School Improvement Plan (SIP)

CHARTER SCHOOL VERSION

Proposed for 2017-2018

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: West Broward Academy **School Location Number: 5052**

Current Grades Served: K-8 **Contract Grades Served: K-8** **Year School Opened: 2012**

2017-2018 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

Complete School Name: **West Broward Academy** **School Location Number:** **5052**	District: **Broward**
Principal: **Donna Baggs**	District Superintendent: **Robert Runcie**
Governing Board Member(s): **Basema Iskandarani** **Nathaniel Grasch** **Ana Diaz**	**Date of School Board Charter Approval**: June 13, 2017 **Date of Most Recent School Board Charter Amendment:** **July 26, 2016**

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.
School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/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%), and ambitious but achievable annual measurable objective (AMO) progress.

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%), and AMO progress, along with the associated school year)
Principal	Donna Baggs	BS: Elem. Education ME: Educational Leadership	10 MONTHS	5 YEARS	Aventura City of Excellence 2014 – A Aventura City of Excellence 2015 – A The Charter School at Waterstone 2016 – C
Assistant Principal					

Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, 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%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches 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	Prior Performance Record (include prior School Grades, FSA/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Zeneida Tercero	Elementary Education K-6 English 6-12 ESOL K-12 Reading K-12 *All certificates are Professional*	1	2	Palm Glades Prep Academy: 2017 – D Palm Glades Prep Academy High School 2017 - D Everglades Prep Academy: 2017 – D Everglades Prep Academy High School: 2017 - D
Math	Anelea Arbesu	Elementary Education K-6 ESOL K-12 *All certificates are Professional*	1	3	The Charter School at Waterstone: 2016 – C Summerville Advantage Academy: 2016 – C Advantage Academy Santé Fe: 2016 - A

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Required components of the School Improvement Plan for Charter Schools:

1. Mission Statement

Provide your school's mission statement:

The mission of West Broward Academy is to provide students with a well-rounded elementary and middle-school education, through a challenging program, focused on mathematics and science using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement.

2. Academic Data

*Provide **detailed** student academic data by subgroups for the most recent three (3) years (FSA, EOC, FCAT 2.O, FAIR-FS, BAS, iReady, etc.), if available:*

West Broward Academy did not serve students in grades three and above until 2016-2017. The data below is reflective of a first year of K – 7 at WBA.

2016-2017 School Data	
Attendance Rate	**94.4%**
Total Enrollment	**345 students**
White/Caucasian	**55**
Black	**124**
Hispanic	**136**
Haitian	**10**
Other	**17**
Free Lunch	**215**
Reduced Lunch	**30**
ESE Population	**27**
ESOL Population	**47**
Schoolwide FSA % Proficient	**38%**
Schoolwide FSA Math % Proficient	**40%**
NGSSS Florida Science Assessment Science Proficiency	**9%**
State Awarded Letter Grade	**F**
Points Needed to Attain for Grade Improvement	**240 - B** **125 – C**

West Broward Academy maintained no data for grades K-2 for the school years 2015-2016 and 2016-2017.

Math Domain	3rd	4th	5th	6th	7th
Operations, Algebraic Thinking, and Numbers in Base Ten	57%				
Numbers and Operations-Fractions	30%	55%			
Measurement, Data and Geometry	41%	15%	9%		
Operations and Algebraic Thinking		58%			
Numbers and Operations in Base Ten		50%	14%		
Operations, Algebraic Thinking, and Fractions			7%		
Ratio and Proportional Relationships				32%	5%
Expressions and Equations				5%	0%
Geometry				0%	0%
Statistics and Probability				6%	18%
Number System				13%	9%

Mathematics FSA Domain Proficiency by Grade - Level

Math Domain Proficient 2017 Current Level	3	4	5	6	7	Math Domain Proficient 2017 Current Level	3	4	5	6	7	Math Domain Proficient 2017 Current Level	3	4	5	6	7
Operations, Algebraic Thinking, and Numbers in Base Ten	57%					**Operations, Algebraic Thinking, and Numbers in Base Ten**	62%					**Operations, Algebraic Thinking, and Numbers in Base Ten**	43%				
Numbers and Operations-Fractions	30%	55%				**Numbers and Operations-Fractions**	35%	60%				**Numbers and Operations-Fractions**	70%	45%			
Measurement, Data and Geometry	41%	15%	9%			**Measurement, Data and Geometry**	46%	20%	14%			**Measurement, Data and Geometry**	59%	85%	91%		
Operations and Algebraic Thinking		58%				**Operations and Algebraic Thinking**		63%				**Operations and Algebraic Thinking**		42%			

Numbers and Operations in Base Ten		50%	14%			**Numbers and Operations in Base Ten**		55%	19%			**Numbers and Operations in Base Ten**		5%	86%		
Operations, Algebraic Thinking, and Fractions			7%			Operations, Algebraic Thinking, and Fractions			12%			**Operations, Algebraic Thinking, and Fractions**			9%		
Ratio and Proportional Relationships				32%	5%	Ratio and Proportional Relationships				37%	10%	**Ratio and Proportional Relationships**				6 %	95%
Expressions and Equations				5%	0%	Expressions and Equations				10%	5%	**Expressions and Equations**				95%	100%
Geometry				0%	0%	Geometry				5%	5%	**Geometry**				100%	100%
Statistics and Probability				6%	18%	Statistics and Probability				11%	23%	**Statistics and Probability**				31%	82%
Number System				13%	9%	Number system				18%	14%	**Number system**				87%	91%

Summary of Mathematics Data:

- **Operations, Algebraic Thinking, and Numbers in Base Ten:** 57% of 3rd grade Students scored proficiency in 3rd grade.
- **Numbers and Operations-Fractions :** 30% of 3rd graders scored proficient while students in grade 4 testing in the same domain scored 55% proficient.
- **Measurement, Data and Geometry** : Students in grade 3 achieved 41% proficiency while grades 4 achieved 15% and grade 5 achieved 9% proficiency.
- **Operations and Algebraic Thinking:** 58% of students in grade 4 scored proficient.
- **Numbers and Operations in Base Ten** : 50% of students in in grade 4 scored proficient, and student in grade 5 , 14% scored proficient.
- **Operations, Algebraic Thinking, and Fractions:** 7 % of 5th grade students scored proficient.
- **Ratio and Proportional Relationships:** 32% of students in grades 6 scored proficient and 5% of students in 7th grade achieved proficiency.
- **Expressions and Equations** : 5% of 6th grade students reached proficiency, and zero students in grade 7 achieved proficiency. Extended
- learning opportunities target these areas and curriculum is explained within this document.
- **Geometry** : Students in grades 6 and 7 did not score proficient in this domain.
- **Statistics and Probability** : 6% of 6th graders scored proficient and 18% of 7th graders reached proficiency. Instructional practices focus on skills and strategies that will elevate an increased number of students to a level 3 or above in this domain.
- **Number System**: 13% of students in grade 6 reached proficiency while in grade 7, 9% of the students scored proficient.

Grade Level Category by FSA Categories

Science achievement at WBA will increase during the 2017-2018 school year by implementing specific action plans and using monitoring tools and assessment practices outlined in the Science and STEM goal sections of this document, pages 70 – 77.

	Domain	5th	Black	White	Hispanic
Science	Nature of Science	9%	2%	0	2%
	Earth and Space Science	9%	2%	0	5%
	Physical Science	16%	2%	0	5%

Summary of Science Data for 5th Grade Science

- Nature of Science is 9% proficient and 91% non-proficient
- Earth and Space Science is 9% proficient and 91% non-proficient
- Physical Science is 16% proficient and 84% non-proficient
- Life Science is 5% proficient and 95% non-proficient

SUMMARY OF ELA DATA:

	Domain	3rd	4th	5th	6th	7th
ELA	Key Ideas and Details	13%	13%	14%	18%	0%
	Craft and Structure	28%	50%	21%	16%	4%
	Integration of Knowledge and Ideas	13%	15%	5%	16%	0%
	Language and Editing	8%	52.5%	24%	10%	0%
	Text based Writing		5%	21%	38%	0%

Key Ideas and Details:

- Grade 3 students scored 13% proficient and 87% scored non-proficient in this domain
- Grade 4 students scored 13% proficient and 87% scored non-proficient in this domain
- Grade 5 students scored 14% proficient and 86% scored non-proficient in this domain
- Grade 6 students scored 18% proficient and 82% scored non-proficient in this domain
- Grade 7 students scored 0% proficient and 100% scored non-proficient in this domain

Craft and Structure:

- Grade 3 students scored 28% proficient and 72% scored non-proficient in this domain
- Grade 4 students scored 50% proficient and 50% scored non-proficient in this domain
- Grade 5 students scored 21% proficient and 79% scored non-proficient in this domain
- Grade 6 students scored 16% proficient and 83% scored non-proficient in this domain
- Grade 7students scored 4% proficient and 96% scored non-proficient in this domain

Integration of Knowledge and Ideas:

- Grade 3 students scored Grade 3 students scored 13% proficient and 87% scored non-proficient in this domain
- Grade 4 students scored 15% proficient and 85% scored non-proficient in this domain
- Grade 5 students scored 5% proficient and 95 % scored non-proficient in this domain
- Grade 6 students scored 16% proficient and 84% scored non-proficient in this domain
- Grade 7 students scored 0% proficient and 100% scored non-proficient in this domain

Language and Editing

- Grade 3 students scored 8% proficient and 92% scored non-proficient in this domain
- Grade 4 students scored 53% proficient and 47% scored non-proficient in this domain
- Grade 5 students scored 24% proficient and 87% scored non-proficient in this domain
- Grade 6 students scored 10% proficient and 90% scored non-proficient in this domain
- Grade 7 students scored 0% proficient and 100% scored non-proficient in this domain

Text based Writing

- Grade 4 students scored 5% proficient and 95% scored non-proficient in this domain
- Grade 5 students scored 21% proficient and 78% scored non-proficient in this domain
- Grade 6 students scored 38% proficient and 62% scored non-proficient in this domain
- Grade 7 students scored 0% proficient and 100% scored non-proficient in this domain

ELA proficiency will increase with the implementation of specific plans outlined in the Literacy Plan section of this document, page 58.

Summary of Sub-Group Data.
Goals for sub-groups are located in the sections within this plan pertinent to each sub-group.
ELA Sub – Group Data:

- 33% of African American students scored a level 3 or above
- 47% of White students scored a level 3 or above
- 38% of Hispanic students scored a level 3 or above
- 29.4 % ELL students scored a level 3 or above
- 26.3% Students with disabilities scored a level 3 or above
- 38% Economically Disadvantaged scores a level 3 or above

Math Sub – Group Data:

- 36% of African American students scored level 3 or above
- 37% of White students scored level 3 or above
- 44% of Hispanic students scored level 3 or above
- 29% of ELL students scored level 3 or above, 71% scored not proficient
- 26% of Students with Disabilities scored level 3 or above, 74% scored not proficient
- 37.8% Economically Disadvantaged scores a level 3 or above

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Summary of K – 8 Data:

Kindergarten	2015-2016 Proficient	2015-2016 Non-Proficient	2016-2017 Proficient	2016-2017 Non-Proficient	2017-2018 Proficient	2017-2018 Non-Proficient
DAR			57%	43%		
FLKRS- Fall 2017			19%	81%	21%	79%
Moby Max – Reading Fall 2017					<1%	99%
Moby Max- Math Fall 2017					16%	84%
Letters/Sounds/Numbers Fall 2017					32%	68%
BAS/RRR Fall 2017			87%	13%	52%	48%
First Grade	**2015-2016 Proficient**	**2015-2016 Non-Proficient**	**2016-2017 Proficient**	**2016-2017 Non-Proficient**	**2017-2018 Proficient**	**2017-2018 Non-Proficient**
End of Year - Reading Spring 2016-2017			53%	47%		
End of Year - Math Spring 2016-2017			47%	53%		
Moby Max-Reading Fall 2017					55%	45%
Moby Max- Math Fall 2017					80%	20%
BAS/RRR Fall 2017			60%	40%	37%	63%
Second Grade	**2015-2016 Proficient**	**2015-2016 Non-Proficient**	**2016-2017 Proficient**	**2016-2017 Non-Proficient**	**2017-2018 Proficient**	**2017-2018 Non-Proficient**
End of Year - Reading Spring 2016-2017			67%	33%		
End of Year - Math Spring 2016-2017			43%	57%		
Moby Max- Reading Fall 2017					37%	63%
Moby Max- Math Fall 2017					43%	57%
BAS/RRR Fall 2017			64%	36%	46%	54%

Third Grade	2015-2016 Proficient	2015-2016 Non-Proficient	2016-2017 Proficient	2016-2017 Non-Proficient	2017-2018 Proficient	2017-2018 Non-Proficient
FSA-Reading Spring 2017			52%	48%		
FSA- Math Spring 2017			59%	41%		
Moby Max – Reading Fall 2017					30%	70%
Moby Max- Math Fall 2017					13%	87%
FAIR- Fall 2017 **(Level 1 & 2 FSA)**					29%	71%
Fourth Grade	**2015-2016 Proficient**	**2015-2016 Non-Proficient**	**2016-2017 Proficient**	**2016-2017 Non-Proficient**	**2017-2018 Proficient**	**2017-2018 Non-Proficient**
FSA-Reading Spring 2017			43%	57%		
FSA-Math Spring 2017			55%	45%		
Moby Max-Reading Fall 2017					29%	71%
Moby Max Fall 2017					20%	80%
FAIR- Fall 2017 **(Level 1 & 2 FSA)**					24%	76%
Fifth Grade	**2015-2016 Proficient**	**2015-2016 Non-Proficient**	**2016-2017 Proficient**	**2016-2017 Non-Proficient**	**2017-2018 Proficient**	**2017-2018 Non-Proficient**
FSA-Reading Spring 2017					29%	71%
FSA-Math Spring 2017					23%	77%
Moby Max-Reading Fall 2017					33%	67%
Moby Max Fall 2017					<1%	99%
FAIR- Fall 2017 **(Level 1 & 2 FSA)**					26%	74%

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Sixth Grade	2015-2016 Proficient	2015-2016 Non-Proficient	2016-2017 Proficient	2016-2017 Non-Proficient	2017-2018 Proficient	2017-2018 Non-Proficient
FSA-Reading Spring 2017					27%	73%
FSA- Math Spring 2017					30%	70%
Moby Max – Reading Fall 2017					27%	73%
Moby Max- Math Fall 2017					<1%	99%
FAIR-Fall 2017 **(Level 1 & 2 FSA)**					3%	97%
Seventh Grade	**2015-2016 Proficient**	**2015-2016 Non-Proficient**	**2016-2017 Proficient**	**2016-2017 Non-Proficient**	**2017-2018 Proficient**	**2017-2018 Non-Proficient**
FSA-Reading Spring 2017					21%	79%
FSA-Math Spring 2017					32%	68%
Moby Max-Reading Fall 2017					29%	71%
Moby Max-Math Fall 2017					<1%	99%
FAIR – Fall 2017 **(Level 1 & 2 FSA)**					7%	93%
Eighth Grade	**2015-2016 Proficient**	**2015-2016 Non-Proficient**	**2016-2017 Proficient**	**2016-2017 Non-Proficient**	**2017-2018 Proficient**	**2017-2018 Non-Proficient**
FSA-Reading Spring 2017						
FSA-Math Spring 2017						
Moby Max-Reading Fall 2017					32%	68%
Moby Max- Math Fall 2017					<1%	99%
FAIR- Fall 2017 **(Level 1 & 2 FSA)**					8%	92%

3. Student Achievement Objectives

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

Student Achievement Objectives and goals were established based on FCAT during the initial application period. During the school's renewal process, the following goals were established to reflect FSA :

- School wide FSA proficiency will meet or exceed the district average at 55% or higher
- School wide FSA ELA learning gains overall will meet or exceed the district average at 54% or higher
- School wide FSA ELA learning gains among the lowest quartile will meet or exceed the district average at 43% or higher
- School wide FSA Mathematics proficiency will meet or exceed the district average at 56% or higher
- School wide FSA Mathematics learning gains overall will meet or exceed the district average at 53% or higher
- School wide FSA Mathematics learning gains among the lowest quartile will meet or exceed the district average at 40% or higher
- NGSSS Florida Science Assessment 2.0 Science proficiency will meet or exceed the district average at 54% or higher
- Social Studies proficiency will meet or exceed the district average at 69% or higher
- A minimum of 99% of eligible students will be tested
- As measured by the 2018 FSA in Math, 50% of ELL students will experience a 5% increase in student learning gains over 2017.
- As measured by the 2018 Math FSA , 50% of students with disabilities (SWD) will demonstrate an increase in learning gains by 5% in Mathematics

The goal is for the school to receive a "B" grade for the 2017-2018 school year.

4. Student Performance Data Analysis

*Provide a **detailed** analysis in narrative format of the student performance data including academic performance by each subgroup:*

Grade Level Summary of Data Tables.

In the 2015-2016 school year, West Broward Academy was housed as a K-2 school and in the 2016-2017 school year, grew to a K-7 school, and now stands as a K-8 school in the 2017-2018 school year. Data collection was a deficiency in the past for West Broward Academy as evidenced by the charts of data from the 2015-2016 and 2016-2017 school years. Moving forward, more specific data has been tracked and analyzed.

As indicated in the chart on page ten, Kindergarten students overall lack proficiency in letters/sounds and numbers entering the 2017-2018 school year. Teachers will remediate this using the Journeys curriculum. An increase in proficiency in letters and numbers should then lend itself to an increase in proficiency in MobyMax reading data as well as in the Benchmark Assessment System (BAS).

First graders in the 2017-2018 school year are lacking in reading proficiency on grade level as indicated in the data in both Moby Max reading and the BAS data. Moby Max is an adaptive program that will remediate the basic skills students are lacking in this area. Additionally, small group instruction and teacher-led remediation using Journeys will be a focus for these students throughout the year. Regular use of mini-lessons and Journeys mini-assessments using Florida Test Power books provided in the Journeys curriculum are currently being used to raise student proficiency.

The Moby Max data provided in the chart on page ten is indicative of students who enter on grade-level. Second graders in the 2017-2018 school

year have entered with a 37% proficiency in reading and a 43% proficiency in math. This means that the students are lacking skills from first grade that would get them ready to begin learning on-level second grade material. Using MobyMax adaptive lessons, students are remediating the skills that they have missed learning in first grade. This remediation is done during class time. Additionally, teachers are using Journeys curriculum to remediate in small group, and in teacher led. In math, teachers are supplementing student remediation with Envisions 2.0 intervention kit to ensure that students understand the material building blocks that were missing from first grade math to be successful with second grade material.

A breakdown of specific student deficiencies as defined from the 2016-2017 FSA for grades 3-8 is evident in Section 5. As indicated in the graphs for individual grade levels 3-5 and grades 6-8, there is a significant deficiency in grade level proficiency in both reading and math. In order to remediate this in each grade level, students are assigned adaptive lessons through MobyMax that will provide specific remediation for grade-level skills prior to their current grade-level skills that they have not yet mastered. This will lead to an overall increase in grade-level proficiency for each grade level. Teachers will remediate overall group deficiencies as described in section 5 of this plan

School Report Card 2017

2016 – 2017
F

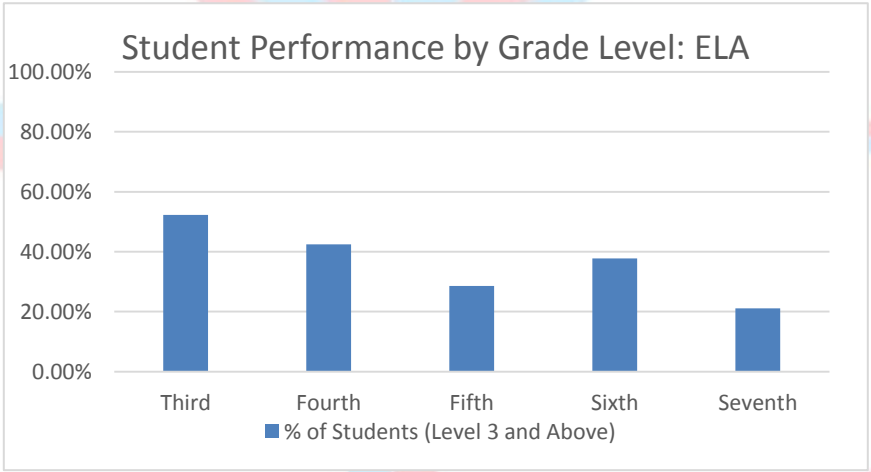
ELA % Scoring Proficient	ELA Learning Gains	ELA Learning Gains of the Lowest 25%	Math % Scoring Proficient	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Percent of Minority Students	Percent of Economically Disadvantaged Students
39	41	23	40	23	9	10	60	79.8	71.5

WBA administered the Florida State Assessment/NGSSS/Statewide Science Assessment for the first time during the 2016-2017 assessment window. The school had previously served students in grades K-1 and expanded to serve students in grades K-7 at a new location located in Coconut Creek. Although the goals established in the renewal document had an expectation that the school would meet or exceed the district average of performance and receive a grade of “B”, the school fell short of those goals.

As seen in the chart provided above, 39% (goal 55%) of students scored proficient on the ELA FSA with 41% (goal 54) making learning gains. Only 23% (goal 43%) of students in the lowest 25% scored proficient resulting in a deficit. Also, 40% (goal 56%) of students scored proficient in Math while only 23% (goal 53%) made learning gains. Only 9% (goal 40%) of students in the lowest 25% made learning gains resulting in a deficit. The school also had only 10% (goal 54%) of fifth grade students score proficient in Science. West Broward Academy seventh grade students in Social Studies approached its goal with 60% (goal 69%) scoring proficient. West Broward Academy did not meet the goal expectations for the 2016-2017 FSA/NGSSS/Statewide Science Assessment.

Student performance on the 2016-2017 ELA Florida State Assessment at level three and above:

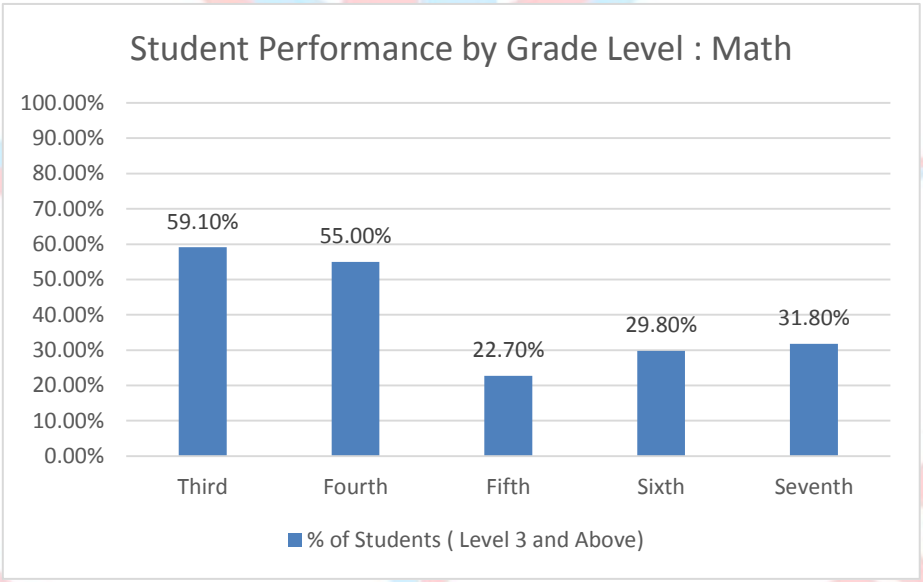
- 52% of third grade students scored a level 3 or above, 42% scored not proficient
- 42% of fourth grade students scored a level 3 or above, 58% scored not proficient
- 29% of fifth grade students scored a level 3 or above, 71% scored not proficient
- 38% of sixth grade students scored a level 3 or above, 62% scored not proficient
- 21% of seventh grade students scored a level 3 or above, 79% scored not proficient
- 33% of African American students scored a level 3 or above
- 47% of White students scored a level 3 or above
- 38% of Hispanic students scored a level 3 or above
- 29.4 % ELL students scored a level 3 or above
- 26.3% Students with disabilities scored a level 3 or above
- 38% Economically Disadvantaged scores a level 3 or above



Student performance on the 2017 Math Florida State Assessment-at level three and above:

- 59% of third grade students scored at level 3 or above, 41% scored not proficient
- 55% of fourth grade students scored at level 3 or above, 45% scored not proficient
- 23% of fifth grade students scored at level 3 or above, 73% scored not proficient
- 30% of sixth grade students scored at level 3 or above, 70% scored not proficient
- 32% of seventh grade students scored at level 3 or above, 68% scored not proficient
- 36% of African American students scored level 3 or above
- 37% of White students scored level 3 or above
- 44% of Hispanic students scored level 3 or above
- 29% of ELL students scored level 3 or above, 71% scored not proficient
- 26% of Students with Disabilities scored level 3 or above, 74% scored not proficient

37.8% Economically Disadvantaged scores a level 3 or above



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. A chart format is acceptable. Areas of deficiency are based on student performance data.*

The Leadership Team of West Broward Academy has analyzed student performance and has determined specific deficiencies to address during the 2017 -18 school year. The deficiencies noted in the MobyMax baseline data as well as the FSA data previously detailed are targeted with specific plans of action to remediate for increased student achievement. Specific plans are further elaborated on throughout the document within each content area of this document.

Because West Broward Academy K-2 reading is deficient, regular use of individualized remediation, Moby Max standards based assignments and assessments and implementation of the Journey's curriculum will correct this deficiency. Students deficient in math are receiving additional instruction using Envision Math, Camelot Learning and Math Centers that focus on standard specific deficiencies.

Deficiency	Specific Actions	Person Responsible	Resources Needed	Timeline
ELA Low Proficiency: **Cluster 3 Integration of Knowledge and Ideas**	4th, 5th, 6th, 7th, and 8th grade students focus primarily on Evidentiary writing. These tested areas resulted in the lowest proficiency levels for the previous year's 4th and 7th graders as documented on page7 of this plan.	D. Baggs, Principal D. Hugue, Dean J. Pino, Resource Teacher	CPalms Fl Standards Test Specifications	August 2017-June 2018
	Once a week, during planning periods and once a month after school, ELA teachers are provided support to design lessons targeting strategies that address standards that demonstrate mastery of Cluster 3 of the Florida Standard, Integration of Knowledge and Ideas, with the level 3 cognitive complexity demanded within each standard. This domain has been selected because it lends itself to all content areas. CPalms lessons are referred to as exemplars during lesson plan development.	D. Baggs, Principal D. Hugue, Dean J. Pino, Resource Teacher		August 2017-June 2018
	Additionally, students utilize MobyMax(adaptive curriculum), Ready Florida LAFS and CSA resources to	D. Baggs, Principal D. Hugue, Dean J. Pino, Resource	Moby Max Ready Fl LAFS Certificates	August 2017-June 2018

	close this achievement gap during thirty-minute before and after school tutorials provided by teachers twice a week as determined by formative assessment data such as teacher made assessments, MobyMax performance, and core curriculum assessments. Perfect attendance at tutorials results in receiving a certificate and recognition at an end of the year ceremony. Weekly attendance results in Bobcat Bucks to be redeemed for a dress down day, Lunch Chats, or entry into a raffle for a community secured prize. All elementary students receive daily science instruction for 45 minutes using Science Fusion as core curriculum.	Teacher	Bobcat Bucks Raffle Prizes	
	Students in grades 6-8 participate in a 90- minute block schedule using Science Fusion curriculum, Think Central, and supplemental resources approved by CSA.	D. Baggs, Principal D. Hugue, Dean J. Pino, Resource Teacher	Science Fusion Think Central CSA Resources	August 2017-June 2018
	Teachers will use content area reading strategies and Marzano instructional strategies to scaffold instruction and to support ESE students.	D. Baggs, Principal D. Hugue, Dean J. Pino, Resource Teacher	Graphic Organizers Marzano Strategies	August 2017-June 2018
	Teachers will use content area reading strategies and Marzano instructional strategies to scaffold instruction and to support ELL students.	D. Baggs, Principal D. Hugue, Dean J. Pino, Resource Teacher	Graphic Organizers Marzano Strategies	August 2017-June 2018
	Teachers receive support from the	D. Baggs, Principal	FI Standards	

	Resource Teacher in weekly lesson planning to unwrap standards, develop higher level thinking tasks and to identify and plan instruction with the use of complex texts. Additionally, teachers receive lesson demonstrations and instructional delivery modeling by the Reading Coach and CSA staff.	D. Hugue, Dean J. Pino, Resource Teacher	Informational Text	August 2017-June 2018
	Collections curriculum is the core text for the ELA classroom. Teachers plan together with the Resource Teacher using the *Collections* curriculum so that reading and writing are taught in tandem and not in isolation. While the reading teacher focuses primarily on close reading and analysis of the text through reading strategies, the ELA teacher uses the longer writing tasks in *Collections* along with *mywritesmart* and MobyMax writing workshop to develop and hone students' writing skills.	D. Baggs, Principal D. Hugue, Dean J. Pino, Resource Teacher	Collections MobyMax myWritesmart	August 2017-June 2018
Science Low Proficiency: **Earth and Space Science Proficiency(8th Grade)** **Life Science (5th Grade)**	To enhance science instruction taught from the core text Science Fusion, teachers collaborate with the Resource Teacher to plan rigorous lessons Science Fusion and Science Fusion resources, PBL.org in K – 2, Engineering is Elementary for 3rd- 5th, and Engineering is Everywhere for 6th – 8th grades. Additionally, curriculum or STEAM Model-Eliciting Activity (CPALMS) is used for accelerated and Gifted learners. Teachers target Earth and Space Science and Life Science to strengthen these categories of science	D. Baggs, Principal D. Hugue, Dean J. Pino, Resource Teacher	Computers PBL.org resources Engineering is Everywhere Engineering is Elementary	August 2017-June 2018

	concepts. All students engage in one STEAM project-based lesson a month in all K-8 classrooms. Stem lessons target Earth and Space science and Life Science.	D. Baggs, Principal D. Hugue, Dean J. Pino, Resource Teacher Grade –Chairs	STEAM planning guides STEAM project based lesson plans Teacher assistance in STEAM lesson planning	August 2017-June 2018
	All students in need of Tier 2 and Tier 3 support receive assistance in the form of targeted intervention, including small-group learning, teacher-led small group learning, and center activities. This is an additional 30-minute instructional block in the school day in which science informational text is incorporated into the literacy instruction. Tier 1 students are provided enrichment instruction during this time as well. The Literacy and Math sections of this document outline resources/curriculum utilized for each tier of instruction.	D. Baggs, Principal D. Hugue, Dean Grade-Chairs	Think Central Computers MobyMax lessons Informational Text	August 2017-June 2018
	Science students qualify for after school tutoring based upon weekly formative and Unit Assessments. Think Central is utilized for these lessons with follow - up lessons being delivered by the classroom teacher. Support lessons from MobyMax (Moby Science) are utilized for Tier 2 and Tier 3 students for enrichment and remediation.	D. Baggs, Principal D. Hugue, Dean Grade-Chairs J. Pino, Resource Teacher	Moby Science Science Fusion Lab Materials as required by specific lab activities Leveled Readers Teacher Guides	August 2017-June 2018
	Science teachers will utilize interactive group work methods such as gallery walks, cooperative learning strategies (jigsaw) to engage students in solving a	D. Baggs, Principal D. Hugue, Dean Grade-Chairs J. Pino, Resource	Lesson Plan Guidance Coaching in Effective Instructional Delivery	August 2017-June 2018

	problem or learning new information to teacher collaboration and accountability.	Teacher		
	Teachers will involve students in guided discovery, fitting into the exploration phase of the scientific learning cycle, as they incorporate this method into lectures and labs. Teachers will prepare students, coach students, and set guidelines for appropriate group interaction.	D. Baggs, Principal D. Hugue, Dean Grade-Chairs	Science Fusion and Science Fusion Resources	August 2017 – June 2018
	All teachers work with the Resource Teacher on a weekly basis to develop lesson plans utilizing the CSA lesson plan template, test specifications, and standards. The lesson plans explicitly describe each step of the 5 E process: Engage, Explore, Explain, Extend, Evaluate.	D. Baggs, Principal D. Hugue, Dean J. Pino, Resource Teacher Grade-Chairs	Attendance Sheets Lesson Plan Template Science Standards Test Specs Curriculum Resources	August 2017-June 2018
	All teachers work with the Resource Teacher on a weekly basis to develop lesson plans that reflect a gradual release of responsibility to scaffold instruction for all learners. Instruction reflects: **Direct Instruction: I Do** **Teacher:** •Provides direct instruction •Establishes goals and purpose •Models •Think aloud	D. Baggs, Principal D. Hugue, Dean J. Pino, Resource Teacher Grade-Chairs	Lesson Plan Template Standards Test Specs Curriculum Resources	September 2017-June 2018

	Student: •Actively listens •Takes notes •Asks for clarification •We do it **Guided Instruction: We Do** **Teacher:** •Interactive instruction •Works with students •Checks, prompts, clues •Provides additional modeling •Meets with needs-based groups **Student:** •Asks and responds to questions •Works with teacher and classmates •Completes process alongside others Independent Practice: You do it independently **Teacher:** •Provides feedback •Evaluates •Determines level of understanding **Student:** •Works alone •Relies on notes, activities, classroom learning to complete assignment •Takes full responsibility for outcome **Collaborative Learning: You do it together** **Teacher:** •Moves among groups •Clarifies confusion •Provides support **Student:** •Works with classmates, shares outcome •Collaborates on authentic task			

	•Consolidates learning •Completes process in small group •Looks to peers for clarification			
	During the school day, students use various components of the core curriculum such as the Science Fusion including work text and interactive hands-on labs. Additionally, students can remediate during the school day with Leveled Readers- Books/Teacher guides for above and on-level and are assigned both digitally and in print.	D. Baggs, Principal D. Hugue, Dean Grade-Chairs	Science Fusion	August 2017 – June 2018
	All students have set content area learning goals and teachers conduct a data chat with each student quarterly to review goals and adjust as needed.	D. Baggs, Principal D. Hugue, Dean Grade-Chairs J. Pino, Resource Teacher	Goal Setting Template Data chat Guide Current Formative Data	August 2017 – June 2018
Overall Low Proficiency Levels in Math, Reading and Science in all categories	All students are offered the opportunity to participate in before and after school extended learning opportunities on Tuesdays and Thursdays from 3:30 – 4:00 beginning in September and running through June. Services are provided by WBA teachers and CSA staff. Assessment data used to identify students for this program comes from Florida Standards Assessment results and formative data collected during the week's instruction using MobyScience, teacher – made assessments, and core curriculum assessments. Weekly, teachers and Resource Teacher review formative data to regroup fluid	D. Baggs, Principal D. Hugue, Dean Grade-Chairs J. Pino, Resource Teacher	MobyMax Core resources CSA Resources	September 2017 – June 2018

	groups for small group instruction. Attendance sheets verify student attendance to the tutorial programs. Curriculum to be used include: • Camelot Learning – Math all grade – levels • MobyMax All content areas/all grade levels • Ready Florida MAFS/LAFS – Facilitated by classroom teachers, and use core and supplemental curriculum to close the achievement gaps. CSA developed curriculum resources			
	Saturday programs facilitated by teachers and staff are offered once a month in reading, math and science for two hours, (9:00 – 11:00) to meet the needs of these student who cannot attend before and after school. Curriculum resources mentioned above are used for this tutorial. Participants at tutorials receive Bobcat Bucks which can be redeemed for a dress down day, lunch chat or entry into a raffle for a community secured prize. Participants with perfect attendance at tutorials receive a certificate presented at an end of the year ceremony.	D. Baggs, Principal D. Hugue, Dean Grade-Chairs J. Pino, Resource Teacher	Camelot Learning Materials MobyMax MAFS LAFS CSA Resources Bobcat Bucks	September 2017 – June 2018
	Family events and parent academies provide support for home learning and for collaboration between home and school to promote student achievement.	D. Baggs, Principal D. Hugue, Dean	CSA Family Academy resources	September 2017-June 2018
	Progress Monitoring Forms are	D. Baggs, Principal	PMP Forms	August 2017-June

<table>
<tr><td></td><td>completed every nine weeks and are provided to parents with specific information targeting math, reading, and science.

Weekly, teachers meet as a grade-level to plan standards – based instruction with support from the Resource Teacher who provides assistance with differentiation of content, product, and process using the Concrete/Symbolic or Semi – Concrete/Abstract approach for math and science.</td><td>D. Hugue, Dean

D. Baggs, Principal
D. Hugue, Dean</td><td>Student Data

Curriculum Resources
Lesson Plan Template</td><td>2018

September 2017-June 2018</td></tr>
<tr><td>Deficient use of Elaboration in Writing as evidence by ELA proficiency</td><td>All students employ elaboration techniques in all classes including specials and electives.

Training and support is provided by expert teachers and CSA staff before school, after school, and during teacher planning periods. Resource Teacher/coach/CSA staff provide support during weekly lesson planning and provides modeling as needed.

Students explicitly receive instruction, modeling, and practice in using 7 elaboration techniques made visible to students for reference during writing tasks. Elaboration Techniques:
<table><tr><th>Techniques</th></tr><tr><td>Anecdotes
A short “story” to explain your point</td></tr><tr><td>Authoritative Quotes
A saying by someone, usually an “expert”</td></tr></table></td><td>During School

Before, During, After School</td><td>Student Work
Resources for Elaboration

Student Work
Writing Curriculum
Writing Resources
Writing Rubrics
Anchor Charts</td><td>September 2017-June 2018

September 2017-June 2018</td></tr>
</table>

	Comparisons Show how things are the same or different **Description** Paint a picture with words use the 5 senses, emotions, or observations **Examples** Something or someone that is what you are writing about **Fact** A statement that can be proven – the opposite of an opinion **Thought Shot** What you are thinking in your mind **Numbers or Statistics** Exact numbers to back up your point			
Inconsistent Data Analysis and Application of Data to inform instruction	All teachers receive training in data analysis and data based instructional planning on multiple occasions and in various venues in whole group, small group, and individually and during pre–planning, Wednesday workshops, grade – level meetings, data chat meetings, planning periods with Resource Teacher. Students receive instruction that is align to formative data and planned geared to levels 3 and 4 of the DOK wheel. Moderate and complex tasks are designed on a weekly basis between the teacher and the Resource Teacher. The ESE Specialist and the ELL	D. Baggs, Principal J. Pino, Resource Teacher Grade Chairs D. Baggs, Principal J. Pino, Resource Teacher Grade Chairs ESE Specialist ELL Contact	Data Chat Protocols Student Data Data Binder Lesson Planning Tools DOK Wheels Formative Data	August 2017-June2018 September 2017-June 2018

	Contact support teachers by assisting them in utilizing best practices for these subgroups.			
	Student progress and gaps in learning are tracked by teachers using CSA data forms and are analyzed and discussed during monthly data chats with the leadership team and weekly grade-level data chats facilitated by grade chair to inform instruction and make adjustments to student fluid groupings. The leadership team has established a clear schedule for conducting instructional walk- throughs, for debriefing observations with teachers, for conducting data chats with teachers, and for grade-level, leadership team, and faculty meetings.	D. Baggs, Principal	Lesson Plans Student Data Walk-throughs Sign In Sheets Meeting Summaries Schedules	August 2017- June 2018
Low Civics Achievement in all four domains as evidenced by EOC proficiency	Teacher implements iCivics for all 7th grade students on a weekly basis.	D. Baggs, Principal J. Pino, Resource Teacher	Computers	August 2017- June 2018
	Students have taken a baseline assessment and a mid-year assessment developed by CSA which has been used to determine achievement gaps,	D. Baggs, Principal D. Hugue, Dean J. Pino, ResourceTeacher	Baseline and mid-year Assessment	August 2017- June 2018
	All students in all subgroups have set a Civics EOC learning goal with action steps that is reviewed twice a quarter between student and teacher and parent to redesign goals/action steps and to monitor progress toward the goal.	D. Baggs, Principal D. Hugue, Dean J. Pino, Resource Teacher	Goal Sheets	August 2017-June 2018
	Students utilize an interactive word wall and Marzano's Academic Notebook strategy to record and document their learning of key Civics vocabulary.	D. Baggs, Principal J. Pino, Resource Teacher	Interactive Word Wall Notebooks Vocabulary	October 2017- June 2018

	Teachers plan weekly lessons with the Resource Teacher to align instruction with Civics standards, to unwrap the standards, and to align instruction with the item specs of the EOC Civics assessment. ELL Contact teacher and the ESE Specialist support the Civics teacher with note taking strategies to assist students in this subgroup experience success.	D. Baggs, Principal J. Pino, Resource Teacher	Standards EOC test specs Note taking strategies	September 2017- June 2018
	Students maintain an interactive notebook to organize Civics notes and documents and to record their synthesis of the history and how it relates to their world. ELL students are provided accommodations. ESE students are provided accommodations and all teachers receive support from the ESE Specialist for ESE students and fro the ELL Contact teacher on best practices for organization and note taking.	D. Baggs, Principal J. Pino, Resource Teacher Civics Teacher ESE Specialist ELL Contact	Notebooks	October 2017 -June 2018
	Daily announcement will pose a "Did You Know" Civics based question as a spiral review for the preparation of the EOC Civics assessment.	D. Baggs, Principal D. Hugue, Dean	Morning Announcement Form Civics Facts	October 2017- June 2018
	Students are provided with a 1.5 hour quarterly review tutorial before or after school. All students are invited and the tutorial is facilitated by a classroom teacher. Students engage in various small group activities to synthesis previously taught information to review Civics content. • Florida Joint Center for Citizenship • iCivics http://teachinghistory.org	D. Baggs, Principal D. Hugue, Dean	Review Document Activity Lesson Plans Computers Bobcat Bucks Prizes	Quarterly – The last week of each quarter

	Attendees receive Bobcat Bucks which can be redeemed for a dress down day, Lunch Chats, or entry into a raffle for a community secured prize. Perfect attendance results in a certificate and recognition at an end of the year ceremony. Veteran CSA Civics teachers have paired with the WBA Civics teacher to collaborate on best instructional practices to prepare students for the EOC. These teachers communicate by phone and through email communication on an informal basis. On a formal basis, the coach/Resource Teacher/Dean facilitates a virtual collaborative planning session after school hours for 45 minutes using Zoom or Hangout.	D. Baggs, Principal D. Hugue, Dean	Email Phone Zoom technology	October 2-17 – June 2018
Consistent implementation of modifications and accommodations to subgroups with fidelity as evidenced by FSA data	All students, including our most fragile ELL, receive accommodations and modifications as well as are best practices for subgroup achievement. All students including those in our ESE subgroup receive accommodations and modifications as documented on their individual plans as well as those that are best practices for subgroup achievement. Students are offered choices in product and process through learning menus and teachers address multiple learning styles to address various needs that can close the achievement gaps with these students.	D. Baggs, Principal K. Myers, ESE Specialist	Materials as prescribed by best ELL practices Materials as prescribed in the student's IEP Menu templates Multiple Learning Style choices Student Data/Learning Profiles	August 2017 – June 2018

Math Deficiencies: 3rd Operations and Fractions 4th Operations and Algebraic Thinking 5th Operations, Algebraic Thinking, Fractions 6th, 7th, 8th Grades Expression and Equations	Students are engaged in the Concrete-Semi-Concrete, Abstract method of instructional delivery. Teachers plan with Resource Teacher and Coach and receive instructional support and coaching of the CSA delivery method.	D. Baggs, Principal D. Hugue, Dean A. Arbesu, Math Coach J. Pino, Resource Teacher	Manipulatives	August 2017 – June 2018

All students at West Broward Academy need ELA and Math support in the form of targeted intervention. Students in all tiers receive interventions through small-group learning, teacher-led small group learning, and center activities as an additional 30-minute instructional block during the school day as a push- in model in the lower level learner's classes. Students are identified for tiered instruction by their teacher and presented to the RTI Team for follow-up. The RTI Team consists of teachers, administration and the ESE Specialist This team meets monthly to review data and discuss progress and next steps for learners. Agendas, minutes and sign-in sheets are completed at the time of each meeting and kept in an RTI binder. The implementation of an RTI process with fidelity was one of the deficiencies of West Broward academy during the 2016-2017 school year. Because of this, no students were identified as tier 3 during this time. At the end of the first nine weeks concluded on October 19th, the RTI team is currently in the process of meeting to determine students eligible for Tier 3.
At the current time, the RTI population is as follows:

GRADE LEVEL	TIER 1	TIER 2	TIER 3
K	97%	3%	
1	96%	3%	1%
2	49%	51%	
3	74%	22%	5%
4	78%	22%	
5	76%	2%	2%
6	78%	22%	
7	83%	17%	
8	96%	4%	

The School utilizes the FLDOE Multi-Tiered Systems of Support (MTSS) to identify student learning deficiencies, analyze the cause, formulate a plan, monitor progress, and analyze results as appropriate for students below, at, and above grade level. The School seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. As recommended, the School will follow the MTSS strategy.

MTSS Systematic Multi-Source Student Assessment Plan
http://www .florida-RTI.org/floridaMTSS/mtf.htm

Tier 1 Core Universal Instruction & Supports

- All students start in Tier 1, which consists of a research-based core curriculum and behavioral supports. All students are screened at this tier to determine if they are responding appropriately to instruction before they experience any significant failure in comparison to their peers.

Tier 2 Targeted Supplemental Interventions & Supports

- Tier 2 consists of increasing the time and intensity of the student's exposure to the core curriculum for students who do not appear to be responding appropriately to Tier 1 instruction and behavioral supports. For example, an additional 30 minutes per day may be devoted to reading in a small group (3-6 students), with a focus on building accurate and automatic recognition of words in text. Adjustments may be made within Tier 2 to increase time on task or decrease student/teacher ratio.

Tier 3 Intensive Individualized Interventions & Supports

- Tier 3 includes students who have been found eligible for special education and related services, and some who have not. Special education eligibility may allow exposure to remedial methods and practices that, although research-based and aligned with the content of the core curriculum, are not necessarily a part of the core curriculum. The cycle of progress- monitoring and adjustment of intervention will continue, even if a determination for special education eligibility is made.

The MTSS system also details a planning and problem-solving model used to match instructional resources to educational need. Teams continue to engage in instructional planning and problem solving to ensure that student success is achieved and maintained.

Step 1 Define	Define the problem. Determine the difference between expectations and actual.
Step 2 - Analyze	Analyze the problem using data to determine why the issue is occurring. Generate hypotheses founded in evidence-based content area knowledge, alterable variables and instructionally relevant domains. Gather assessment data to determine valid/non-valid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence- based instructional decisions. Determine the barriers to the student doing and knowing what is expected? Design the instruction to directly address those barriers.
Step 3 – Develop &	Implement plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Delineate how the student's or group of students' progress will be monitored and implementation integrity will be supported.
Step 4 - Measure	Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan. Progress monitoring data should directly reflect the targeted skill(s). If not working, modify the instruction/intervention plan to better support the student.

For each student who does not meet state performance levels in reading, writing, mathematics, and/or science, West Broward Academy, in consultation with the student's parent, implement an individualized Progress Monitoring Plan (PMP) to assist the student in meeting expectations for proficiency. Strategies may include, but are not limited to after-school tutoring, summer school, parent tutorial programs, reading instruction, mentoring, and intervention programs. The PMP identifies:

- Specific diagnosed academic needs to be remediated.
- Success-based intervention strategies to be used.
- A variety of remedial instruction to be provided.
- Monitoring and reevaluation activities to be employed.

Progress Monitoring Plans (PMP) are required for the following:

- K-2 students who exhibit a substantial deficiency in reading or mathematics as evidenced through Easy CBM achievement charts.
- All students who score below Level 3 on the FSA in English Language Arts or Mathematics. Students are provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

Any student in grades 3 through 8 who scores below a level 3 on the FSA in ELA or Mathematics or a level 1 or 2 on the Algebra 1 State End Of Course (EOC) exam, must have a Progress Monitoring Plan (PMP) or some other required plan such as a 504 Plan or Individual Education Plan (IEP). The PMP is in place until the student exhibits proficiency on the state assessment in the areas of reading and mathematics, or passes the Algebra 1 end of course exam (level 3 or higher).

- 3-8 students who score as "intensive" or "high risk" on FAIR.
- Retained students.
- Students new to the School who exhibit substantial deficiencies in reading, writing, mathematics, and science. A student who is not meeting the school district or state requirements for proficiency in reading and mathematics shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement: Individual Education Plan (IEP); School-wide system of progress monitoring for all students; or an individualized PMP.

To increase math proficiency in all grade – levels, but most notably with our Tier II students, WBA has chosen to use Camelot Learning, a hands-on curriculum, during before and after school tutorials and to be used during small group interventions because the lessons reach children of all learning styles, particularly the interpersonal, spatial, and kinesthetic learning styles typically not addressed by traditional curriculum. Camelot Learning's curriculum is aligned with National Council of Teachers of Mathematics (NCTM) standards and the Common Core Curriculum which strengthens skills necessary to master the Florida Standards. Lessons taught correlate to Florida Standard, It is the intent of Camelot for students to build foundational skills necessary to become successful in their school environment and to build confidence in their learning experiences. Camelot Learning's lessons are designed to reach children of all learning styles, and developed in accordance with the multiple intelligences model of learning. All of Camelot Learning's lessons prepare to apply concepts in problem solving situations. Vocabulary is an integral part of developing the skills and concepts necessary to explain solutions to problems. Because new teachers need support in delivering a math curriculum that aligns to the rigor of the Fl. Standards as well as to deliver the concrete, semi-concrete, abstract instruction which has proven successful in developing strong foundational skills, Camelot Learning curriculum is a wise choice due to the 40 scripted lessons with built in daily assessments. These scripted lessons and assessments support math teachers who are new or returning to teaching, to the district, or to a new grade – level so that students are engaged in research-based mathematics lessons that build foundational and problem-solving skills.

Camelot Learning was designed to help all students, especially reluctant learners, improve performance on standardized tests. Math skills are targeted through experiential learning. Based on Gardner's Multiple Intelligence model, the premise is that students who are not successful in traditional learning environments likely have dominant learning styles different from linguistic and logical intelligences which are the foundation of traditional educational. Focusing the curriculum on interpersonal, spatial, and kinesthetic learning styles, all students can engage in standards based tasks to master the Fl. standards. Hands-on lessons help students master essential skills and gain confidence in their ability to compute and problem solve. Learning styles are the basis for instruction, which provides differentiation while connecting mastery of skills to linguistic expression. By implementing Camelot Learning, WBA will realize the following student outcomes:

- The learner will demonstrate improved scores on standards-based tests by bridging mathematics skills acquired through alternate learning styles to linguistic and mathematical expression.
- The learner will be able to recognize and apply vocabulary that is an essential to mastery of mathematics.
- The learner will increase accuracy and speed in mathematics through mastery of mental math strategies and repetitive practice.
- The learner will interact with other students to learn mathematical skills and reinforce their skills by peer tutoring.
- The learner will build self-confidence by increasing their abilities with mathematics.

Camelot Learning Mathematics System uses experiential learning and teacher friendly strategies, with best practices and recommendations from the National Council of Teachers of Mathematics (NCTM). The recommendations from NCTM included in the Camelot Learning curriculum includes:

- Learning and practicing key skills to improve basic understandings in computation accuracy and mathematical competence;
- Game formats to promote interesting and active student involvement;
- Teacher scripts to reduce planning time and build in repetition and retention;
- Motivation points and ideas to reward students for daily participation; and
- Charts and workbooks to record student growth in number and fact acquisition

Forty lessons per theme include odd numbered lessons introducing new knowledge, and even numbered lessons reviewing that basic skill, culminating in standards-based assessments. Scripted lessons are designed to take 40 minutes. The format is as follows:

- **Warm Up** is a review of basic facts that also serves as a daily formative assessment.
- Introduction and Lesson: A motivating question or activity engages students, followed by a short lesson that introduces new information.
- **Guided and Independent Practice** follow the introduction of new material, where students apply the new information in solving Word problems or a game format.
- **Activity:** The hands-on activity incorporates strategies designed to enhance the understanding and practice of the targeted skill.
- **Daily Assessment** ends the lesson, with students competing in a standards based task. Students also evaluate the accuracy of the classmate's answers, and justify and support their thinking.
- **Vocabulary Review** is 5 – 10 minutes of each lesson, reviewing words, operations, definitions, and symbols of operations

To address ELA, Math, Science and Writing deficiencies in all grades, West Broward Academy has purchased the adaptive learning program, MobyMax. From the moment a student takes the diagnostic exam provided by MobyMax, students are continually monitored for standards mastery. Teachers can see student progress in the MobyMax data dashboard and can make immediate instructional decisions based upon this data. MobyMax differentiates learning for all students, filling in gaps of knowledge from grade level to grade level and students receive remedial instruction on a personalized basis. Students who are able to quickly master the material, can move through an accelerated program offered by MobyMax. MobyMax diagnostic and placement exam focuses on measuring each student's mastery of grade-level standards. Students are

presented “key” problems from each domain area that represents the most difficult skills in that domain. If a student fails these key problems, they are then presented problems for each of the standards in these domains. The test will end when a student has missed more than 60% of the standards they have been given. For instance, if a student misses 10% of the objectives in Kindergarten, 20% of the objectives in 1st grade, and 31% of the objectives in 2nd grade, they will finish the 2nd grade objectives and the placement test will end. These are the exams that determine the student’s individually, and this data has been informing instruction in the classroom for teachers and helps them in the formation of small groups for individualized teacher-led attention. According to recent results, students using MobyMax with fidelity, coupled with the support of their classroom teacher, have gained one full grade level in both reading and mathematics. Because MobyMax is differentiated and personalized to each student’s learning, it is also an excellent tool for students comprising all subgroups within the school’s population.

For science deficiencies, all elementary students receive daily science instruction for 45 minutes using Science Fusion. Middle school students are scheduled on a 90-minute block and use the Science Fusion curriculum. This year, instructional strategies that are used in conjunction with Science Fusion and include exploration--based problem solving, on-line Science Fusion components and on-line web resources such as https://www.nsf.gov/news/classroom/, http://sciencenetlinks.com/, http://www.discoveryeducation.com/ as well as learning menus allowing for differentiated product and process. The Science curricula is integrated throughout the curriculum to the greatest extent possible. This is accomplished via thematic units, class and school-wide projects and community initiatives that lend themselves to this integration. Students participate in weekly lab assignments, maintain a Science journal beginning in Kindergarten to include field assignments. The school provides opportunities for students and teachers to interact with experts in different scientific fields through webinars, videos, lesson plans and other activities that making Science exciting for students, including the quarterly Family STEAM Night.

The Civics teacher has been trained for the 2017-2018 school year on the use of iCivics in addition to the core text, Florida Civics in Practice Integrated. The use of an experiential program allows students to understand and analyze the systems of government more effectively than simply the use of the primary textbook. This program is heralded for its ability to foster meaningful Civics discourse which will also benefit deficiencies in ELA. Students were administered a baseline assessment to determine the greatest areas of need. Based on the data which is charted below, Students will be immersed in instruction targeting all areas of the Civics EOC. Specific action steps are outlined in the Literacy section of this document.

Writing

West Broward Academy understands that writing is a key component that is integrated into all content areas and is not taught in isolation. In K – 2 and 3-5, writing instruction is facilitated through the Journeys curriculum which includes the resource myWriteSmart—which (as stated by the Journeys website, “offers an intuitive online writing environment linked to reading that guides students through the process of collecting compelling text evidence to write skilled analyses of two or more texts according to specific prompts, just like they’ll encounter on Florida Standards Assessments. “ In doing so, the Journeys online writing component connects all learning tasks with process writing in a multitude of subject areas in addition to using sources in writing, analytic writing, and multiple different performance tasks. This program allows teachers to monitor student writing from outline to completion and provides teachers the opportunity to evaluate work using eRater. The tools provided by myWriteSmart incorporate drafting, sourcing, and peer editing and is modeled for all teachers by an in-house expert who supports teachers during planning periods on the use of this component. These tools are also contained within West Broward Academy’s supplemental academic program, MobyMax. This supplement to the Journeys writing curriculum is writing workshop by MobyMax. According to MobyMax, “writing Workshop makes writing fun and easy. Bite-sized lessons break down writing assignments into simple steps, allowing students to focus on and improve every aspect of their writing. Direct instruction, modeling, and hands- on practice ensure that your students build strong writing skills at their own pace. “Using writing workshop, teachers have the opportunity to assign projects that involve all three writing types: narrative,

persuasive (argumentative), and explanatory (informational). In addition, there are two separate modules provided for teachers. The writing assignment module offers opportunity for submission and revision of longer writing pieces. The short answer module of the writing workshop integrates writing across all subject areas. In K – 2 and in 3 - 5, students write daily for a 30-minute block. Journeys provides daily writing instruction that includes modeling, shared writing, and independent writing opportunities for students. Journeys guides teachers through a weekly Writing Mode and a Focus Trait for writing that changes for each Unit. Teachers are modeling and doing "think-alouds" to demonstrate the planning and writing process. Teachers design lessons using backwards planning using anchor texts from Journeys to demonstrate to students how to read through a story and then identify the parts (beginning, middle, and end) for planning. Students have multiple opportunities to respond to prompts that demonstrate writing proficiency by applying the weekly mode and focus traits. Also, this sample provide teachers with data for identify areas of growth to discuss at data chats and to guide their instructional planning.
In 6th – 8th grades, the Houghton Mifflin Harcourt Collections Program is used as the ELA core curriculum. Writing instruction is embedded within this curriculum, and performance tasks fully reflect current writing process pedagogy. The curriculum includes mentor texts to be used for conventions instruction, revision charts, and collaboration. Robust interactive lessons for all standards teach critical skills such as Writing Arguments, Using Textual Evidence, Evaluating Sources, and Using Media in Presentations. Teachers utilize writing maps aligned to Collections curriculum so that writing is taught within the reading curriculum rather than as an isolated skill. The Reading Coach has devoted time to explain the program's resources both from a student and teacher perspective, as well as how to use the program to differentiate instruction, assess, and use the curriculum technology (platform and digital tools) to meet the needs of all learners including our ELL and our ESE students. With this training, teachers can now enrich daily instruction by applying knowledge of program organization and pedagogy and support differentiation, assessment, and effective whole and small group instruction using program resources and instructional tools. Additionally, To support our students who need targeted intervention and for those who need enrichment in addition to our core curriculum various resources and on-line programs are utilized, such as http://achievethecore.org/, www.khanacademy.org, https://www.readworks.org, and www.readtheory.org.

Teaching and learning is paramount at WBA and to facilitate quality, teachers set professional goals based on their FSA results, classroom data, and observation feedback using the CSA Individual Professional Development Plan. School – wide Professional development for teachers not only align to teacher specific goals, but also target school – wide needs and grade-level needs and content specific needs as evidenced on FSA and baseline data and annual surveys and period surveys conducted by school administration. All teachers have been required to participate in mandatory PD topics as determined through annual CSA end –of- year survey, walk - through observation data, and FCA results. This PD has occurred prior to the start of school facilitated by Reading Coaches, Math Coaches, Principal and CSA staff targeting best instructional practices applicable to all content areas.
PD topics included:

- 90 Minute Reading Block
- 90 Minute Math Block
- Text Annotation and Close Reading
- Reading and Math Intervention Strategies for all students comprising all subgroups in the school's population
- Unpacking Standards
- Rigorous Centers/Stations
- PowerSchools
- Response to Intervention Procedures/Process
- Progress Monitoring Plan
- MobyMax

Additional professional growth opportunities have been, are currently, and will continue to occur during teacher planning days, weekly during

planning periods, and every Wednesday. Teachers also have opportunities offered through local agencies and BCSB. Training for these opportunities are facilitated by a coach/Resource Teacher/CSA staff. PD sessions are delivered by Principal/Teacher Expert/Coach. Topics for professional development include, but are not limited to:

- Elaboration Strategies
- Writing in all Content Areas
- Reading Strategies in all Content Areas
- Marzano Strategies
- Checks for Understanding
- Data Based Instruction
- Accountable Talk
- Concrete – Semi-Concrete -Abstract Mathematics Delivery Model
- ELL Strategies

During the instructional day, teachers receive professional growth opportunities while working through a coaching cycle with a CSA coach or with the Resource Teacher. Coaching cycle targets are determined through administrative observations, student work/data, or personal request from the teacher. Additionally, CSA provides virtual PD through Observe4Success targeting over 500 instructional areas that can be assigned specifically to a teacher's area of growth as determined through observations or by teacher request. Following the PD, the teacher debriefs with the dean and/or Resource Teacher and / or coach to plan for immediate transference into instruction. Monitoring of this PD is achieved by accessing records provided byObserve4 success. By staying current in effective instructional practices, WBA teaches can deliver quality instruction to students.

To support ESE students, strategies are provided in the classroom by both the ESE Teacher and the General Education teacher. The strategies used with fidelity and on a consistent basis in all grade-levels and content areas include:

- Assignments and tasks are differentiated to meet the needs of individual students
- Use of step-by-step prompts
- Prior knowledge is provided to students before a lesson is taught
- Graphic organizers for visual breakdowns of concepts, skills, and strategies are employed
- Heterogeneous grouping with peer support is provided
- Directions and questions are re-worded when needed
- Choice boards / menus are used for students to show mastery of a skill
- Computer programs on student's instructional level with tutorials and lessons are utilized in reading, math and science and writing.
- Conspicuous steps and strategies are used to solve problems
- Continuous reviews are routine to improve fluency
- Visual displays and non-linguistic representations are used in all content areas and grade levels
- Immediate, specific, and growth feedback is provided to students

6. Approved Educational Program

*Identify and list 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 and the rationale for **why** each component was not implemented (in narrative format):*

West Broward Academy provides an educational program that has been approved by our governing board and according to our charter agreement with Broward County. The education plan aligns to our mission, is intended to provide rigorous instruction to students and is a

research-based curriculum aligned to Florida State Standards. This education plan ensures that West Broward Academy is designed to guarantee academic excellence in every classroom, and steady academic progress as students build their knowledge base and academic skills from one year to the next. Guidance is provided to teachers by the leadership team and Resource Teachers regarding the content to be addressed in specific courses and at specific grade levels to monitor student mastery of standards. Teachers monitor the progress of students through regular assessment to ensure that each student masters the content of every lesson. Teachers regularly review student progress and develop personal learning plans and goals with each student through data chats.

Charter School Associates, Our Educational Management Organization, provides guidance and curriculum support through professional development and personnel necessary to see the process through. The following information provides clarity on our process. Some elements that were not implemented with fidelity included: lack of data driven instruction, inconsistent progress monitoring and weak implementation of curriculum and instructional techniques and using fidelity in making data-driven decision making. The result and outcome was the school grade of "F" for 2017. Contained herein is an explanation of the education model and how it drives instruction effectively when implemented with fidelity. The processes implemented will ensure fidelity and consistent progress monitoring, resulting in an increase in student achievement.

There are several components in the education plan that align to Florida's Continuous Improvement Model (FOCUS) to ensure students are appropriately prepared to master state standards. The components are as follows:

Baseline Assessment and Data (was not implemented with fidelity)
In compliance with Florida Statue 1008.22, baseline assessments are administered to establish where each student is in relation to grade level expectations and to determine appropriate placement. The first administration of the baseline assessments provides data to identify initial student mastery of concepts and areas of needed for remediation, identify students' strengths and weaknesses; to effectively target instruction; and to set school-level, classroom-level, and individual student-level goals. This starts at the beginning of the school year with the review of students' scores on the state-mandated assessment from the previous school year. Further, baseline data is obtained throughout the year with standards-aligned pre-tests that are utilized prior to each new unit of instruction.

Data-Driven Instruction (was not implemented with fidelity)
Our leaders and teachers analyze assessment data, and then provide targeted professional development to support teachers' knowledge base of the best instructional strategies to employ that meet the needs of each student. Teachers then have the information to effectively adjust instructional focus through spiral teaching and employ regrouping and other differentiation strategies to ensure that each student is making progress towards mastery of specific skills and content. Using this innovative approach of data-driven instruction and ongoing teacher support targeting the needs of each student, we ensure a culture of continuous improvement and increased student achievement. While the core segments are consistent, the instructional methods are dependent on the needs of the individual student as revealed by the data. Rather than a one-size-fits-all approach, innovative learning methods are utilized, and range from any or all f the following strategies:

- Student-centered Learning
- Blended Learning
- Marzano's Nine High Probability Instructional Strategies
- Cross-Curricular Instruction and Learning
- Multiple Intelligences
- Project-based Learning
- Cooperative Learning

After data-driven instruction, formative assessments are given to determine areas of growth and are used to continue to identify instructional priorities. Assessments measure instructional effectiveness and student achievement, and are an integral part of the education model. Formative assessments provide a systematic and regular measurement of students' progress in the classroom, and are the processes used to drive instructional practice. Summative assessments provide students with multiple opportunities to demonstrate standards mastery. Each teacher utilizes classroom assessments from the WBA curriculum resources. Other forms of assessments include exit tickets, quizzes, projects, essays, and more. Timely and specific feedback of student performance on grade level standards, through data chats, is then discussed to establish individualized goals for all students as provided by research conducted by Robert Marzano. To provide additional feedback in the instructional decision-making process, WBA uses a variety of school-wide assessments including EasyCBM, MobyMax, and Running Reading Records. Data chats are conducted weekly during grade-level meetings to analyze the week's assessment of student achievement and instruction is designed based on the most current data collected from the week's assessment. Bi-monthly data chats with teachers and the administrative team provide a forum for reflecting on the data and designing appropriate instruction to progress to the next level with students. CSA requires students to be assessed ,in addition to state requirements, a minimum of three times a year: **Baseline 8/21/2017 – 9/1/2017; Mid-Year: 12/4/17-12/22/17 Data Based Review: 1/29/18 – 2/9/18**

Classroom Walk-through – Principals and other instructional leaders spend time, at least weekly, observing the classroom for an impression of the quality of teaching and learning that is occurring using Observe4Success. The Principal looks for:

- Research-based teaching strategies
- Fluid student grouping patterns and engagement structures
- Use of instructional technology: Use of document cameras, computers, Smart Boards
- Instructional targets, objectives, mastery goals
- Rigorous Work: Bloom's taxonomy and Depths of Knowledge
- Walk-through data is used to coach the teacher, measure the impact of staff development and support professional learning communities to perfect instruction.

Progress Monitoring - Official ongoing progress monitoring includes:

- Fluency assessments
- Running Records
- Phonics & Phonemic Awareness assessments
- Interim Standards Assessments

The same assessments are administered to all students within all subgroups comprising the school's population, including each component of the FAIR. In-program assessments are also administered to these students. Accommodations for these students are provided, as appropriate, as described on the Florida Assessments for Instruction in Reading Approved Accommodations List.

Listed below are measurement tools used for assessment purposes to monitor progress throughout this year. These are used to determine the progress of students with regards to mastery of the standards, and reaching a level of proficiency on the FSA. The listed assessment tools do not preclude us from incorporating other measures that may be determined necessary to support our mission:

- **MobyMax** – This computer-based tools provides a wealth of information to the teacher, the leadership team and to Charter School

Associates. Through formative assessments this program provides a means to monitor student progress in real time making the dissecting and analysis of data more effective. The program provides and adaptive curriculum, aligned to Florida Standards, which creates an individualized plan for each student. This allows advanced students to progress while insuring that remedial students get the extra help they need. MobyMax is utilized for beginning of the year assessments and mid - year assessments. The program is used for supplementing instruction as well as this platform provides instructional tools as well as assessment components.

- **EasyCBM** – EasyCBM provides two different types of math measures, based on the National Council of Teachers of Mathematics (NCTM) Curriculum Focal Point Standards. The reading assessments available on the system are based on the 'Big Five' constructs of reading reported in the 2000 National Reading Panel report. Included are measures of early literacy (Letter Names, Phoneme Segmenting), phonics (Letter Sounds), fluency (Word and Passage Reading Fluency) vocabulary, and reading comprehension. This platform is used for progress monitoring every six weeks. Students who score below grade-level are considered deficient.
- All students receiving Tier 3 interventions in mathematics will initially be assessed with **EasyCBM: Number & Operations in grades K-2 and Number, Operations, & Algebra in grades 3-5.**
- These assessments are designed to be administered once every 3-4 weeks.
- Remember, do **NOT** use percent correct. Analyze the raw score (items correct) and the equivalent percentile band to determine if a measure is appropriate.
- If the student performs below the 10th percentile on the initial assessment, you will want to progress monitor with measures from one grade level below.

Retained Kindergarten			Administer the Kindergarten: *Number and Operations Assessment*		
Fall to Spring (September to June)			**Winter to Spring (January to June)**		
Is this measure appropriate? Does the student's raw score fall below the 50th percentile according to the FALL EasyCBM norms?			Is this measure appropriate? Does the student's raw score fall below the 50th percentile according to the WINTER EasyCBM norms?		
Items Correct	**Percentile Band**	**30 week Goal**	**Items Correct**	**Percentile Band**	**15 week Goal**
0-4	1st-5th	10	0-7	1st-5th	10
5	5th-10th	11	8	5th-10th	11
6	11th-15th	12	9	11th-15th	12
7	16th-30th	13	10-11	16th-30th	13
8	31st-40th	14	12	31st-40th	14
9	41st-50th	15	13	41st-50th	15

First Grade			Administer the First Grade: *Number and Operations Assessment*		
Fall to Spring (September to June)			**Winter to Spring (January to June)**		
Is this measure appropriate? Does the student's raw score fall between the 10th and 50th percentile according to the FALL EasyCBM norms?			Is this measure appropriate? Does the student's raw score fall between the 10th and 50th percentile according to the WINTER EasyCBM norms?		
Items Correct	**Percentile Band**	**30 week Goal**	**Items Correct**	**Percentile Band**	**15 week Goal**
6-7	10th-20th	13	9-10	10th-20th	13
8	21st-30th	14	11	21st-30th	14
9	31st-40th	15	12	31st-40th	15
10	41st-50th	16	13	41st-50th	16

Second Grade			Administer the Second Grade: *Number and Operations Assessment*		
Fall to Spring (September to June)			**Winter to Spring (January to June)**		
Is this measure appropriate? Does the student's raw score fall between the 10th and 50th percentile according to the FALL EasyCBM norms?			Is this measure appropriate? Does the student's raw score fall between the 10th and 50th percentile according to the WINTER EasyCBM norms?		
Items Correct	**Percentile Band**	**30 week Goal**	**Items Correct**	**Percentile Band**	**15 week Goal**
5-6	10th-20th	10	7-8	10th-20th	10
7	21st-30th	11	9	21st-30th	11
8	31st-40th	12	10-11	31st-40th	12
9	41st-50th	13	12	41st-50th	14

Reading criteria for determining students who are deficient in grades K – 2.

Kindergarten Reading Measures

Percentile	Phoneme Segmenting			Letter Names			Letter Sounds			Word Reading Fluency		
	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr
10th	0	6	21	3	13	29	0	6	19	0	1	3
25th	0	16	33	11	22	36	1	14	27	0	2	7
50th	6	31	43	24	35	45	6	26	35	1	3	13
75th	15	41	51	34	43	54	13	34	44	2	7	22
90th	29	50	59	45	50	66	24	39	52	4	13	41

Grade 1 Reading Measures

Percentile	Phoneme Segmenting			Letter Names			Letter Sounds			Word Reading Fluency			Passage Reading Fluency		
	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr
10th	15	31	35	20	34	42	15	25	30	3	10	18	1	10	20
25th	27	38	42	28	42	49	24	32	37	8	16	30	3	16	37
50th	37	50	52	40	56	68	31	41	45	15	28	49	7	32	60
75th	46	59	61	47	69	80	37	50	52	31	49	70	17	69	95
90th	54	66	67	59	80	90	44	58	62	54	69	84	43	107	124

Grade 2 Reading Measures

Percentile	Word Reading Fluency			Passage Reading Fluency			MC Reading Comprehension			Vocabulary		
	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr
10th	13	18	32	26	32	45	3	4	5	4	6	7
25th	24	35	48	41	57	73	5	6	7	5	9	10
50th	41	53	65	64	83	102	7	9	10	9	11	11
75th	58	68	80	89	108	129	9	11	11	11	12	12
90th	72	80	92	116	128	156	10	11	12	12	12	12

- **Instructional Focus Assessments:** Tests typically given every week and are aligned to specifications of Florida Standards and NGSSS. They are designed to measure mastery of competencies. Instruction and assessment match the skills and concepts that are aligned to the pacing Guides and the curriculum.
- **Standards-Based Assessments:** Formative assessments that are designed to evaluate whether a student has mastered a specific standard. Each assessment measures the academic performance of each student on a certain standard, based on content that has been introduced and practiced multiple times. These are teacher-created or from curriculum resources and are used in all subjects.
- **Diagnostic Assessments:** MobyMax and CSA developed tests are the basis for diagnostic and baseline assessments.
- **Running Records** determine students' independent and instructional reading levels according to the F&P Text Level Gradient. Running Records are administered quarterly for K – 2 students.
- **FAIR** administration is implemented according to the Fl. FAIR assessment windows and are provided for students in grades 3 – 5.

Grading and Reporting (was not implemented with fidelity)
West Broward Academy implements the philosophy that requires academic grades only reflect mastery of the grade level standards. To ensure integrity, academic grades reflect work completed in class. Work completed outside of the supervision of the teachers, such as homework, can be included in a practice grade, but not a mastery grade.

Grading a student's work solely on the standard that was taught allows the School to have a true indicator of the proficiency level of students as grades will not be skewed by non-academically related aspects. To support academic success, students are given multiple opportunities to practice what is taught to demonstrate mastery. If there is no mastery of the standard, the standard is retaught and the student has the opportunity to retest or correct mistakes.

Parents have real-time access to grades in the electronic grade book. Teachers can frequently communicate with families before an interim progress report or report card is issued to address any concerns about students who are failing their assignments.

Reporting in the student information system offers our school the capability of disaggregating data by individual student, by individual class, and by grade level. It also offers teachers, parents, and student's online access to student data. Student achievement data is included in each student's file and makes year-to-year evaluation and tracking of benchmarks more efficient. It also provides all stakeholders information to make decisions about differentiating instruction for each student.

Decision & Progress Monitoring (was not implemented with fidelity)
Teachers and administrators formulate decisions regarding implementation of the curriculum based on student performance and data. These decisions include to either move instruction on to a new standard beginning with a baseline assessment, or revisit the same standard through differentiated instruction, reaching students who need remediation or acceleration. A unique and innovative aspect of this education model is the fact that teachers do not simply move on to the next standard after assessment, but may continue re-teaching based on students' needs. The teacher re-teaches, either by whole-class or small-group instruction, until all students have mastered the standard. These decisions are determined through data chats and team meetings. The Instructional Pacing Guide serves as a resource to assist teachers in staying on track as they prepare students for the Florida Standards Assessment.

As part of the professional development plan, a member of the leadership team leads data chats. Teachers meet by grade level to analyze student data to ensure that they have a clear understanding of the importance of providing data-driven instruction. The data chats pin-point the strategies to be utilized in each classroom, including recognizing skills that each individual student needs to master. These meetings are integral to the school-wide and classroom goals setting, and motivate teachers to be continually committed to the academic growth of our students. Likewise, teachers conduct data chats with their students so the students are involved in the learning process. At all times, students know where they are regarding mastery of skills.

After analysis of data is conducted, teachers plan together by grade level, in conjunction with administrative team members, to ensure that learning objectives are aligned to state standards and the Instructional Pacing Guide. Pacing guides are provided for all FSA and EOC assessment courses. Teachers are also involved in vertical planning. This is helpful because the teachers at next grade level can inform the previous grade level teachers of where there are deficiencies or gaps in student learning so they can be addressed.

To meet the needs of our students, teachers follow the Education Model and data-driven decision making with regard to the instructional strategies used within the classroom. Teachers use various strategies to reach all learners, such as cross-curricular instruction, blended learning, project-based learning, and others. The core instructional strategies used at our school include Marzano's nine high probability instructional strategies. These strategies can greatly influence and assist teachers in planning lessons that truly meet the learning needs of all students. Having teachers reflect on classroom practices, procedures and instructional strategies implemented in their classroom is a technique that can assist them in raising the quality of their classroom instruction. Each of the strategies provides students with a learning environment that is academically rigorous, challenging, innovative, and focused on individual student learning needs. Marzano's nine high-yield instructional strategies support our instructional philosophy and practice.

Teachers are provided various professional development opportunities during teacher planning periods, after school and before school, on Saturdays and on Wednesday. Needs assessments are conducting annually by CSA to determine specific school-wide needs. Immediate areas of need on the campus are determined based on observations and teacher requests. The administrative team can assign professional development through Observe4scussess following an observation or a discussion with a teacher. Follow-up to the PD includes a debrief with the Principal, Dean or the Coach or Resource Teacher. Additional professional development is obtained through the Resource Teacher and Coach during coaching sessions. When professional development opportunities are provided, it is the expectation that all teachers, including specials and elective teachers, attend any training regarding reading, writing, STEM and instructional best practices/strategies. Content specific training for social studies, math and science are provided to content area teachers in addition to the CSA required trainings.

West Broward Academy's goal is to use the evaluative measurement assessments and tools listed above to analyze data, target instruction and progress monitor so that teachers and students have an ongoing source of data to help increase student achievement. In addition, all data collected and reviewed determines the level of intervention of instruction needed to increase learning for all students attending the school.

7. Addressing Identified Deficiencies

*Provide a **detailed** plan for addressing each identified **deficiency** noted in **part 6**, including specific actions, person responsible, resources needed, and timeline. How will each program be implemented in the future? How will teachers be prepared for implementation? Or, if the program(s) will not be implemented, will another program replace it?*

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Identified deficiencies and plans for remediation are below. West Broward Academy is committed to implementing the specific actions below to increase student achievement during the 2017-2018 school year.

Specific Actions	Persons Responsible	Resources	Timeline
Baseline Assessment and Data (not implemented with fidelity)			
All teachers identify initial student mastery of concepts and areas for remediation, within the first two weeks of school using CSA developed assessments. This data, along with FSA scores, are reviewed.	D. Baggs, Principal D. Hugue, Dean	CSA Baseline Assessments	September 2017 – June 2018
Using core curriculum assessments, MobyMax, EasyCBM, FAIR, Running Reading Records, FLKRS and other required assessments, the school continually obtains data to monitor student progress and mastery of standards.	D. Baggs, Principal D. Hugue, Dean	Curriculum Assessments Easy CBM FAIR Running Reading Records	September 2017 – June 2018
Consistent data chats using the CSA Protocol analysis and evaluation tool, are held weekly during team and grade level meetings using core formative assessments. Monthly data chats with administrators and teachers, result in refining the school's curriculum developed by CSA and aligned to Florida standards.	D. Baggs, Principal D. Hugue, Dean	CSA Data Chat Protocol Current Data	September 2017 – June 2018
Each student develops, along		Student Achievement Goal	

with their parent and teacher, an academic plan to include individual student goals to achieve learning gains. This plan is developed utilizing individual student data chat forms.	D. Baggs, Principal D. Hugue, Dean	Setting Plan	September 2017
Data-Driven Instruction (not implemented with fidelity)			
Data drives instruction and teachers receive training on the process of identifying data trends.	D. Baggs, Principal D.Hugue, Dean J. Pino, Resource Teacher	Professional Development	September 2017 – June 2018
To support student learning and achievement, Professional Development is held Wednesday of each week for one hour after school. To implement researched based effective instructional strategies, curriculum experts and teacher leaders, facilitate training in the following strategies: • Student-centered Learning • Blended Learning • Marzano's Nine High Probability Instructional Strategies • Cross-Curricular Instruction and Learning • Multiple Intelligences • Project-based Learning • Cooperative Learning	D. Baggs, Principal D. Hugue, Dean J. Pino, Resource Teacher Building experts	Professional Development	September 2017 – June 2018

Consistent data chats, using the CSA protocol analysis and evaluation tool, are held weekly during team and grade level meetings using core curriculum formative assessments and MobyMax data to compare growth and to address deficiencies. Monthly data chats with administrators, teachers, and support staff are held during the school day during teacher planning periods and result in refining pacing guides developed by CSA and to arrange tutorial program attendance needs. Between data chats, the leadership team will support teachers and monitor student achievement.	D. Baggs, Principal D. Hugue, Dean J. Pino, Resource Teacher	Professional Development Data Chat Schedule Data	September 2017 – June 2018
Decisions and Progress Monitoring (Not Implemented with Fidelity)			
Teachers engage in data chats with their students twice quarterly so the students are involved in the learning process. At all times, student know where they are regarding mastery of skills. Current formative assessment data, MobyMax data, and CSA assessment data is used to review student progress. The CSA goal-setting template completed for every child is used to adjust goals as needed.	D. Baggs, Principal D. Hugue, Dean J. Pino, Resource Teacher	Goal Sheets Data Binders Meeting Attendance Sheets Walk – Through Forms	August 2017 – June 2018

Grade-level teachers and the Resource Teacher plan instruction together on a weekly basis to unpack standards and ensure that learning objectives aligned to state standards and to design rigorous tasks reflective of DOK levels 3 and 4. ESE Specialist and ELL contact teacher also provide guidance in scaffolding these lessons with appropriate accommodations to meet the needs of all learners. Weekly, walk–throughs are recorded in CSA's tool of choice, Observe4Success. Observation forms specific to each content area are used and followed by immediate feedback to the teacher electronically.			
Grading and Reporting (Not implemented with fidelity)			
Academic grades reflect work completed in class. Work completed outside of the supervision of the teachers, such as homework, can be included in a practice grade, but not in a mastery grade. Teachers communicate grades at the interim and at the end-of-quarter. PowerSchools is used to record and report grades to parents. Additionally, parents have real time access to student grades, assignments,	D. Baggs, Principal D. Hugue, Dean D. Baggs, Principal D. Hugue, Dean	Student Work PowerSchools	August 2017 – June 2018 August 2017 – June 2018

attendance, etc. Teachers maintain a data binder for quick and up-to-date access to current data for each student. This data is used during data chats and team/grade – level meetings. The binder also contains a record of student discipline, attendance, and progress monitoring data.	D. Baggs, Principal D. Hugue, Dean	Data Binder Data Forms Current Data	August 2017 – June 2018

8. Barriers to Student Success

*Identify other **barriers** to student success, with a **detailed** plan for addressing each barrier including specific actions, person responsible, resources needed and timeline. Barriers should be listed and addressed individually. A chart format is acceptable. Barriers are not based on student performance data, but rather on outside influences: i.e.: high teacher turnover, lack of technology, or limited professional development. How will the school address the identified/listed barriers?*

The Leadership Team at West Broward Academy has identified barriers to student success and strategies to overcome these hurdles. Below are plans to overcome student barriers encountered during the 2016-2017 school year.

Deficiency	Specific Actions	Person responsible	Resources Needed	Timeline
Support for new teachers to CSA and to WBA with fidelity and formality	To address this barrier for the 2017-2018 school year and to improve teacher retention, the school has implemented a new teacher program developed by Charter School Associates - Associate's New Educator's Support System. This program consists of the sixteen teacher competencies required by the State of Florida. Teachers are mentored by veterans in the field, leadership team members, and CSA staff.	Donna Baggs, Principal	NESS Binders Meeting Notes Sigh-In Sheets/Verification Forms	August 2017- June 2018

	Whether a teacher is new to the profession or is a seasoned teacher, if he/she is "new to the school" and must participate. The New Educator Support System provided by CSA will meet the requirements for new teachers seeking professional certification.			
Lack of Proficiency with Use of Technology in the Classroom in the 2016-2017 school year.	In the 2017-2018 school year, there are multiple professional development opportunities for teachers to implement the online components: • Interactive EPSON White Boards • Think Central – Journeys and • Science Fusion online components. • MobyMax • National Geographic Inside online component	Donna Baggs, Principal	Chromebook, Computer labs, Interactive Whiteboards	November 2017 September 2017 September 2017 October 2017
Staff Turnover	Since February 2017, WBA has had consistent administrative stability. The administration receives formal support from a CSA Area Director, on a monthly basis, and informal support daily on all curricular and operational issues from an Area Director, V.P. and Sr. Vice President of Curriculum and V.P. of Operations. Teachers were provided an incentive to remain at the school for the entirety of	D. Baggs, Principal D. Hugue, Dean	Leadership Support Teacher Support System	2017-2018 school year

	2016-2017. Fourteen classroom teachers, one ESE Specialist and two para-professionals have returned for the 2017-2018 school year. Monthly recognition programs acknowledge teachers' efforts and commitment to WBA.			
The core and intensive curriculum in reading and math were not implemented with consistently nor with fidelity. Teachers did not receive training for core curriculum nor did they have daily support from a Resource Teacher.	Teachers have received and are continuing to receive training and support in all curriculum resources. Within the document, specific PD is elaborated. A Resource Teacher has been hired and designs lesson plans with teachers and assists them with curricular issues. Resource Teacher ensures that curriculum is used with fidelity.	D Baggs, Principal D. Hugue, Dean J. Pino, Resource Teacher Z. Tecero, Reading Coach A. Arbesu, Math Coach	Monitoring with Fidelity Support for teacher planning	August 2017 – June 208
The school did not implement an effective Response to Intervention (RTI) program using student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.	School staff has been trained in the Response to Intervention process and has begun the process. An RTI team has been established and is comprised of the Principal, the Dean, the Resource Teacher and grade level teachers. Meeting monthly, the team addresses students of concern and reviews their current achievement data as well as their attendance and behavior data.	D. Baggs, Principal D. Hugue, Dean S. Myers, ESE Specialist	Monitoring with Fidelity Support for teacher planning	August 2017 – June 2018
Services supporting the RTI process were not formalized and were inconsistent.	West Broward Academy utilizes ESE certified teachers, paraprofessionals and other highly qualified teachers to push into classrooms to assist with the RTI process, co-teach in math, reading and science on a daily	D. Baggs, Principal D. Hugue, Dean S. Myers, ESE Specialist	Monitoring with Fidelity Support for teacher planning	August 2017 – June 2018

	basis. The intervention is scheduled throughout the elementary schedule for 30 minutes a day. The middle school schedule push- in focuses on the level 1 and 2 students in math and reading. During planning time, the classroom teacher coordinates with the supporting certified teacher to meet the needs of students.			
Extended Learning Opportunities were not held consistently. Curriculum was not researched- based.	West Broward Academy is offering a 16 week extended day program for students in grades 3 - 8. This opportunity is scheduled on Monday, Tuesday and Thursday with a focus on Reading, Math and Science. The program begins November 16th and is held from 4:00 to 5:00 PM and will be taught by teachers and staff. Implementation of READY MAFS and LAFS will be the curriculum used to improve the understanding and learning of ELA and Math concepts.	D. Baggs, Principal D. Hugue, Dean	Monitoring with Fidelity Support for teacher planning Curriculum Training MAFS/LAFS Curriculum	November 2017 – March 2018

9. Student Achievement Outcomes

*Provide a description of **specific** student achievement outcomes to be achieved. What are the expectations, based on the student performance data provided?*

2017 – 2018 WBA Goals

ELA Goals K – 2:

- 85% of students will demonstrate achievement at "High Probability of Reading Success" or "Moderate Probability of Reading Success" based on results of the FAIR Spring Assessment.

Math Goals K-2:

- 55 % of students will score proficiently on the K – 2 End – of – Year Assessment administered according to the District Calendar in 2018

ELL Target Goals 3 -8: Proficiency Target:

- As measured by the 2018 ELA FSA, 20% of students with disabilities (SWD) will demonstrate proficiency.
- As measured by the 2018 Math FSA, 20% of students with disabilities (SWD) will demonstrate proficiency.

Learning Gains Target 3 -8:

- As measured by the 2018 ELA FSA, 50% of students with disabilities (SWD) will demonstrate an increase in learning gains by 5% in reading
- As measured by the 2018 Math FSA, 50% of students with disabilities (SWD) will demonstrate an increase in learning gains by 5% in Mathematics

Lowest 25% Target 3 -8:

- As measured by the 2018 ELA FSA, 85% of ELL students will demonstrate an increase in learning gains
- As measured by the 2018 Math FSA, 85% of ELL students will demonstrate an increase in learning gains

WIDA- ACCES 2.0 Target – K -8

- As measured by the WIDA – ACCESS 2.0., 50% of ELL students will attain language proficiency

ESE Target Goals 3-8 : Proficiency Target: 3 -8

- As measured by the 2018 ELA FSA, 20% of students with disabilities (SWD) will demonstrate proficiency.
- As measured by the 2018 Math FSA , 20% of students with disabilities (SWD) will demonstrate proficiency.

Learning Gains Target: 3-8

- As measured by the 2018 ELA FSA, 50% of students with disabilities (SWD) will demonstrate an increase in learning gains by 5% in reading
- As measured by the 2018 Math FSA, 50% of students with disabilities (SWD) will demonstrate an increase in learning gains by 5% in Mathematics

Lowest 25% Target:

- As measured by the 2018 ELA FSA, 85% of students with disabilities (SWD) will demonstrate an increase in learning gains
- As measured by the 2018 Math FSA, 85% of students with disabilities (SWD) will demonstrate an increase in learning gains

Literacy Target Goals: 3-8 Proficiency Target:

- As measured by the 2018 ELA FSA, 55% of students in grades 3-8 will score proficient

Learning Gains Target: 3-8

- School wide FSA ELA learning gains overall will meet or exceed the district average at 54% or higher.

Lowest 25% Target:

- As measured by the 2018 ELA FSA , 85% of students in grades 3-8 will demonstrate in increase in learning gains

Mathematics Target Goals: Proficiency Target: 3 -8

- As measured by the 2018 Math FSA, 50% of students in grades 3-8 will score proficient
  Learning Gains Target:3 -8
- As measured by the 2018 Math FSA , 60% of students in grades 3-8 will demonstrate in increase in learning gains by 3% as provided through mathematical instructional strategies contained in the school improvement plan.

Lowest 25% Target: 3-8

- As measured by the 2018 Math FSA , 85% of students in grades 3-8 will demonstrate in increase in learning gains

Science Target Goal: 5th grade 8th grade:

- As measured by the 2018 State-wide assessment in 5th grade science, students in grade 5 will meet the state goal from 2017 of 52%.
- As measured by the 2018 State-wide assessment in 8th grade science, students in grade 5 will meet the state goal from 2017 of 48%.
- K – 2 students, 3rd and 4th grade students will master the appropriate grade-level benchmarks as indicated on Fl DOE by the end of the 2017-2018 school year measured through Science Fusion summative assessments.

Civics Target Goal: 7th grade

- As measured by the 2018 State-wide assessment in Civics, students meet the state goal from 2017 of 69%.

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Parent Involvement 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.

Parent Involvement Goal: *Based on the analysis of the parent involvement data, identify and define an area in need of improvement.*

Forty percent (40%) of parents of students in grades K-8 will participate in at least one parent program during the 2016-18 school year.

2016-2017 Current Level of Parent Involvement: *Indicate percent of parents who participated in parent involvement activities. Include the number of parents the percentage represents [i.e., 32% (384)]*

_____15%_____ Total number: ___346_____

2017-2018 Expected Level of Parent Involvement: *Indicate percent of parents who are expected to participate in parent involvement activities for the upcoming year. Include the number of parents the percentage represents [i.e., 40% (480)]*

_____40__% Total number: ___566_____

Activity	Strategies and Activities to increase student Achievement *(explanation of how this activity strengthens/impacts the school parental involvement efforts on student learning)*	Start – End Date	Evaluation Tool *(questionnaires, sign-in forms, evaluation of meeting, etc.)*	Title or Position Responsible for Coordinating/Monitoring	Amount/Funding Source
Orientation	A parent meeting that introduces the stakeholders to the classroom teacher and school faculty. The purpose and impact of this meeting is to provide curriculum context and report out on instructional practice. Translators will be made available.	August 2017	Parent Survey	D. Baggs, Principal D. Hugue, Dean	No funding necessary
Open House	Parent Meeting to receive information about student class schedules, curriculum, and teacher expectations. The impact is to increase student achievement involving parents in a complete	September 2017	Parent Survey	D. Baggs, Principal D. Hugue, Dean	No funding necessary

	overview of the instructional process and the expectations needed for home learning. Translators are made available, as needed.				
Parent Academies ESOL Academies ESE Academies	Parent Academies for parents of students in grades K-2, 3-5, 6-8 parents provide parents with a deeper understanding of grade level benchmarks and Florida Standards Topps and strategies for home learning are modeled. Translators are made available and WBA offers these academies at flexible times to accommodate working families. **September:** Literacy Jamboree **October:** Reading and Math at Home **November:** STEAM Challenge Night **January:** Preparing for Academic Success: FSA Components **February:** Organization and Study Skills **March:** Read to Achieve (Includes Early Literacy tips/strategies) **April:**	Monthly	Sign-In Sheet Immediate Response Evaluation/Survey	D. Baggs, Principal D. Hugue, Dean J. Pino, resource Teacher Z. Tercero, Reading Coach	Not Needed

	Family Writes! **May:** Preparing for an Educational Summer				
Quarterly STEAM Nights	These evenings involve parents with making connections and establishing stronger relationships with other families and school members through hands-on experiences with STEAM activities at levels K – 8th grade. Translators are made available as needed.	Quarterly	Sign-In Sheets Parent Surveys	D. Baggs, Principal D. Hugue, Dean	Not Needed
Parent/Professional Reading Day	Each semester, parents and local professionals volunteer to read informational text to students in K – 8 that emphasizes careers and professions. Parents sign up through the teacher and a schedule for grade-levels is published. Follow - Up activities conducted by the teacher bridges the text to real- life experiences. Connections are made between the text, the career and the current area of study.	January 2018	Sign-in Sheet Student Surveys Questionnaires	D. Baggs, Principal D. Hugue, Dean All grade level teachers J. Pino, Resource Teacher	Not Needed

FSA Workshop	This workshop is designed to give parents strategies to assist their child at home in preparation for the FSA targeting ELA strategies and math fundamentals. Translators will be made available, as needed for parents of ELL students.	January 2018	Parent Survey Parent Attendance	D. Baggs, Principal D. Hugue, Dean	Not Needed
Academic Competitions & Award Ceremonies	Parents are encouraged to attend Curriculum Fair/Events and student recognition ceremonies. The impact results in greater parent involvement increasing home support and learning.	Quarterly	Parent Activity Feedback forms Parent Survey	D. Baggs, Principal D. Hugue, Dean	Not Needed
Increased Communication	Parent conferences are held regularly and result in a collaborative plan for school and home learning to support achievement. Translators are made available, for Parent Academies. PowerSchools translates messages into home language. Homework planners are utilized as communication logs and provide daily notes from teachers regarding academic and behavioral updates. New Alert System that allows texts, emails,	Quarterly as needed	Parent Survey Attendance Sheets	D. Baggs, Principal D. Hugue, Dean	No Funding Necessary

	website update, powerschool portal update and social media update all at once in preferred home language. New Alert System allows PDF attachments (I.e. parent notifications, ELL/ESE Parent Notifications, Parent conference forms) WBA website is updated daily with important events and dates. A parent center in the Front Office publicizes upcoming events and important dates. Message board in carline provides parents with important dates and upcoming events. Frequent call – outs , through PowerSchools, provide parents with important dates and events in the home language of the student. ENotify bulletins provide monthly newsletters to all homes.				
ELL Parental Support	Support for the parents of ESE parents students is evidenced from:	Daily	Parent Survey Attendance Sheets Follow-Up Survey	D. Baggs, Principal D. Hugue, Dean	No Funding Necessary

ESE Parent Support	Support for the parents of ESE parents students is evidenced from: Frequent parent conferences Specific parental information nights targeting ESE strategies Specific parental information nights targeting ELL strategies Information conveying ESE school meetings, school events local events from **FDLRS** and Family Central are sent home electronically and on paper in the home language. Information conveying ELL school meetings, school events local events from **FDLRS** and Family Central are sent home electronically and on paper in the home language. To increase parent attendance, students' work or a student demonstration is presented during parent meetings. Website provides study tips				

	for all students, including ESE. Website provides study tips for all students, including ELL. WBA school meetings/events/functions provide a teacher translator for Spanish speakers. Translators for other languages are provided. WBA provides a Give One – Get One book depository to encourage and support early literacy, home learning, and reading to learn initiatives.				

English Language Learners (ELLs) Action Plan

Student Strategies and Activities – State the strategies and activities for students to be implemented that logically support your goal. Identify whether the strategies or activities are implemented before school, during school or after school. 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 instructional practices must staff utilize to support the literacy achievement of all students?). Include literacy strategies that address reading, writing, listening, and speaking standards.

To increase ELL student performance, specific strategies are outlined below, however, strategies utilized in all grade levels include:

- Teachers elicit nonverbal responses such as a thumbs up and thumbs down to monitor understanding of concepts.
- Teachers modify teacher talk and practice wait time in the classroom.
- The pronunciation of new vocabulary is stressed by teachers and accompanied by its phonetic transliteration. New vocabulary is paired up with visual representations and definitions that use simplified language.
- Teachers use peer-tutoring across all subjects, and partner ELL students with non ELL students.
- When reading new texts, the partners alternate reading, or chant-read together. Non-ELL students model fix-up strategies (e.g. "I need to think about this.", "Let me rethink what was happening.") and "stop and jot" strategies for their ELL partners.

Refer to ACCESS for ELLs 2.0 on the WIDA-AMS Frequency Reports to gather the necessary data to develop an Action Plan.

MSID 5052	Entering (1)	Emerging (2)		Developing (3)		Expanding (4)		Bridging (5)		Reaching (6)		
Domain	# 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	2	4	37	13	6	11	11	20	12	21	20	36
Speaking	2	4	16	29	8	14	12	21	0	0	10	18
Reading	14	38	8	14	10	18	7	13	7	13	3	5
Writing	15	27	9	16	20	36	10	18	0	0	0	0
Oral Language	4	7	6	11	16	29	12	21	8	14	7	13
Literacy	17	30	6	11	20	36	11	20	1	2	0	0
Comprehension	16	30	7	13	9	16	9	16	10	18	5	9
Overall Score	9	16	8	14	20	36	15	27	0	0	0	0

Goal:

ELL Target Goals:

Proficiency Target:

- As measured by the 2018 ELA FSA , 20% of ELL students will demonstrate proficiency.
- As measured by the 2018 Math FSA, 20% of ELL students will demonstrate proficiency.

Learning Gains Target:

- As measured by the 2018 ELA FSA, 50% of ELL students will demonstrate an increase in learning gains by 5% in reading
- As measured by the 2018 Math FSA, 50% of ELL students will demonstrate an increase in learning gains by 5% in Mathematics

Lowest 25% Target:

- As measured by the 2018 ELA FSA, 85% of ELL students will demonstrate an increase in learning gains
- As measured by the 2018 Math FSA, , 85% of ELL students will demonstrate an increase in learning gains

WIDA- ACCES 2.0 Target

- As measured by the WIDA – ACCESS 2.0., 50% of ELL students will attain language proficiency

Strategies and Activities to increase Student Achievement *(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)*	**Target Group**	**Goal Domain** *(Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, Writing)*	**Start-End Date**	**Select Applicable Option** *(i.e. Before, During, After School Hours)*	**Evaluation Tool** *(i.e. Chapter Tests; Portfolios, teacher-developed performance tasks, other formative assessments, etc.)*	**Title or Position Responsible for Monitoring**
As students are exposed to new vocabulary, teachers stress pronunciation and phonetic transliteration. New vocabulary is paired up with visual representations and definitions that use simplified language.	A1-B2	Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, writing	September 2017 – June 2018	During School	Walk-throughs Lesson Plans Student Work	D. Baggs, Principal D. Hugue, Dean M. Karden, ELL Coordinator
ELL students are partnered with non-ELL students across all subjects. When reading new texts, the partners alternate reading, or chant-read together. Non-ELL students model fix-up strategies (e.g. "I	B2-C1	Listening and Speaking, Reading, Oral Language, Literacy,	September 2017 –June 2018	During School	Walk-throughs Lesson Plans	D. Baggs, Principal D. Hugue, Dean M. Karden, ELL Coordinator

need to think about this.", "Let me rethink what was happening.") and "stop and jot" strategies for their ELL partners.		Comprehension, Writing				
Students in grades 3-8 who demonstrate significant deficiencies in any content area are targeted for 30 minutes of extended learning either before or after school for small group and one on one tutoring facilitated by the classroom teacher. Tutorials are facilitated by classroom teachers and the curriculum used include score curriculum resources and on – line programs such as Kahn Academy and MobyMax. Attendance results in Bobcat Bucks which can be redeemed for a dressdown day, Lunch Chat, or entry into a community sponsored prize.	ELL	Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, Writing	October 2017 – June 2018	Before School 7:45 – 8:15	Chapter Tests Teacher – Made Tests	D. Baggs, Principal D. Hugue, Dean M. Karden, ELL Contact
While using multi-step, real-world mathematical problems, teachers integrate math talk in all math classes where they model paraphrasing the problem's text, using context clues to acquire vocabulary, and asking guiding questions to help students mathematics tasks. Math Coach and Resource Teacher provide teacher support through modeling and lesson planning.	ELL	Comprehension, Reading	October 2017 – June 2018	During School	Classroom Walk- throughs Lesson Plans Student Work	D. Baggs, Principal D. Hugue, Dean A.Arbesu, Math Coach J, Pino, Resource Teacher
Students receive differentiated learning opportunities as teachers design lesson menus differentiate process and product while teaching on-grade level content on a weekly basis. The ELL Contact and the support teachers by providing them with effective strategies for the menus to support student success.	ELL	Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, Writing	October 2017 – June 2018	During School	Classroom Walk-throughs Lesson Plans Student Work Attendance Sheets	D. Baggs, Principal D. Hugue, Dean J. Pino, Resource Teacher
Students utilize Marzano strategies in all classes as teachers embed these strategies within instruction. The Reading	ELL	Listening and Speaking, Reading,	October 2017 – June 2018	During School	Classroom Walk- throughs Lesson Plans	D. Baggs, Principal D. Hugue, Dean J. Pino, Resource

Coach and the Resource Teacher further support teachers by providing delivery modeling and assist with lesson development. Specific strategies include: • Summarizing and note taking • Nonlinguistic representations • Questions, Cues, Advance Organizers		Oral Language, Literacy, Comprehension, Writing			Student Work	Teacher
An FSA Extended Day prepares all students in grades 3-8 with the necessary skills and strategies they will need to be successful on the Florida Standard Assessments. This comprehensive extended day program will run 16 weeks, taught by classroom teachers using Ready Florida MAFS/LAFS curriculum for one hour after school. Attendees will receive Bobcat Bucks redeemable for a dress down day, Lunch Chats, or entry into a raffle for a community secured prize. Perfect attendance results in a certificate and recognition at an end of the year ceremony.	ELL	Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, Writing	November 2017- May 2018	After-School 4:00 – 5:00 PM	Attendance sheets Walk-throughs	D. Baggs, Principal D. Hugue, Dean
Parent Academies include a variety of activities to facilitate the home-school connection in an effort to connect with the parents of ELL students become familiar with the students' forthcoming academic endeavors. This includes, but is not limited to, FSA information nights, reading curriculum nights, and math curriculum nights. Parents who attend will be entered into a raffle for a designated parking spot to be used for one month.	ELL	Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, Writing	9/2017 2/20/17 5/2017	After School 6:00 – 7:00 P.M.	Walk – Throughs Lesson Plans	D. Baggs, Principal D. Hugue, Dean
Teachers implement best practices for	A1-B2	Listening and	October	Selected	Walk--throughs	D. Baggs, Principal

effective instruction in all content areas to support all learners, including ELL students. These strategies include:
• Think-alouds and Fix-Up Strategies
• Non – Linguistic Representations
• Visible Learning Tools (anchor Charts/doc cameras/videos/PowerPoint)
• Triple Exposure: Introduce, Teach, Review
• Organizers and Frames
• Use of Manipulatives
• Elicit nonverbal responses for checks for understanding:
  • Thumbs Up
  • White Boards
  • Fist of Five
		Speaking, Reading, Oral Language, Literacy, Comprehension, Writing		Fridays		D. Hugue, Dean
						J. Pinno, Resource Teacher
						Coaches

Exceptional Student Education (ESE) Action Plan

Student Strategies and Activities – In addition to the Literacy School Improvement Plan, state the strategies and activities for students with disabilities (SWD) and gifted students to be implemented that logically support this goal. Indicate the level of proficiency for SWD and Gifted. Select the strategies or activities and indicate the time of implementation; before school, during school or after school. Each of the strategies or activities in the ESE 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 instructional practices and accommodations must staff utilize to support the literacy achievement of all students?). Include literacy strategies that address reading, writing, listening, and speaking standards.

West Broward Academy ESE Population by grade level:

K	1	2	3	4	5	6	7	8
3	5	2	3	6	11	14	3	2

Exceptional Student Education (SWD/Gifted) Literacy Goal:

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

- **Given instruction in ELA Florida standards ESE students will experience gains of five percent.**
- **As measured by the 2018 ELA FSA , 20% of students with disabilities (SWD) will demonstrate proficiency.**

Include data for Proficient students with disabilities (SWD) and gifted students for Reading and Writing *(i.e., FSA Reading, DAR, FAIR, BAS, etc.):*

2017 Current Level of Performance

Level 1	**19%**
Level 2	**77%**
Level 3	**0%**
Level 4	**0%**
Level 5	**4%**

2018 Expected Level of Performance

Level 1	**24%**
Level 2	**82%**
Level 3	**5%**
Level 4	**5%**
Level 5	**9%**

Include data for Non-proficient students with disabilities (SWD) and gifted students for Reading and Writing *(i.e. FSA Reading, DAR, FAIR, BAS, etc.):*

2017 Current Level of Performance

Non- Proficient 96%

2018 Expected Level of Performance

Level 1	**24%**
Level 2	**82%**
Level 3	**5%**
Level 4	**5%**
Level 5	**9%**

Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify reading and writing performance target for ESE students for the following years:

Baseline Data 2014-15	**2015-16**	**2016-17** **4% of this subgroup scored proficient on the ELA FSA**	**2017-18** **19% of this subgroup scored proficient on the ELA FSA**	**2018-19** **22%** **of this subgroup will score proficient on the ELA FSA**	**2019-20** **25%** **of this subgroup will score proficient on the ELA FSA**	**2020-21** **28%** **of this subgroup will score proficient on the ELA FSA**

Strategies and Activities to increase ESE Achievement in Reading, Writing, Listening and Speaking *(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)*	**Start-End Date**	**Select Applicable Option** *(i.e. Before, During, After School Hours)*	**Evaluation Tool** *(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)*	**Title or Position Responsible for Monitoring**	**Amount/ Funding Source**
Students in all grade-levels comprising all subgroups within the school's population, utilize Marzano strategies in all content areas. The Resource Teacher	September 2017- June 2018	During School	Classroom Walk-throughs Lesson Plans	D. Baggs, Principal D. Hugue, Dean ESE Specialist	Not Needed

assists teachers design weekly lesson plans to ensure Marzano strategies are embedded within instruction. Instructional delivery modeling is provided by the Resource Teacher and the Reading Coach. Specific strategies include used by all students in K-2, 3-5, and 6-8th grades. • Summarizing and note taking • Nonlinguistic representations. • Questions, Cues, Advance Organizers			Student Work		
ESE students are serviced by the ESE Teacher in the General Ed classroom using a push – in model. Intervention programs used are Journeys Tool Kit and Write in Reader.	September 2017- June 2018	During School	Classroom Walk-throughs Lesson Plans Student Work	D. Baggs, Principal D. Hugue, Dean S. Myers, ESE Specialist	Not Needed
To support ESE students, strategies are provided in the classroom by both the ESE Teacher and the General Education teacher. All Individual Education Plans are reviewed in detail with the teacher and the ESE Specialist on a continuing basis to clarify accommodations and progress monitor performance. Progress monitoring data and information is used for IEP/EP development, goal development, and /or annual goal progress reports/ EP goal progress reports for parents. These are completed collaboratively between the parent and the general education teacher facilitated by the ESE Specialist.	September 2017- June 2018	During School	Classroom Walk-throughs Lesson Plans Student Work	D. Baggs, Principal D. Hugue, Dean S. Myers, ESE Specialist	Not Needed
All students, including ESE students are presented with differentiated process and product choices to demonstrate their proficiency while teaching on-grade level content as teacher provides choice boards/learning menu, such as, *but not limited to,* verbal/linguistic, body/kinesthetic, and musical. Opportunities presented on choice boards/menus tap into all learning preferences.	September 2017-June 2018	During School	Classroom Walk-throughs Lesson Plans Student Work Attendance Sheets	D. Hugue, A.P. D. Baggs, Principal	Not Needed
All students, including ELL students, are presented with differentiated process and product choices to demonstrate their proficiency while teaching on-grade level content as teacher provides choice boards/learning menus. Opportunities presented on choice boards/menus tap into all learning preferences and needs specific to the ELL student, such as, *but not*	September 2017-June 2018	During School	Classroom Walk-throughs Lesson Plans Student Work Attendance Sheets	D. Hugue, A.P. D. Baggs, Principal	Not Needed

limited to, verbal/linguistic, body/kinesthetic, and musical.					
Progress monitoring data and information is used for IEP/EP development, goal development, and /or annual goal progress reports/ EP goal progress reports for parents. These are completed collaboratively between the parent and the general education teacher facilitated by the ESE Specialist.	September 2017-June 2018	During School	Progress Monitoring Documents	D. Baggs, Principal S. Myers, ESE Specialist	Not Needed
ESE students will be provided with best practices to support instruction: • Conspicuous steps and strategies are used to solve problems • Continuous reviews are routine to improve fluency • Directions and questions are re-worded when needed Immediate, specific, and growth feedback is provided to students	September 2017-June 2018	During School	Progress Monitoring Documents Goals Sheets Parent Forms	D. Baggs, Principal S. Myers, ESE Specialist	Not Needed
All Individual Education Plans have been reviewed with teachers and the ESE Specialist continually assists teachers in understanding student goals and strategies to address student needs. Resource Teacher and ESE Specialist assist teachers plan instruction using appropriate accommodations to ensure student achievement and to implement the IEP with fidelity.	September 2017-June 2018	Before, During and After School	Classroom Walk-throughs Lesson Plans Student Work Meeting and Planning Attendance Sheets	D. Hugue, A.P. D. Baggs, Principal S. Myers, ESE Specialist	Not Needed
Students with IEPs are supported within a multi-tiered system of support.	September 2017-June 2018	During School	Classroom Walk-throughs Lesson Plans Student Work Meeting and Planning Attendance Sheets	D. Hugue, A.P. D. Baggs, Principal S. Myers, ESE Specialist	Not Needed
Teacher -created formative assessments target gaps in learning for either individual students or groups of students with similar needs and are provided with support from the ESE Specialist.	September 2017-June 2018	Before, During and After School	Assessments Classroom Walk-throughs Lesson Plans Student Work	D. Hugue, A.P. D. Baggs, Principal S. Myers, ESE Specialist	Not Needed

			Meeting and Planning		
Gifted students are serviced various ways including the use of accelerated lessons in reading, math, writing, and science. Students utilize this on-line program during centers and/or stations to support their personalized learning goals. Additionally, Gifted students extend their learning of core curriculum through an integrated approach using PBL.org.	September 2017-June 2018	During School	Walk-throughs Lesson Plans Student Work	D. Hugue, A.P. D. Baggs, Principal S. Myers, ESE Specialist	Not Needed

Exceptional Student Education (SWD/Gifted) Math Goal:
As measured by the 2018 Math FSA , 50% of SWD/Gifted will demonstrate an increase in learning gains by 3% in Mathematics

Include data for Proficient students with disabilities (SWD) and gifted students for Math *(i.e., FSA Math, BSA, CMAT, Key Math, TOMA):*
See data tables below

Include data for Non-proficient students with disabilities (SWD) and gifted students for Math *(i.e., FSA Math, BSA, CMAT, Key Math, TOMA):*
See data tables below

2017 Current Level of Performance

Level	Percent
1	40
2	15
3	11
4	5
5	7

2018 Expected Level of Performance

Level	Percent
1	45
2	20
3	16
4	10
5	12

2017 Current Level of Performance

West Broward Academy currently has a 53% non-proficiency among the SWD/EP student population

2018 Expected Level of Performance

West Broward Academy will increase scores of 50% of the SWD/EP student population by 5%

20% of ESE students will score proficient on the 2018 FSA

Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify math performance target for ESE students for the following years:

Baseline Data 2014-15	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**
		23% of this subgroup based on FSA proficient in math	38% of students in this subgroup based on FSA proficient in math	41% of students in this subgroup based on FSA proficient in	44% of students in this subgroup based on FSA	47% of students in this subgroup based on FSA

				math	proficient in math	proficient in math
Strategies and Activities to increase ESE Achievement in Math *(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)*	**Start-End Date**	**Select Applicable Option** *(i.e. Before, During, After School Hours)*	**Evaluation Tool** *(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)*	**Title or Position Responsible for Monitoring**		**Amount/ Funding Source**
Students who have deficiencies and need remediation are identified through core curriculum formative assessments, teacher made assessments, FSA and MobyMax. These students are provided the opportunity to after school a maximum of 2 times per week. During this time, students are given small group and one on one instruction using Ready Florida MAFS materials, CSA resources, core curriculum intervention materials, and Camelot Learning kits, on – line activities from Kahn Academy, and MobyMax.	September 2017-2018	After School	Attendance sheets Lesson Plans	D. Hugue, Dean D. Baggs, Principal		Camelot Learning Kits $1,900 Title I
Students receive math intervention from Triumphs and enVision 2.0 intervention kit. The ESE Teacher services middle school students with weekly collaboration in areas documented on student's IEP. The intervention used for math is the reteach lessons from Florida Math by Glencoe, and the intervention used for reading is the "Inside" reading program. Intervention programs are used by both the classroom and ESE teacher.	September 2017-2018	After School	Attendance sheets Lesson Plans	D. Baggs, Principal D. Hugue, Dean S. Myers, ESE Specialist		Not Needed
Students practice the use of vocabulary strategies to assist in the understanding of and the effectively utilization of academic vocabulary. Specific strategies such as and Academic Notebook contain evidence of strategies such as Frayer Model, non– linguistic representations, Marzano's Six Step Vocabulary process and other visual organizers to support all students in all subgroups.	September 2017-2018	After School	Attendance sheets Lesson Plans	D. Hugue, Dean D. Baggs, Principal		Not Needed
Progress monitoring data and information is used for IEP/EP development, goal development, and /or annual goal progress reports/ EP goal progress reports for parents. These are completed collaboratively between	September 2017-June 2018	During School	Classroom Walk-throughs Lesson Plans	D. Hugue, A.P. D. Baggs, Principal		Not Needed

the parent and the general education teacher facilitated by the ESE Specialist					
Students experience math lessons designed based on data analysis gleaned from MobyMax, teacher-made assessment, core curriculum assessments and CSA assessment data. Bi Monthly data chats with math teachers and the leadership team are conducted to analyze and determine appropriate instructional strategies, re- teaching materials, tiered support through rigorous center activities, varying student needs, as well as teacher professional growth needs.	September 2017-2018	During school – teacher planning time	Attendance sheets Lesson Plans Data Binders MobyMax	D. Hugue, Dean D. Baggs, Principal Grade Chairs J. Pino, Resource Teacher	Not Needed
Students engage in math talk/math moves/accountable talk. Teachers are provided support by the Resource Teacher in lesson planning and with instructional delivery through classroom modeling. While using multi-step, real-world mathematical problems, teachers integrate math talk in all math classes where they model paraphrasing the problem's text, using context clues to acquire vocabulary, and asking guiding questions to help students mathematics tasks. ESE Specialist and ELL contact person provide assistance to teachers in specific strategies to support student success.	September 2017-June 2018	During School	Classroom Walk-throughs Lesson Plans Student Work	D. Hugue, Dean D. Baggs, Principal J. Pino, Resource Teacher A. Arbesu, Math Coach	Not Needed
Students utilize Marzano strategies within instruction in all content areas. Resource Teacher will assist teachers weekly with lesson planning to ensure Marzano strategies are embedded in content area instruction. Instructional delivery modeling will be provided as necessary. Specific strategies include: • Summarizing and note taking • Nonlinguistic representations • Questions, Cues, Advance Organizers	September 2017- June 2018	During School	Classroom Walk-throughs Lesson Plans Student Work	D. Hugue, A.P. D. Baggs, Principal	Not Needed
Students in all subgroups experience the CSA method of instructional Delivery(Concrete – Semi Concrete, Abstract) .The Math Coach provides training to all teachers on the methods of concrete, semi concrete and	September 2017- June 2018	During School	Classroom Walk-throughs Lesson Plans Student Work	D. Hugue, A.P. D. Baggs, Principal	Not Needed

abstract process of mathematics instruction. The Math Coach models this instructional delivery method for teachers and the Resource Teacher meets weekly with math teachers to ensure that the CSA methods are appropriately embedded in math instruction.					
Students will experience interventions according to their IEP.	September 2017 – June 2018	During School	Student Work Through Walk-throughs	D. Hugue, A.P. D. Baggs, Principal S. Myers, ESE Specialist	Not Needed

Literacy Action Plan

Student Strategies and Activities – State the strategies and activities for students to be implemented that logically support this goal. Select all applicable goals and indicate whether the strategies or activities are before school, during school or after school. 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 instructional practices must staff utilize to support the literacy achievement of all students?). Include strategies that address reading, writing, listening, and speaking standards. Address the needs of all subgroups.

Literacy Goal:
School wide ELA proficiency will meet or exceed the district average of 55% or higher

The establishment of a Literacy Team at West Broward Academy has been a first step in addressing literacy throughout all areas of the school. Comprised of teachers representing all content areas and grade – levels, this team meets monthly and develops literacy activities for school and home involving al students, parents, and community members. Designing activities that appeal to early readers to middle school level readers, the team has begun to establish events to emphasize the importance of literacy in all content areas and in all grade – levels. Activities include monthly literacy, family nights and family literacy nights, family book reviews, and classroom mystery readers.

West Broward Academy has adopted the District Comprehensive Research-Based Reading Plan (CRRP) – Elementary students utilize Houghton Mifflin Harcourt – Journeys; Middle school students utilize Collections for ELA and National Geographic, Inside, for intensive reading for lower level students scheduled into Intensive reading classes. The current Comprehensive Research-based Reading Plan (CRRP) and school created Pacing Guides and Focus Calendars align with the Florida Standards to guide instruction in Language Arts and Reading classes in grades Kindergarten through eight. The integration of these documents provides teachers with guidance to ensure that all students receive instruction that enable them to become literate, life-long, self-directed learners. West Broward Academy implements these specifications to ensure that the reading program described herein has all the core elements in place for an effective reading program that propel students to meet the Florida Standards. WBA incorporates the balanced literacy approach and identifies students who have differentiated needs, developmental delays and/or diagnosable learning disabilities.

WBA implements a balanced literacy program beginning with phonics, moving on to guided reading, and uses content-based and fiction texts for independent reading using the Journeys curriculum, West Broward Academy understands that writing is a key component that ties together all subjects. Writing is a vital component in all subject areas; however, the primary writing instruction comes from a combination of core and supplemental

curriculum materials. WBA K-2 students partner as pen pals with other K-2 students within the CSA network of schools as a means to cultivate a love of reading and writing. Students draw and write opinion, informative and narrative pieces and respond to one another quarterly with the difficulty progressing as the grade – level progresses. All students in K-2 are administered the Fountas and Pinnell benchmark assessment quarterly these students are assessed during the first quarter of the school year and each subsequent nine weeks thereafter. All students are accessed during the first quarter of the school year and each subsequent nine weeks thereafter. The data is used to differentiate instruction, drive center rotations, and allow teacher to hone skills where students are lacking proficiency. This data is shared with students during the data chat that follows the quarterly assessment and with parents during conference.

Writing instruction in grades K – 5 is based on Journeys and includes the resource myWriteSmart—which (as stated by the Journeys website, "offers an intuitive online writing environment linked to reading that guides students through the process of collecting compelling text evidence to write skilled analyses of two or more texts according to specific prompts, just like they'll encounter on Florida Standards assessments" In doing so,the Journeys online writing component connects all learning tasks with process writing in a multitude of subject areas in addition to using sources in writing, analytic writing, and multiple different performance tasks. This program also allows teachers to monitor student writing from outline to completion, and it gives teachers the opportunity to evaluate this work using eRater. Writing instruction is modeled explicitly by the teacher so that the recursive process of writing is demonstrated for the student using exemplars from the curriculum text. This supplement to the Journeys writing curriculum is writing workshop which is supported by MobyMax. According to MobyMax, "writing Workshop makes writing fun and easy. Bite-sized lessons break down writing assignments into simple steps, allowing students to focus on and improve every aspect of their writing. Direct instruction, modeling, and hands-on practice ensure that your students will build strong writing skills at their own pace." One specific deficiency found in the ELA classroom that affects all content areas, for all grades 3-8, is integration of knowledge and ideas. Two of the major components of this facet of the ELA is making predications and evaluation of specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. All classes make use of various graphic organizers and effective reading strategies applicable to all content areas.

Additionally, the school implements two strategies school – wide: RACE and RAN. RACE supports citing and using evidence to answer questions: Restate, Answer, Cite, and Explain. Teachers emphasize that explanation occurs with the use of elaboration techniques further described on page 20. Constructed response is an integral part of the six shifts instruction as discussed and published in multiple sources including Georgia Southern University (2015) RACE is a strategy used to aid student in written responses across content areas. After a professional development by the Resource Teacher, teachers create RACE anchor charts for the classrooms. Students use RACE graphic organizers in conjunction with their subject specific graphic organizers throughout the learning process and in all grade levels. This strategy will focus on original student thought within the elaboration through the use of details, "show not tell", examples and other strategies on page 19 of this document. All teachers are trained on the use of the FSA writing rubrics, the use of paired-texts for evidentiary writing, and the use of graphic and visual organizers to summarize text and to record their thinking. Additionally, The RAN is implemented in all rooms. Using the RAN graphic organizer:

- •Students brainstorm what they think they know about the topic. (similar to KWL) Ideas are written on post-it notes and placed in the first column of a table.
- •Students read an instructional text. (In early elementary grades, the text can be read aloud).
- •When students find a fact that is confirmed in the text, they transfer the post-it note to the second column, Confirmed Information.
- •After reading the text, students review the chart and note any Misconceptions they had about the content. They can move post-its from the first column to the third column or write the misconception on a new post-it and add it to the third column.
- •Students re-read the text to discover any new information that can be added to the fourth column, New Learning.
- •Students consider any unanswered questions they have regarding the topic and add them to the final column, Wonderings

The Reading Coach conducts a professional development opportunity to ensure teachers understand how to use this technique and both the Resource Teacher and the coach meets with teachers to assist them in planning and to deliver strategy implementation.

The tools provided by myWriteSmart are incorporated into the classroom environment with the use of drafting, sourcing, and peer editing. These tools in the classroom are also contained within West Broward Academy's supplemental academic program, MobyMax. Using writing workshop, teachers have the opportunity to assign projects that involve all three writing types: narrative, persuasive (argumentative), and explanatory (informational). In addition, there are two separate modules provided for teachers. The writing assignment module offers opportunity for submission and revision of longer writing pieces. The short answer module of the writing workshop integrates writing across all subject areas.

To support students not yet reading at the K – 2 and 3 -5, teachers implement the early reading trio module with MobyMax. Students start by building words with letters and sounds. Then, they read stories with the words they built, and lastly, students write stories with these words and add visual graphics. During this time, students see, hear, and interact with letters and words allowing them to strengthen reading and phonics skills. This includes touch curriculum technology which accommodates other learning styles and students interact with problem types that engage them in the learning process. Words and letters can be highlighted for easy following as students learn to blend and decode.

6th - 8th ELA teachers utilize Collections by Houghton Mifflin Harcourt which integrates reading and writing so that the two are taught in tandem rather than as isolated subject matter. Teachers plan together with the Resource Teacher using the *Collections* curriculum. While the reading teacher focuses primarily on close reading and analysis of the text through reading strategies, the Language Arts teacher uses the longer writing tasks in *Collections* along with *mywritesmart* and MobyMax writing workshop to develop and hone students' writing skills. The curriculum places instructional focus on analysis, drawing inferences, and conclusions, and produced evidence-based writing; all critical needs of the students at WBA. Complex anchor texts and performance challenges prod students to analyze and synthesize fiction, literary non -fiction, informational texts and other media. Reading and writing are integrated, connecting reading an analysis of complex texts supplied in various Collections of literature, with the writing instruction. Writing instruction provides mentor texts to inform writing, mini-lesson to learn craft, and ongoing tasks to practice evidence-based writing from multiple sources. Writing instruction in Collections uses interactive, self-paced lessons, a digital workspace for collaborating and managing writing process and digital tools to strengthen writing skills including craft, conventions and style. Performance – based writing to sources, analyze a model, practice a task and student then perform the task. Rubrics are included to assist student in guiding their writing task and to assist teacher by providing instant feedback to student for revision and correction. The extent and reteach section at the end of the collection provides suggestions to employ extra writing help for struggling students including that meet the needs of all subgroups of students. The myNotebook component allows student to collect, organize, and tag text evidence while reading. With the myWritesmart component, student integrate text evidence into writing assignments and collaborate with teacher and peers. Teachers have previously been trained in the use of this tool but will receive a refresher course to maintain program fidelity. The interactive lessons in Writing and Speaking and Listening provide technology delivered instruction. After analyzing source materials in Part 1, and practicing short related tasks in Part 2, student in Part 3 perform the synthesis task of new source materials and creating an original response to the text. All students, including our most fragile ELL and our ESE subgroup receive accommodations and modifications as documented on their individual plans as well as those that are best practices for subgroup achievement. Students will be offered choices in product and process through learning menus and teachers will address multiple learning styles to address various needs that can close the achievement gaps with these students.

Elementary Multi – Tiered Reading Plan

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Group	Tier	Time Frame	Actions	Curriculum Resources/Coach Support	Tracking Method	Fidelity Check
RTI Team		Pre-Planning	RTI Team: Complete Tier 1 Problem Solving Worksheet, and Tier 2 Problem Solving Worksheet	Leadership Team	RTI Forms	Administration will keep both forms in the school RTI binder
Reading Class	Tier 1	All Year	Teacher: 1. Journeys Reading Coach: 1. Support teacher in completing the Data Analysis Protocol & Teacher Reflection. 2. Assist teacher in identifying target group(s) based on Standard/Skill data	1.Remediation based on Diagnostic Assessment -Practice -Skills Practice -Strategic Intervention -Reteach On level tests MobyMax Baseline, Florida Test Power, Mid- year, FSA Test	1. Teachers use the data to create groups with the help of the Resource Teacher. All data is Analyzed with support using form CSA Data Analysis Protocol for Elementary ELA Teachers	Administration: 1. review lesson plans, 2. completes walkthroughs/observations during small groups Resource Teacher: 1.Review Data Analysis Protocol/Teacher Reflection and student groupings Ensure that all intervention materials are research-based.
Teacher-led	Tier 2	9 weeks (notify Administration at 4 weeks, if unsuccessful, but continue Tier 2 interventions)	Teacher/Administration: Identify Tier 2 students & Administration sends CSA Parent Notification Letter 1.* Foundational Kit Journeys Toolbox- students that are weak in phonics & phonemic awareness	*Fluency *Comprehension *Writing & Grammar *Vocabulary *Phonics/ Word Study	Tier 2 OPM Forms MobyMax Data	Administration: 1. check progress monitoring charts (OPM) 2. check forms Resource Teacher: 1. Ensure that all intervention materials are research-based
Interventionist	Tier 3	4-6 weeks	SST Chairperson: Provides a copy of the SST plan, and SST monitoring form to teacher/interventionist	1. Tier 2 Resources, increased time and smaller setting	1.SST Monitoring Form easyCBM	Administration: 1. Check SST monitoring forms 2. Walkthroughs/observ

			Teacher/interventionist: Provides Individual Intervention, increased frequency	2. Other research- based, prescriptive resources provided by Reading Coach such as FCRR (no teacher made resources)	data	ations of interventions Resource Teacher Support
SECONDARY MULTI-TIERED READING PLAN						
RTI Team		Pre-Planning	RTI Team: Complete Tier 1 Problem Solving Worksheet, and Tier 2 Problem Solving Worksheet	N/A	N/A	Administration will keep both forms in the school RTI binder
Reading Class	Tier 1	All Year	The *Collections* curriculum allows reading and writing to be taught in tandem in the ELA classroom. In students who are not in an intensive reading course this is the core text for both the reading and Language Arts classroom.	1.Remediation based on Diagnostic Assessment -Practice -Skills Practice -Strategic Intervention -Reteach 2.On level tests ,Moby Max ,Baseline Mid-year, FSA	1.Teachers use the data to create groups with the help of the Resource Teacher 2.All data is Analyzed with support using form CSA Data Analysis Protocol for ELA Teachers	Administration: 1.review lesson plans, 2.completes walkthroughs/ observations during small groups Reading Coach: 1.Review Data Analysis Protocol/Teacher Reflection and student groupings 2.Ensure that all intervention materials are research-based
Teacher-led	Tier 2	9 weeks (notify Administration at 4 weeks, if	Teacher/Administration: Identify Tier 2 students & Administration sends CSA Parent Notification Letter	1.Fluency: FAIR-FS Oral Reading Fluency Passages	1.Tier 2 OPM Forms MobyMax Data	Administration: 1.check progress monitoring charts (OPM) check forms Resource

		unsuccessful, but continue Tier 2 Interventions)	1. Intensive Reading Classes: • National Geographic • Inside • MobyMax Teacher Led Small Group-Tier 2 Intervention **All general ed Tier 2 students are progress monitored. *If student response to intervention is unsuccessful, the teacher completes forms (Request for Assistance), (Tier I & Tier 2 Data Profile) and submits to the administration.	2.Phonics/Word Study/Vocabulary: FCRR Resources 3.Comprehension Skills for Informational & Literary Texts: Florida Ready, MobyMax 4.Comprehension Skills for Informational & Literary Texts: Florida Ready, MobyMax		Teacher: Ensure that all intervention materials are research-based/
Interventionist	Tier3	4-6 weeks	SST Chairperson: Provides a copy of the SST plan, and SST monitoring form, to teacher/interventionist Teacher/interventionist: Provides Individual Intervention, increased frequency	1.Tier 2 Resources, increased time and smaller setting 2.Other research-based, prescriptive resources provided by Resource Teacher such as FCRR (no teacher made resources)	1.SST Monitoring Form easyCBM data	Administration: 1.Check SST monitoring forms 2.Walk – Through observations of interventions Resource Teacher Support

SOCIAL STUDIES

- Social Studies is provided in grades K-5 daily for one hour. Social Studies Weekly, passages from Journeys curriculum as well as readers found in the MyMath curriculum allow for integration of Social Studies into the ELA and Math portion of the classroom. The middle school students follow the state curricular progression and experience a 9o minute bloc. iCivics and National Geographic Learning are used for Civics instruction, and history classes use Houghton Mifflin Harcourt History text.
- K- 5 social studies classes are one hour long and social studies is integrated throughout the curriculum through Social Studies Weekly.
- Grades 3 -5 flip; therefore, Social Studies is taught with ELA or in the same class as social studies. Grades 6-8 receive two 90 minute blocks a week plus one 50 minute class a week in social studies. Middle school students receive one hour time slots for Social Studies 5^{th} and 8^{th} grade students participate in Jr. Achievement.
- To increase student achievement in the area of Civics, WBA has administered baseline assessment and a mid-year assessment developed by CSA to determine achievement gaps, adjust pacing guide, and set learning goals. To address student needs, WBA has implemented the following:
- Students in all subgroups have set a Civics EOC learning goal with action steps. These goals are discussed with parents and are reviewed twice a quarter between student and teacher and parent. At that time, teacher and student, with parent acknowledgement, adjusts goals/action steps.
- Students use the Houghton Mifflin Harcourt *Florida Civics in Practice* as a core textbook and teachers access additional supplemental curriculum for Florida Joint Center for Citizenship, iCivics, Florida Students.org, and Civics360.org. Students utilize an interactive word wall and Marzano's Academic Notebook strategy to record and document their learning of key Civics vocabulary taken from the Florida Joint Center for Citizenship.
- Weekly, during the planning period, the Civics teacher designs lessons with the Resource Teacher to align instruction with Civics standards, to unwrap the standard, and to align instruction with the item specs of the EOC Civics assessment, and to ensure accommodations for all subgroups are planned and prepared for delivery.
- Weekly, students are assessed on the standards taught and remediation is provided during station work using on-line resources mentioned above, specific to the area of deficit.
- Twice a month, the Civics teacher conducts a data chat with each student to review progress and communicates progress with parents via a personal phone call, PowerSchools messaging system, or progress report. Also, the teacher meets with the leadership team to provide assessment results indicting student proficiency on EOC tested standards.
- ELL Contact teacher and the ESE Specialist assists the Civics teacher by capturing key ideas and details of the content modeling and providing note taking strategies including semantic maps and concept maps to assist students organize and visualize key concepts in Civics. The teacher is supported by the ESE Specialist, ELL contact and Resource Teacher in actively and explicitly helping students to draw connections through informal cooperative learning structures such as Think, Pair, Share, Write and Turn and Talk.
- Students maintain an interactive notebook to organize Civics notes and documents and to record their synthesis of the history and how it relates to their world.
- Daily announcements pose a "Did You Know" Civics based question as a spiral review for the preparation of the EOC Civics assessment.
- Students are provided with a 1.5 hour quarterly review tutorial before or after school. All students are invited and the tutorial is facilitated by a classroom teacher. This is in addition to the regularly scheduled thirty-minute tutorial held on Tuesdays and Thursdays by the Civics teacher. Attendees will receive Bobcat Bucks to be redeemed for dress down day, lunch chats, or eligibility for a raffle for a community secured prize. Attendees for every session will receive a certificate of Participation and will be recognized at the end of the year ceremony.

- Veteran CSA Civics teachers have paired with the WBA Civics teacher to collaborate on best instructional practices to prepare students for the EOC. These teachers collaborate virtually, by phone, and through email communication on a bi- monthly basis and is facilitated by a coach or Resource Teacher.
- WBA Social Studies course offerings follow the state continuum.

Summary of Seventh Grade Civics Data:

With a 59% proficiency on the Civics NGSSS end of year assessment, West Broward has set the goals below to increase achievement.

- To increase student achievement in the area of Civics, WBA has administered baseline assessment and a mid-year assessment developed by CSA to determine achievement gaps, adjust pacing guide, and set learning goals. To address student needs, WBA has implemented the following:
- All students have set a Civics EOC learning goal with action steps. These goals were discussed with parents and are reviewed twice a quarter between student and teacher and parent. At that time, teacher and student, with parent acknowledgement, adjusts goals/action steps.
- Students use the Houghton Mifflin Harcourt Florida Civics in Practice as a core textbook and teachers access additional supplemental curriculum for Florida Joint Center for Citizenship, iCivics, Florida Students.org, and Civics360.org. Students utilize an interactive word wall and Marzano's Academic Notebook strategy to record and document their learning of key Civics vocabulary taken from the Florida Joint Center for Citizenship.
- Weekly, during the planning period, the Civics teacher designs lessons with the Resource Teacher to align instruction with Civics standards, to unwrap the standard, and to align instruction with the item specs of the EOC Civics assessment, and to ensure accommodations for all subgroups are planned and prepared for delivery.
- Weekly, students are assessed on the standards taught and remediation is provided during station work using on-line resources mentioned above, specific to the area of deficit.
- Twice a month, the Civics teacher conducts a data chat with each student to review progress and communicates progress with parents via a personal phone call, PowerSchools messaging system, or progress report. Also, the teacher meets with the leadership team to provide assessment results indicting student proficiency on EOC tested standards.
- ELL Contact teacher and the ESE Specialist assists the Civics teacher by capturing key ideas and details of the content modeling and providing note taking strategies including semantic maps and concept maps to assist students organize and visualize key concepts in Civics. The teacher is supported by the ESE Specialist, ELL contact and Resource Teacher in actively and explicitly helping students to draw connections through informal cooperative learning structures such as Think, Pair, Share, Write and Turn and Talk.
- Students maintain an interactive notebook to organize Civics notes and documents and to record their synthesis of the history and how it relates to their world.
- Daily announcements pose a "Did You Know" Civics based question as a spiral review for the preparation of the EOC Civics assessment.
- Students are provided with a 1.5 hour quarterly review tutorial before or after school. All students are invited and the tutorial is facilitated by a classroom teacher. This is in addition to the regularly scheduled thirty-minute tutorial held on Tuesdays and Thursdays by the Civics teacher. Attendees will receive Bobcat Bucks to be redeemed for dress down day, lunch chats, or eligibility for a raffle for a community secured prize. Attendees for every session will receive a certificate of Participation and will be recognized at the end of the year ceremony.
- Veteran CSA Civics teachers have paired with the WBA Civics teacher to collaborate on best instructional practices to prepare students for the EOC. These teachers collaborate virtually, by phone, and through email communication on a bi- monthly basis and is facilitated by a coach or Resource Teacher.

DOMAIN	PROFICIENT	NON-PROFICIENT
Origins and Purposes of Law and Government	14%	86%
Roles, Rights and Responsibilities of Citizens	12%	88%
Government Policies and Political Processes	6%	94%
Organization an Function of Government	9%	91%

Include data for Proficient students *(i.e., FSA Reading, FAIR, BAS, iReady, etc.):*		**Include data for Non-proficient students** *(i.e. FSA Reading, FAIR, BAS, iReady, etc.):*	
2017 Current Level of Performance 3rd Grade: 52% of students scored proficient on the 2017 ELA FSA	**2018 Expected Level of Performance** 3rd Grade: 65% of students will score proficient on the 2018 ELA FSA	**2017 Current Level of Performance** 3rd Grade: 48% of students were not proficient on the 2017ELA FSA 4th Grade: 57% of students	**2018 Expected Level of Performance** The goal of West Broward Academy is to decrease the percentage of non-proficient students in each grade level by 12%

4th Grade: 43% of students scored proficient on the 2017 ELA FSA 5th Grade: 29% of students scored proficient on the 2017 ELA FSA 6th Grade: 38% of students scored proficient on the 2017 ELA FSA 7th Grade: 21% of students scored proficient on the 2017 ELA FSA	4th Grade: 65% of students will score proficient on the 2018 ELA FSA 5th Grade: 56% of students will score proficient on the 2018 ELA FSA 6th Grade: 47% of students will score proficient on the 2018 ELA FSA 7th Grade: 56% of students will score proficient on the 2018 ELA FSA 8th Grade: 39% of students will score proficient on the 2018 ELA FSA	were not proficient on the 2017 ELA FSA 5th Grade: 71% of students were not proficient on the 2017 ELA FSA 6th Grade: 62% of students were not proficient on the 2017 ELA FSA 7th Grade: 79% of students were not proficient on the 2017 ELA FSA	

Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify reading and writing performance targets for the following years:

Baseline Data 2014-15	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**
		37% of students scored proficient on the ELA FSA	41% of students scored proficient on the ELA FSA	44% of students scored proficient on the ELA FSA	47% of students scored proficient on the ELA FSA	50% of students scored proficient on the ELA FSA

Strategies and Activities to increase Student Achievement in Reading, Writing, Listening and Speaking *(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)*	**Start-End Date**	**Select Applicable Option** *(i.e. Before, During, After School Hours)*	**Evaluation Tool** *(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)*	**Title or Position Responsible for Monitoring**	**Amount/ Funding Source**
All students receive daily ELA instruction with 6-8th grades scheduled on a 90-minute block. Instructional delivery structures are guided reading, direct	September 2017-June 2018	During School	Classroom Walk-throughs Lesson Plans	D. Baggs, Principal D. Hugue, Dean J. Pino, Resource Teacher	Not Needed

instruction, independent exploration, and shared reading using state approved and district recommended curriculum.			Student Work	Z. Tecero, Reading Coach	
Individual Education Plans for ESE students reviewed between the ESE Specialist and the child's teacher (s) during pre-planning or as the IEP in written. ESE Specialist explain the area of need, review strategies to accommodate the need, and support the teacher(s) as needed to ensure implementation wit fidelity.	September 2017-June 2018	During School	Classroom Walk-throughs Lesson Plans Student Work	D. Baggs, Principal D. Hugue, Dean S. Myers, ESE Specialist	Not Needed
Utilize BAS system to evaluate K – 2 ELA gains and proficiency / BAS assessments as per the district's assessment calendar.	September 2017-June 2018	During School	Student Data	D. Baggs, Principal D. Hugue, Dean J. Pino, Resource Teacher	Not Needed
Students are presented with writing prompts that require text dependent answers based on informational, complex – text. All students engage in cross-curricular, quick write bell ringers in all grade-levels and in all courses, including electives and specials. Writing used as a formative assessment is scored based on the FSA components and scoring rubrics.	September 2017-June 2018	During School	Classroom Walk-throughs Lesson Plans Student Work	D. Baggs, Principal D. Hugue, Dean J. Pino, Resource Teacher Z. Tecero, Reading Coach	Not Needed
Students receive instruction using the Journeys curriculum with fidelity as teachers have received training on this curriculum and its components. Students are saturated with rigorous texts and analyze using Close Reader resources featuring paired texts. Journeys lessons and assessments are designed with support from the Resource Teacher during planning periods for all grade – levels on a weekly basis. ESE Specialist and ELL contact teacher are available for guidance as well.	September 2017-June 2018	During School	Classroom Walk-throughs Lesson Plans Student Work	D. Baggs, Principal D. Hugue, Dean J. Pino, Resource Teacher Z. Tecero, Reading Coach	Not Needed
All students, from within all subgroups in the school population, are invited to attend an hour Writing Café twice a month. Following a guided writing demonstration, students are presented with paired texts from www.readwritethink.org , https://www.readworks.org and respond to a prompt requiring evidence- based answers scored using an FSA rubric. Following the scoring, students engage in a writing conference with the classroom teacher to review and set goals for improvement. The ELL Contact teacher and the ESE Specialist provide support to	October 2017-June 2018	During School	Classroom Walk-throughs Lesson Plans Student Work	D. Baggs, Principal D. Hugue, Dean J. Pino, Resource Teacher Z. Tecero, Reading Coach	Not Needed

classroom teachers in the strategies needed for this tutorial so that these subgroups experience success.					
Writing instruction is delivered with fidelity from the state approved ELA Collections curriculum. Collections uses interactive, self-paced lessons, a digital workspace for collaborating and managing writing process and digital tools to strengthen writing skills including craft, conventions and style. Performance tasks and performance-based writing to sources analyze a model, practice a task and students then perform the task. Writing curriculum used for K – 5 students is within Journeys curriculum: myWritesmart Additionally, teachers utilize the Writing Workshop component of MobyMax. Teachers model exemplary opinion, narrative, and explanatory/informative writing practices across content areas and explicitly demonstrate all phases of the writing process. Students practice grammar and spelling within the context of writing and reading.	September 2017-June 2018	During School	Classroom Walk-throughs Lesson Plans Student Work	D. Baggs, Principal D. Hugue, Dean J. Pino, Resource Teacher Z. Tecero, Reading Coach	Not Needed

Teachers implement best practices for effective instruction in all content areas to support all learners, including our most fragile. These strategies include:
• Think-alouds and Fix-Up Strategies
• Non – Linguistic Representations
• Visible Learning Tools (anchor Charts)
• Use of Manipulatives Elicit nonverbal responses for checks for understanding:
  • Thumbs Up
  • White Boards
  • Fist of Five
	September 2017-June 2018	During School	Classroom Walk-throughs Lesson Plans Student Work	D. Baggs, Principal
				D. Hugue, Dean
				J. Pino, Resource Teacher
				Z. Tecero, Reading Coach
					Not Needed

All students, from within all subgroups comprising the school population, are provided appropriate, intensive interventions in the six components of reading (Oral Language, Phonics, Phonemic Awareness, Fluency, Vocabulary, and Comprehension) during their ELA class. Teachers utilize assessment data to develop fluid groups during bi-monthly data chats. Students reading a year or more below grade level participate in daily small groups using core resources, CSA resources, and	October 2017– June 2018	During School Hours	Administrative walkthrough data using CSA Reading Walk – through form,BSA, FAIR, benchmark	D. Baggs, Principal D. Hugue, Dean J. Pino, Resource Teacher Z. Tecero, Reading Coach	Not Needed

resources accessed through FCRR.			assessments, Oral Reading Fluency/Comprehension assessments, MobyMax, REWARDS, FSA Scores		
Based on FSA scores, current classroom data including progress monitoring data, students in grades K-8 comprise fluid groups for specific teacher- led intervention time using curricula such as Journey's toolbox, Inside Resources, National Geographic Inside, and Reading REWARDS. During grade-level meetings, teachers adjust student groupings and determine appropriate instructional tasks to close the achievement gap.	September 2017-June 2018	During School	Classroom Walk-throughs Lesson Plans Student Work	D. Baggs, Principal D. Hugue, Dean Grade Chairs J. Pino, Resource Teacher	Not Needed
Students from within all subgroups comprising the school population are challenged with instructional tasks at all grade – levels as ELA and Reading teachers analyze student goals and performance, develop data – based instruction and adjust pacing guides as needed based on a bi-monthly data chats with the leadership team.	September 2017-June 2018	During School	Teacher Data Binders Student Data Attendance Sheets Data Chat Forms	D. Baggs, Principal D. Hugue, Dean	Not Needed
All K – 8 teachers plan targeted intervention instruction with the Resource Teacher on a weekly basis. Planning for a 30 minute, small-group structure, teacher-led small group structure, as well as planning center activities focusing on level 3 and 4 on the DOK wheel and moderate and high complexity tasks.	September 2017-June 2018	During School	Classroom Walk-throughs Lesson Plans Student Work	D. Baggs, Principal D. Hugue, Dean	Not Needed
Students receive scaffolding of complex text as teachers use effective reading strategies, such as reciprocal reading, SQ3R, text annotation, text summaries and graphic organizers, such as: • Concept Maps • Main Ideas/Details Chart • Semantic Feature Analysis • RAN Chart • Hierarchy Frames	October 2017-June 2018	During School	Lesson Plans Attendance Sheets	D. Hugue, Dean D. Baggs, Principal Z. Tecero, Reading Coach J. Pino, ResourceTeacher	Not Needed

Teachers utilize these strategies in all content areas and receive support from coaches and Resource Teacher to plan appropriately and to use with fidelity.					
Teachers incorporate written reflection as a form of formative assessment. Exit tickets, quick writes, summaries, are used consistently on a daily basis as a formative check for understanding.	October 2017- June 2018	During School	Lesson Plans Attendance Sheets	D. Hugue, Dean D. Baggs, Principal Z. Tecero, Reading Coach	Not Needed
WBA established a literacy committee to focus the staff on literacy initiatives and best practices to further professional development and to involve all staff in quarterly reading initiatives: • 1st Quarter: Fairy Tale Bowl • 2Nd Quarter: Literacy Curriculum Night • 3rd Quarter: Read Across America • 4th Quarter: School – Wide Project	October 2017- June 2018	During School	Lesson Plans Attendance Sheets	D. Hugue, Dean D. Baggs, Principal Z. Tecero, Reading Coach	Not Needed
All elective and special teachers incorporate informational text (Readworks.com, achievethe core.org,readwritethink.org, discoveryeducation.com) using close reading strategies to comprehend complex text, graphic organizers to create a visual representation of their understanding, and summarization strategies to express written comprehension of text pertaining to their area of study. Teachers receive lesson planning support from the Resource Teacher and the Reading Coach so that lessons integrate strategies appropriately geared to levels 3 and 4 on the DOK wheel with moderate/high task complexity.	October 2017- June 2018	During School	Lesson Plans Walk – though observations	D. Hugue, Dean D. Baggs, Principal Z. Tecero, Reading Coach	Not Needed
Teachers provide support for all students from within all subgroups in the school's population by delivering instruction reflective of best practices, to include: • Provide students with content prior to the lesson • Re-word directions and instructions and use various media to deliver instructions • Break down the targeted skill into digestible bites • Sequence short activities	August 2017 – June 2018	During School	Lesson Plans Student Work	D. Baggs, Principal D. Hugue, Dean S. Myers, ESE Specialist	Not Needed

• Differentiate the difficulty level based on student need Gradually reduce prompts or cues after providing temporary support.					
Teachers K – 2 and 3 – 5 implement Writer's Workshop model to engage all students in daily writing instruction using a recursive writing process of planning, drafting, revising, editing, and publishing. The Writer's Workshop model includes a focus writing skill; an interactive teacher model; independent writing; writing conferencing; and a share out session.	August 2017- June 2018	During School Hours	Monthly, formative, FSA - aligned writing assessments. Administrative walkthrough data.	D. Baggs, Principal D. Hugue, Dean J. Pino, Resource Teacher	Not Needed
The Art, music and PE teaches incorporate content specific texts pertaining to the current unit of study. Teachers also engage students in written tasks requiring them to provide a summary of a project, skill, or steps in a process. Students read and summarize in writing using paragraph frames, graphic organizers and summarization strategies. Teachers use FSA scoring rubrics to provide feedback to students.	October 2017 – June 2018	During School Hours	Formative, FSA -aligned writing assessments. Walk - throughs Lesson Plans Student Work	D. Baggs, Principal D. Hugue, Dean J. Pino, Resource Teacher	Not Needed
All students, including all subgroups of the population, engage in a rigorous Problem of the Week in math that incorporates text and explanatory/opinion writing. The problem of the day is used in all classrooms as a bell-ringer to the math lesson. Students read the problem, solve it, and write to explain how they solved the problem using academic vocabulary and accountable talk strategies.	October 2017 – June 2018	During School Hours	Monthly, formative, FSA -aligned writing assessments. Administrative walkthrough data.	D. Baggs, Principal D. Hugue, Dean J. Pino, Resource Teacher A. Arebsu, Math Coach	Not Needed
Individual Education Plans for ESE students are reviewed between the ESE Specialist and the child's teacher (s) during pre-planning or as the IEP in written. ESE Specialist explains the area of need, review strategies to accommodate the need, and support the teacher(s) as needed to ensure implementation wit fidelity.	October 2017 – June 2018	During School Hours	Lesson Plans Walk-throughs	D. Baggs, Principal D. Hugue, Dean S. Myers, ESE Specialist	Not Needed
Middle school students scoring a level 1 or 2 on the 2017 FSA are in a 90-minute class using curriculum specific for intensive instruction using National Geographic, Inside. Teachers have	October 2017 – June 2018	During School Hours	Lesson Plans Walk-throughs	D. Baggs, Principal D . Hugue, Dean S. Myers, ESE Specialist	Not Needed

received training on this curriculum and its on-line components to increase student proficiency in grades 6, 7, and 8 on the 2018 FSA.					

K-12 Comprehensive Research-Based Reading Plan (check one): Opt-In___x_____ Opt-Out _____

Science, Technology, Engineering, and Mathematics (STEM) or Math and Science Action Plan*

Student Strategies and Activities – State the strategies and activities for students to be implemented that logically support this goal. Select all applicable goals and indicate whether the strategies or activities are before school, during school or after school. 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 instructional practices must staff utilize to support the literacy achievement of all students?). Include literacy strategies that address reading, writing, listening, and speaking standards. Address the needs of all subgroups.

STEM/Math/Science Goal(s):
•STEM will be integrated within all content areas in all grade levels for all students, including all subgroups of students, and will complete a quarterly STEM project using PBL.org (K – 2), Engineering is Elementary (3 – 5) , or Engineering is Everywhere(6-8) during the 2017- 2018 school year.

Include data to identify and define areas in need of improvement: *(i.e., FSA, End of Course Examination):*

Strategies and Activities to increase Student Achievement *(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)*	**Start-End Date**	**Select Applicable Option** *(i.e. Before, During, After School Hours)*	**Evaluation Tool** *(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)*	**Title or Position Responsible for Monitoring**	**Amount/ Funding Source**
Monthly, students, including students in all subgroups of the population, experience STEM lessons designed from Think Central and for K- 2, Engineering is Elementary for students in grade 3rd – 6th and Engineering is Everywhere for 6th – 8th grades and demonstrate their work quarterly. The ESE Specialist and the ELL contact assist teachers with appropriate scaffolding strategies for STEM lessons. The ESE Specialist and the ELL Contact teacher provide various support strategies to be used by the teacher while facilitating STEM lessons to ensure student success in	August, 2017- June,2018	During School	Lesson Plans Student Work Interactive Journal	D. Baggs, Principal D. Hugue, Dean J. Pino , Resource Teacher S. Myers, ESE Specialist M. Karden, ELL Contact	Not Needed

these subgroups. All students from all subgroups within the school's population engage in lessons from the Engineering is Everywhere (EiE) curriculum. The curriculum units support, enhance, and supplement the core Science Fusion curriculum. The EiE lessons are selected based on the science content being addressed at the time per the teacher's pacing guide. The curriculum lessons are used both during the school day and after school programs to foster engineering and technological literacy and to enrich the lessons specifically targeting Life science in 5th grade and Earth and Space Science in 8th grade which are the targeted science categories that the school is addressing with persistence. Gifted and accelerated students engage in STEM lessons as mentioned above or they engage in lessons using a Model-Eliciting Activity (found on CPALMS) as students' learning is personalized and differentiated through menus and choice boards. Stem lessons in fifth and eighth grades target LifeScience and Earth and Space Science.	August, 2017 – June, 2018 August, 2017 – June, 2018	During School After School During School	Lesson Plans Student Work Observations Lesson Plans Student Work Observations	D. Baggs, Principal D. Hugue, Dean J. Pino, resource Teacher D. Baggs, Principal D. Hugue, Dean J. Pino, resource Teacher	Not Needed Not Needed
In all grade – levels, teachers incorporate Claim, Evidence, Rebuttal Framework as a guide for students to explain scientific reasoning. As students become more adept at utiliziing the strategy, teachers increase complexity of the framework: K – 2 begins with Claim and Evidence; 3 – 5 adds the Reasoning component and middle school students incorporate the full framework to include the rebuttal.	November 2017 – June 2018	During School	Lesson Plans Walk – Throughs Student Work	D. Baggs, Principal D. Hugue, Dean	Not Needed
Individual Education Plans for ESE students are reviewed between the ESE Specialist and the child's teacher (s). ESE Specialist explain the area of need, review strategies to accommodate the need, and support the teacher(s) appropriate to ensure implementation with fidelity.	September, 2017 – June 2018	During School	Lesson plans Walk-throughs	D. Baggs, Principal D. Hugue, Dean S. Myers, ESE Specialist	Not Needed
Students in all grade levels, including ESE students and students in our ELL subgroup,	October 2017 –	During School	Lesson plans Walk - throughs	D. Baggs, Principal	Not Needed

engage in mathematical thinking and computation during specials and electives classes. Geometry concepts apply to art, number sense routines apply to art and music so that math fluency (efficiency, accuracy, flexibility) is enriched. Bell ringers include number sense routines in K – 8 including number strings, number lines, and number of the day. Resource Teacher, Math Coach, ELL Contact and ESE Specialists provide direction and guidance to teachers during planning periods to ensure that strategies are appropriately implemented into lesson plans for students to experience success with integrated STEM lessons.	June 2018			D. Hugue, Dean A. Arbesu, Math Coach S. Myers, ESE Specialist	
Students in all grade – levels are provided opportunities to participate in local, state, and national STEM events.	October 2017 – June 2018	During School	Lesson plans Walk - throughs	D. Baggs, Principal D. Hugue, Dean	Not Needed
Students present their STEM work on a semester basis at a STEM Family Night. Families engage in a STEM challenge and enjoy a museum of class and individual STEM projects completed throughout the semester. Projects display visual and written and digital evidence of scientific work. Stem lessons in fifth and eighth grades target Life Science and Earth and Space Science	August, 2017-June, 2018	After School Hours	Sign – In sheets Lesson Plans Student Work Interactive Journal	D. Baggs, D. Hugue, Dean J. Pino , Resource Teacher	Not Needed
Students, including ESE students and students in our ELL subgroup, are instructed with best practices for effective instruction embedded in all content areas. These strategies include: Think-alouds and Fix-Up Strategies Non Visible Learning Tools (anchor Charts) Use of Manipulatives Elicit nonverbal responses for checks for understanding: • Thumbs Up • White Boards • Fist of Five – Linguistic Representations	August, 2017-June, 2018	After School Hours	Student Work Walk – throughs Lesson Plans	D. Baggs, D. Hugue, Dean	Not Needed
Students engage in a monthly Go Green initiative targeting challenges that affect either school wide or community issues, The challenges are supplemented in the classroom with paired texts focusing on the specific	August, 2017-June, 2018	During School	Lesson Plans Student Work Interactive Journal	D. Baggs, D. Hugue, Dean J. Pino , Resource Teacher	Not Needed

challenge, prompt student to write responses to the texts, and collaborate on mathematical problem solving and analysis represented through charts, graphs, and summaries.

MONTH	ACTIVITY
September	School Survey Initiate School Wide Recycle Program
October	Recycle Eye Glasses
November	Plastic Cap Recycle
December	Gift Making: Recycled Products
January	Recycle Cell Phones for Soldiers
February	Reuse a Shoe Program
March	Recycle Printer Cartridges
April	Recycle Batteries Celebrate Earth Day
May	Reduce, Reuse, Recycle Project School survey

Science Goal(s):

Science Goal(s):

- NGSSS State Science Assessment proficiency will meet or exceed the district average at 54% or higher in grades 5 and 8.
- K – 3 students, 3rd and 4th and 4th grade students will master the appropriate grade-level benchmarks as indicated on Fl DOE by the end of the 2017-2018 school year measured through Science Fusion summative assessments.

Core Curriculum:
Science Fusion

Supplemental Resources:

- http://www.discoveryeducation.com/ - This site offers free resources for science instruction and student resources through interactive games, videos, contents, and virtual labs. Step-by-step math tutorials are free for students and teachers addressing K-8 math, Algebra, Trigonometry, and Calculus. Webinars in math, science and STEM are offered as free PD for teachers.
- http://sciencenetlinks.com/ - This site provides virtual labs, lesson plans, after school activities, home resources, current science topics, videos and podcasts for K – 12 educators available from the American Association for the Advancement of Science.
- https://www.nsf.gov/news/classroom/ - Provided by the National Science Foundation, this site provides lessons and resources for teachers, students, and families. Resources are arranged by subject area and provides information on current scientific discoveries.

- MobyScience – Touch curriculum providing lessons incorporating inquiry based learning with cognitive skill manipulates addressing NGSSS.

Include data for Proficient students *(i.e., FSA, End Of Course Examinations):*		**Include data for Non-proficient students** *(i.e. FSA, End of Course Examinations):*	
2017 Current Level of Performance	**2018 Expected Level of Performance**	**2017 Current Level of Performance**	**2018 Expected Level of Performance**
5th Grade: 9% of students score proficient on the 2017 statewide assessment.	5th Grade: 54% of students will score proficient on the 2017 statewide assessment 8th Grade: 54% of students will score proficient on the 2017 statewide assessment	5th Grade: 91% of students were not proficient on the 2017 statewide assessment	5th Grade: The number of students who were non-proficient will decrease to 46% for the 2018 statewide assessment.

Based on the data from the 2016-2017 FSA West Broward Academy is focused on learning gains and greater total numbers of students scoring proficiently on the 2017-2018 FSA. Curriculum to address these deficiencies include all materials from the core curriculum as well as Camelot Learning, MobyMax, Triumphs, TenMarks, Khan Academy, envision 2.0, Math Nation, and NCTM illuminations. To achieve the goals for mathematics as described below, the following curriculum is utilized:

K-5 – My Math by McGraw Hill, Core Curriculum
K-5 – enVision math by Pearson , Supplemental Curriculum
6-8 – Fl Math by McGraw Hill, Core curriculum
6 -8 – Triumphs by Macmillan/McGraw – Hill

Mathematics Goal(s):

Mathematics Target Goals: Proficiency Target: 3 -8

- As measured by the 2018 Math FSA, 50% of students in grades 3-8 will score proficient

Learning Gains Target:3 -8

- As measured by the 2018 Math FSA , 60% of students in grades 3-8 will demonstrate in increase in learning gains by 3% as provided through mathematical instructional strategies contained in the school improvement plan.

Lowest 25% Target: 3-8

- As measured by the 2018 Math FSA , 85% of students in grades 3-8 will demonstrate in increase in learning gains

Include data for Proficient students *(i.e., FSA, End Of Course Examinations):*		**Include data for Non-proficient students** *(i.e. FSA, End of Course Examinations):*	
2017 Current Level of	**2018 Expected Level of**	**2017 Current Level of**	**2018 Expected Level of**

Performance – Math FSA	**Performance- Math FSA**	**Performance – Math FSA**	**Performance – Math FSA**
3rd Grade 59% of students scored proficient 4th Grade: 55% of students scored proficient 5th Grade: 23% of students scored proficient 6th Grade: 30% of students scored proficient 7th Grade: 32% of students scored proficient	3rd Grade: 64% of students will score proficient 4th Grade: 63% of students will score proficient 5th Grade: 58% of students will score proficient 6th Grade: 30% of students will score proficient 7th Grade: 35% of students will score proficient 8th Grade: 38% of students will score proficient	3rd Grade:41% of students were not proficient 4th Grade: 45% of students were not proficient 5th Grade: 77% of students were not proficient 6th Grade: 70% of students were not proficient 7th Grade: 68% of students were not proficient	**Math FSA** 3rd Grade: 36% of students will be non-proficient 4th Grade: 37% of students will be non-proficient 5th Grade: 42% of students will be non-proficient 6th Grade: 70% of students will be non-proficient 7th Grade: 65% of students will be non- proficient 8th Grade: 62% of students will be non- proficient

ELEMENTARY MULTI-TIERED MATHEMATICS PLAN

Group	**Tier**	**Time Frame**	**Actions**	**Curriculum Resources/Coach Support**	**Tracking Method**	**Fidelity Check**
RTI Team		Pre-Planning	RTI Team: Complete Tier 1 Problem Solving Worksheet, and Tier 2 Problem Solving Worksheet	N/A	N/A	Administration will keep both forms
Math Class	Tier 1	All Year	Teacher: My Math (core) Envisions 2.0 (supplemental) Resource Teacher: Support teacher in completing the Data Analysis Protocol &	1. Remediation based on Diagnostic Assessment -Practice -Skills Practice -Strategic Intervention -Reteach	1. Teachers use the data to create groups with the help of the Resource Teacher 2. FAIR/MobyMax/ Summative Chapter	Administration: review lesson plans, completes walkthroughs/ observations during small groups

			Teacher Reflection. Assist teacher in identifying target group(s) based on Standard/Skill data	2. On level tests - Chapter Tests, Mid-year, FSA Cumulative Test, MobyMax	test data is analyzed with support using the CSA Data Analysis Protocol for Elementary Math Teachers	Resource Teacher: 1. Review Data Analysis Protocol/Teacher Reflection and student groupings 2. Ensure that all intervention materials are research-based
Teacher-led	Tier 2	9 weeks (notify Administration at 4 weeks, if unsuccessful, but continue Tier 2 interventions)	Teacher/Administration: Identify Tier 2 students & Administration sends CSA Parent Notification Letter *Envisions Intervention Kit-Diagnostic exam will identify the area of need in which to begin with the child if the current baseline does not identify a clear area of deficiency. -5 books that cover the 5 domains. Each domain is broken down so that the student is instructed from the very foundation of a concept. OPM for this is every 2 weeks. Re-teach assessments from the online component. **All Tier 2 students are progress monitored. Hands-on Manipulatives support Number Sense, Numbers and Operations, Counting and Cardinality, Computation, and submits to the administration.	*Envision 2.0 Intervention Kit *MobyMax Camelot Learning	*If student response to intervention is unsuccessful, the teacher completes forms (Request for Assistance), (Tier I & Tier 2 Data Profile)	Administration: 1. Check progress monitoring charts (OPM) Check forms
SECONDARY MULTI-TIERED MATHEMATICS PLAN						
Group	**Tier**	**Time Frame**	**Actions**	**Curriculum**	**Tracking**	**Fidelity Check**

				Resources/Coach Support	**Method**	
RTI Team		Pre-Planning	RTI Team: Complete Tier 1 Problem Solving Worksheet and Tier 2 Problem Solving Worksheet	N/A	N/A	Administration will keep both forms in the school RTI binder
Math Class	Tier 1	All Year	Teacher: 1. Florida Math - McGraw-Hill Glencoe (core) Resource Teacher: 1. Support teacher in completing the Data Analysis Protocol & Teacher Reflection. 2. Assist teacher in identifying target group(s) based on Standard/Skill data	Remediation based on 1. Diagnostic Assessment -Practice -Skills Practice -Strategic Intervention -Reteach 2. On level tests - Chapter Tests, Mid-year, FSA, MobyMax	1. Teachers use the data to create groups with the help of the Resource Teacher 2. FAIR/MobyMax/ Summative Chapter test data is analyzed with support using form CSA Data Analysis Protocol for Elementary Math Teachers	Administration: review lesson plans, completes walkthroughs/observations during small groups Resource Teacher: Review Data Analysis Protocol/Teacher Reflection and student groupings Ensure that all intervention materials are research-based
Teacher-led	Tier 2	9 weeks (notify Administration at 4 weeks, if unsuccessful, but continue Tier 2)	Teacher/Administration: Identify Tier 2 students & Administration sends CSA Parent Notification Letter 1.Response to Intervention Reteach (connect-ed component of Florida Math) 2. MobyMax Lessons ** All Tier 2 students are progress monitored	*ConnectEd (Glencoe) 1. *MobyMax	MobyMax data *If student response to intervention is unsuccessful, the teacher completes forms (Request for Assistance),	Administration: 1.Check progress monitoring charts (OPM) 2.Check forms
Interventionist	Math Tier 3	4-6 weeks (depending on school	SST Chairperson: Provides a copy of the SST plan, and SST monitoring form, FM- 6493, to	1. Tier 2 Resources, increased time and smaller setting	1. SST Monitoring Form easyCBM data	Administration: 1. Check SST monitoring

		psychologist's recommendation)	teacher/interventionist broken down by area of need. All concepts taught are first modeled, then practiced together, and then independent work. The OPM monitoring ranges 1-2 weeks depending on student need. Teacher/ interventionist: Provides Individual Intervention, increased frequency	2.Math Triumphs 3. Other research-based, prescriptive resources provided by Resource Teacher		forms 2. Walkthroughs/observation s of interventions Resource Teacher Support

Math Domain Proficient 2017 Current Level	3	4	5	6	7
Operations, Algebraic Thinking, and Numbers in Base Ten	57 %				
Numbers and Operations- Fractions	30 %	55 %			
Measurement, Data and Geometry	41 %	15 %	9%		
Operations and Algebraic Thinking		58 %			
Numbers and Operations in Base Ten		50 %	14 %		
Operations, Algebraic Thinking, and Fractions			7%		
Ratio and Proportional Relationships				32 %	5%
Expressions and Equations				5%	0%
Geometry				0%	0%
Statistics and Probability				6%	18%
Number System				13%	9%

Math Domain Proficient 2017 Current Level	3	4	5	6	7
Operations, Algebraic Thinking, and Numbers in Base Ten	62 %				
Numbers and Operations- Fractions	35 %	60 %			
Measurement, Data and Geometry	46 %	20 %	14 %		
Operations and Algebraic Thinking		63 %			
Numbers and Operations in Base Ten		55 %	19 %		
Operations, Algebraic Thinking, and Fractions			12 %		
Ratio and Proportional Relationships				37 %	10%
Expressions and Equations				10%	5%
Geometry				5%	5%
Statistics and Probability				11%	23%
Number system				18%	14%

Math Domain Proficient 2017 Current Level	3	4	5	6	7
Operations, Algebraic Thinking, and Numbers in Base Ten	43 %				
Numbers and Operations- Fractions	70 %	45 %			
Measurement, Data and Geometry	59 %	85 %	91 %		
Operations and Algebraic Thinking		42 %			
Numbers and Operations in Base Ten		5 %	86 %		
Operations, Algebraic Thinking, and Fractions			9%		
Ratio and Proportional Relationships				6 %	95%
Expressions and Equations				95%	100%
Geometry				100 %	100%
Statistics and Probability				31%	82%
Number system				87%	91%

Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify math and science performance target for the following years:

Baseline Data 2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21

			MobyMax Baseline: **Grade 1:** 68% proficient; 32% scored below grade level. **Grade 2:** 43% proficient; 57% scored below grade level. **Grade 3:** 17% proficient; 83% scored below grade level. **Grade 4:** 19% proficient; 81% scored below grade level. **Grade 5:** 10% proficient; 90% scored below grade level. **Grade 6:** 4% proficient; 96% scored below grade level. **Grade 7:** 0% proficient; 100% scored below grade level. **Grade 8:** 5% proficient;			

				95% scored below grade level.			
Strategies and Activities to increase Student Achievement *(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)*	**Select Appropriate Subject Area** *(i.e. Mathematics-Algebra, Science – Chemistry)*	**Start-End Date**	**Select Applicable Option** *(i.e. Before, During, After School Hours)*	**Evaluation Tool** *(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)*	**Title or Position Responsible for Monitoring**		**Amount/ Funding Source**
Students utilize math talk/math/moves/ accountable talk while using multi-step, real-world mathematical problems. Teachers integrate math talk /math moves/accountable talk in all math classes where they will model paraphrasing the problem's text, using context clues to acquire vocabulary, and asking guiding questions to help students complete mathematics tasks. Resource Teacher and Math Coach will provide delivery modeling as needed.	Math	During School	During School	Classroom Walk-throughs Lesson Plans Student Work	D. Hugue, Dean D. Baggs, Principal J. Pino, Resource Teacher A. Arbesu, Math Coach		Not Needed
Teachers are provided with assistance from a math coach to model the delivery of instruction targeting specific mathematics deficiencies as evidenced on FSA testing. Teachers meet with the Resource Teacher weekly to incorporate strategies/curriculum that target specific mathematics skills identified as deficient on the FSA in grades 3 – 7, including: • The use of number lines and visual numerical tools to develop a deeper sense of number sense to focus on Number System. • myMath reteach activities and envisions 2.0 supplemental quick checks along with use of base ten blocks are used to model the meaning of place value in a range of numbers that focus on skills and strategies targeting Operations, Algebraic Thinking, and Numbers in Base Ten.	Math	Sept., 2017 – June, 2018	During School	Classroom Walk-throughs Student Work Lesson Plans	D. Baggs, Principal D. Hugue, Dean A. Arbesu, Math Coach J. Pino, Resouce Teacher		Not Needed

• The use of core curriculum and supplemental resource reteach activities that utilize fraction tiles and engage students in using drawings and diagrams target Numbers and Operations – Fractions. • The use of measurement tools that include rulers, scales, thermometers, and measuring cubes to practice measuring different types of length, width, or height to focus on skills and strategies targeting Measurement, Data and Geometry. • The use of supplemental, core, and Mobymax lessons and base ten blocks teach, remediate, and enrich skills in Operations and algebraic Thinking in whole group, small group, independent structures. • The use of proportional scales and drawings/diagrams to create visual for ratios and/or portions that are equal or non-equal focus on Ratio and Proportional relationships.						
Students are challenged with lessons that are developed on a weekly basis . Teachers meet with the Resource Teacher, along with input from the ESE Specialist and the ELL contact teacher, to unpack standards and to develop rigorous lessons aligned to Fl. Standards. Performance tasks are developed using levels 3 and 4 of the DOK wheel.	Science	Sept., 2017 – June, 2018	During School	Classroom Walk-throughs Student Work Lesson Plans Attendance Roster	D.Baggs, Principal D.Hugue, Dean J. Pino, Resource Teacher S. Myers, ESE Specialist M. Karden, ELL Contact	Not Needed
West Broward Academy utilizes ESE certified teachers, paraprofessionals and other highly qualified teachers to push into classrooms to co-teach in math. The intervention is	Math	Sept., 2017 – June, 2018	During School	Classroom Walk-throughs Student Work Lesson Plans	D. Baggs, Principal D. Hugue, Dean	Not Needed

scheduled throughout grades K-2 and 3 -5 for 30 minutes a day, In 6th – 8th grades, and teachers spend time with students throughout the math block. The middle school push- in is focused on a lower level learner section of students, and the classroom teacher coordinates with the supporting certified teacher to meet the needs of students. This intervention takes place Monday through Friday during reading and math.						
Individual Education Plans for ESE students are reviewed between the ESE Specialist and the child's teacher (s) during pre-planning as the IEP in written. ESE Specialist explains the area of need, review strategies to accommodate the need, and support the teacher(s) as needed to ensure implementation with fidelity.	All	Sept., 2017 – June, 2018	During School	Classroom Walk- throughs Student WorkLesson Plans Attendance Roster	D. Baggs, Principal D. Hugue, Dean J. Pino, Resource Teacher S. Myers, ESE Specialist M. Karden, ELL Contact	Not Needed
All students, from within all subgroups of the school population, are instructed with best practices for effective instruction embedded in all content areas. These strategies include: Think-alouds and Fix-Up Strategies Non – Linguistic Representations Visible Learning Tools (anchor Charts) Use of Manipulatives Elicit nonverbal responses for checks for understanding: • Thumbs Up • White Boards • Fist of Five	All	Sept., 2017 – June, 2018	During School	Classroom Walk- throughs Student Work Lesson Plans Attendance Roster	D. Baggs, Principal D. Hugue, Dean J. Pino, Resource Teacher S. Myers, ESE M. Karden, ELL Contact	Not Needed
Student data is reviewed bi-monthly with the leadership team to analyze achievement, identify deficiencies, adjust pacing guides and develop instructional strategies to support student achievement within all tiers of students. Data including teacher and core curriculum assessments, CSA developed assessments, MobyMax data and other forms	All	Sept., 2017 – June, 2018	During School	Classroom Walk-throughs Student Work Lesson Plans	D. Hugue, Dean D. Baggs, Principal	Not Needed

of formative data guides instruction.						
Middle school students experience a 90-minute block schedule where they utilize Marzano strategies in all classes. Specific strategies include: • Summarizing and note taking • Nonlinguistic representations. • Questions, Cues, Advance Organizers Resource Teacher supports teachers by assisting in lesson planning and in delivery modeling as needed. ESE Specialist and ELL support staff assist teachers in planning effective uses of strategies to assist these subgroups.	Science Math	Sept., 2017 –	During School	Classroom Walk-throughs Student Work	D. Hugue, Dean D. Baggs, Principal	Not Needed
All students receive support during an additional 30-minute instructional block within the school day in the form of targeted intervention structured small-group, teacher-led, and center activities accessed using core curriculum and CSA approved supplemental curriculum.	Science Math	Sept., 2017 June,2018	During School	Classroom Walk- throughs Student Work Lesson Plans	D. Hugue, Dean D. Baggs, Principal	Not Needed
In all grade levels, students use writing and visual cues such as drawing, anchor charts and graphics and incorporate other non-linguistic modes of communication to explain their mathematical thinking and reasoning. Teachers use problem solving graphic organizers, such as sequence charts, T- charts and other visual organizers to think through math problem, devise a plan and carry out a solution, to solve strategy or to illustrate the steps in a problem solving.	Math	September 2017- June 2018	During School	Classroom Walk-throughs Lesson Plans Student Work/Assessments	D. Hugue, Dean D. Baggs, Principal	Not Needed
In all grade levels, students, including ELL and ESE, participate in collaborative structures such as turn and talk, shoulder partners, and think –pair- share –write.	Math	September 2017- June 2018	During School	Classroom Walk-throughs Lesson Plans Student Work	D. Hugue, Dean D. Baggs, Principal	Not Needed
Students who have deficiencies and need remediation are identified through classroom assessments, core curriculum assessments,	Math	September 2017- June 2018	During	Classroom Walk-Throughs Lesson Plans	D. Baggs, Principal D. Hugue, Dean	Not Needed

and MobyMax data. Students are invited to participate in a thirty minute after or before school tutorial program twice a week facilitated by the level teachers and WBA staff. During this time, students are given small group and one on one instruction utilizing core curriculum material, CSA resources, and Moby Max. Attendees receive Bobcat Bucks to be redeemed for a dress down day, lunch chats, or to be eligible to enter into a raffle for a community secured prize.						
Bi-monthly data chats held by grade – levels and a member of the leadership team utilize teacher- made assessment data, MobyMax data, core curriculum assessment data and FAIR data, as needed, to analyze student progress, gains, and growth toward proficiency. Teachers also use the data to target appropriate instructional strategies to remediate proficiencies. Data chat protocols developed by CSA are used along with data chat summaries to document the meeting and are maintained in data binders.	Math	September 2017- June 2018	During	Meeting Minutes Data Chat Form	D. Baggs, Principal D. Hugue, Dean	Not Needed
All students receive tiered instructional support and targeted intervention during an additional 30-minute instructional block in the school day. These interventions include small- group learning, teacher-led small group learning, and center activities. Resources used include: • Learning Mats from enVision 2.0 curriculum • Digital Component of myMath • envisions 2.0 Diagnostics/Intervention system- This is a system that provides detailed reteach lessons by subject/grade level	Math	September 2017- June 2018	During	Walk - throughs Lesson Plans Student Work	D. Baggs, Principal D. Hugue, Dean	Not Needed
Vocabulary strategies are incorporated into all subject areas to assist students with understanding academic vocabulary.	All	Sept. 2017 – June 2018	During School	Classroom Walk – through observations	D. Baggs, Principal D. Hugue, Dean J. Pino, Resource	Not Needed

Marzano's Six Step Vocabulary strategy, Vocabulary Features Matraix, and the Frayer Model is used to support vocabulary development.				Student Work Lesson Plans	Teachers	
Students experience the mathematics problem with concrete, semi-concrete, and abstract experiences to understand and solve the problem. Math Coach provides training and models instructional delivery of the CSA method. Teachers receive support from the coach and the Resource Teacher in delivering instruction effectively.	Math	Sept., 2017 – June, 2018	After School	Classroom Walk-throughs Student Work Lesson Plans	D. Hugue, Dean D. Baggs, Principal J. Pino, Resource Teacher A. Arbesu, Math Coach	Not Needed
Teachers receive on – going training on the use of the purchased supplemental curriculum to ensure the implementation with fidelity, including Camelot Learning, MobyMax, MAFS, and enVision math.	Math	Sept., 2017	Before, During, and After School	Classroom Walk- throughs Student Work Lesson Plans	D. Hugue, Dean D. Baggs, Principal J. Pino, Resource Teacher	Not Needed.

STEM/Math/Science Action Plan*: Optional if <u>all</u> students are <u>proficient</u> in this area across all grade levels (FSA Level 3 or higher or equivalent for EOCs).

STEM/Math/Science Professional Development aligned with strategies through Professional Learning Community (PLC) or PD Activity
Please note that each Strategy does not require a professional development or PLC activity.

Charter School Associates conducts an annual teacher survey which includes a professional development needs components. Principals assign specific professional development through Observe4Success following each observation, as needed, and follows up by conducting a debrief of the PD or determines that coaching support is needed for continued assistance. Based on the school's curricular goals for each year, specific professional development is required for all teachers as well as content specific PD. CSA requires both content-specific and PD supporting effective instructional strategies over and beyond the needs identified through the survey. Below are the PD opportunities required by CSA as well as determined through the annual Needs Assessment Survey as well as PD to support specific action steps and strategies within this plan and the 2017-2018 Curriculum Plan developed for CSA.

Professional Development Content/Topic and/or PLC Focus	**Grade Level/ Subject**	**PD Facilitator and /or PLC Leader**	**PD Participant**	**Target Dates** *(e.g.: Early Release)* **and Schedules** *(e.g.: Frequency of meetings)*	**Title or Position Responsible for Monitoring**	**Strategy for Follow-up/ Monitoring**	**Amount/ Funding Source**

Unpacking Standards/Test Specifications and Design Text Annotation/Close Reading Engineering is Elementary Engineering is Everywhere PBL.org Data Analysis and Data Based Instruction 90-Minute Reading Block 90 Minute Math Block	K-8	D. Baggs, Principal J. McKenna D. Baggs, Principal D. Baggs, Principal J. Pino, Resource Teacher K. Casey, CSA Staff	All Teachers	August Pre – Planning	J. McKenna, Area Director D. Baggs, Principal	Classroom Walk-throughs Weekly Lesson Planning with Coach/Resource Teacher Student Work Sign-in sheets	Not Needed
Math Interventions	Math K-8	Arbesu, Math Coach Ms. Padron, Math Teacher	K-8 Math Teachers	September PD	D. Baggs, Principal D. Hugue, Dean, A.Arbesu, Math Coach	Model Lessons Classroom Walk-throughs Lesson Planning	Not Needed
Core Curriculum an Supplemental Resources	K-8 Core Subjects	Textbook Publishers Reading Coach Math Coach Resource Teacher	K-8 All Teachers	September – June On-Going	D. Baggs, Principal D. Hugue, Dean	Model Lessons Classroom Walk-throughs	Not Needed
Accountable Talk	Math K - 8	J. Pino, Resource Teacher	K-8 Math Teachers	September Planning Periods	D. Baggs, Principal D. Hugue, Dean	Classroom walk- throughs	Not Needed
Marzano Strategies as noted in the plan	K-8 All Content	J. Pino, Resource	All Teachers	October, 2017 Planning Day	D. Baggs, Principal	Classroom Walk-Throughs	Not Needed

	Areas	Teacher				Follow Up Classroom Modeling and Lesson Planning with Coach/Resource Teacher Student Work	
Reading and Writing Across the Curriculum – RACE and RAN	K-8 All Content Areas	J. Pino, Resource Teacher J. McKenna, CSA Staff	All Teachers	November, 2017 Planning Periods	D. Baggs, Principal	Classroom Walk- throughs Lesson Planning with Coach/Resource Teacher Classroom modeling by Coach/Resource Teacher Student Work	Not Needed
Implementation of voyager's REWARDS program for Secondary Students	6th – 8th REWARDS Teachers	Voyager Spores Virtual	6th and 8th REWARDS teacher	September – November, 2017	D. Baggs, Principal J. Pino, Resource Teacher	Lesson Planning Classroom Modeling,	Not Needed
Best Practices for ESE Students: • Think-alouds and Fix-Up Strategies • Visible Learning Tools (Anchor Charts) • Checks for understanding • Vocabulary Strategies	K-8 All Content Areas	J. Pino, Resource Teacher	All Teachers	November, 2017 PD Wednesdays	D. Baggs, Principal	Classroom Walk- throughs Lesson Plans Student Work	Not Needed
Best Practices for ELL Students: • Think-alouds and Fix-Up Strategies	K-8 All Content Areas	J. Pino, Resource Teacher S.Myeres,	All Teachers	November, 2017 PD Wednesdays	D. Baggs, Principal	Classroom Walk- throughs Lesson Plans Student Work	Not Needed

• Visible Learning Tools (Anchor Charts) • Checks for understanding • Vocabulary Strategies • Multiple Learning Styles		ESE Specialist					
myWriteSmart – Refresher	6 – 8 ELA	J. McKenna, CSA Staff	ELA Teachers	November 27, 2018	D. Baggs, Principal	Classroom Walk-throughs Student Work Lesson Plans	Not Needed
Claim, Evidence, Reasoning Framework for Supporting Scientific Thinking	K - 8	J. McKenna, CSA Staff	Science Teachers	November 21, 2018	D. Baggs, Principal J. Pino, Resource Teacher	Classroom Walk-throughs Student Work Lesson Plans	Not Needed

Graduation Rate – State the strategies and activities for students to be implemented that logically support this goal. Select all applicable goals and indicate whether the strategies or activities are before school, during school or after school. 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 instructional practices must staff utilize to support the achievement of all students?). Include literacy strategies that address reading, writing, listening, and speaking standards. Address the needs of all subgroups.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify graduation rate target for the following years:						
Baseline Data 2014-15	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**

Students In Cohort:

Include data for <u>Proficient</u> students meeting graduation requirements *(i.e., FSA, End Of Course Examinations):*	**Include data for <u>Non-proficient</u> students meeting graduation requirements** *(i.e. FSA, End of Course Examinations):*

2017 <u>Current</u> Level of Performance (% and number of students)	**2018 <u>Expected</u> Level of Performance (% and number of students)**	**2017 <u>Current</u> Level of Performance (% and number of students)**	**2018 <u>Expected</u> Level of Performance (% and number of students)**

Graduation Data:

2017 <u>Number</u> of Students That Graduated In Cohort:	**2017 <u>Percent</u> of Students That Graduated In Cohort:**	**2018 <u>Expected</u> <u>Number</u> of Students That Will Graduate In Cohort:**	**2018 <u>Expected</u> <u>Percent</u> of Students That Will Graduate In Cohort:**

Students Post Cohort:

Include data for <u>Proficient</u> students including any and all additional alternative assessments *(i.e., FSA, End Of Course Examinations, ACT, SAT, CLEP):*	**Include data for <u>Non-proficient</u> students including any and all additional alternative assessments** *(i.e., FSA, End Of Course Examinations, ACT, SAT, CLEP):*

2017 <u>Current</u> Level of Performance	**2018 <u>Expected</u> Level of Performance**	**2017 <u>Current</u> Level of Performance**	**2018 <u>Expected</u> Level of Performance**

Graduation Data:

2017 <u>Number</u> of Students That Graduated Post Cohort:	**2017 <u>Percent</u> of Students That Graduated Post Cohort:**	**2018 <u>Expected</u> <u>Number</u> of Students That Will Graduate Post Cohort:**	**2018 <u>Expected</u> <u>Percent</u> of Students That Will Graduate Post Cohort:**

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Industry Certification Information Section:

2017 Number of Students That Received Industry Certification:	2017 Percent of Students That Received Industry Certification:	2018 Expected Number of Students That Will Receive Industry Certification:	2018 Expected Percent of Students That Will Receive Industry Certification:

Industry Certification Programs Offered *(please list each program individually using specific program titles):*	Number of Students In Program In Cohort	Number of Students In Program Post Cohort	Number and Percentage of Students That Completed and Received Certification

Acceleration Programs Offered (*please list each program individually using specific program titles, i.e.: AP, AICE, dual enrollment):*	Number of Students In Program In Cohort	Number of Students In Program Post Cohort	Number and Percentage of Students That Achieved College and Career Readiness Through Acceleration

Strategies and Activities to increase Student Achievement and Graduation Rate *(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)*	Select Appropriate Subject Area *(i.e. Mathematics-Algebra, Science – Chemistry)*	Start-End Date	Select Applicable Option *(i.e. Before, During, After School Hours)*	Evaluation Tool *(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)*	Title or Position Responsible for Monitoring	Amount/ Funding Source