunch Program. Therefore, the school will ensure that all national and state guidelines pertaining to student meals and nutrition are followed with fidelity.
Housing Programs: Eagles' Nest Charter Academy works with our school based social worker to provide families with appropriate resources as it relates to housing needs.
Head Start: Eagles' Nest Charter Academy does not offer a Head Start program.
Adult Education: Eagles' Nest Charter Academy does not offer Adult Education courses. Parents that are interested in such courses will be referred to the appropriate agencies that can provide support in those areas.
Career and Technical Education: Eagles' Nest Charter Academy does not offer Adult Education courses. Parents that are interested in such courses will be referred to the appropriate agencies that can provide support in those areas.
Job Training: Eagles' Nest Charter Academy does not offer Adult Education courses. Parents that are interested in such courses will be referred to the appropriate agencies that can provide support in those areas.
Other:

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

Describe how the school will utilize services and agencies to promote business and community involvement.

Eagles' Nest Charter Academy will partner with local businesses and agencies as a means of receiving goods and services that can benefit the school and students.

- The local Urban League is a partner that provides educational workshops for the students as well as parents.
- Lowe's, Publix and McDonald's are business partners that have been utilized to provide educational programs, supplies as well as incentives for students performing well academically.