

# School Improvement Plan (SIP)

## CHARTER SCHOOL VERSION

Proposed for 2018-2019

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

School Name: Championship Academy of Distinction of West Broward School Location Number: 5234

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

## 2018-2019 SCHOOL IMPROVEMENT PLAN

### *PART 1: Current School Information*

#### **School Information**

<b>Complete School Name: Championship Academy of Distinction West Broward</b>	<b>District Name: Broward</b>
<b>School Location Number (MSID): 5234</b>	
<b>Principal: Patsy Reid</b>	<b>District Superintendent: Robert Runcie</b>
<b>Governing Board Member(s): Linda Collins, Melissa Bustamante, Maria Foyo</b>	<b>Date of School Board Charter Approval:</b> <b>Date of Most Recent School Board Charter Amendment:</b>

#### **Student Achievement Data and Reference Materials:**

The following links will open in a separate browser window.

[School Grades Trend Data](#)

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

[Florida Standards Assessment Portal](#)

[High School Feedback Report](#)

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

[School Accountability Reports](#)

**Administrators**

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FSA/statewide assessment Achievement Levels, learning gains, lowest 25%, along with the associated school year)
Principal	Patsy Reid	Bachelor’s Degree Elementary Education (1-6) with English For Speakers Of Other Languages (ESOL) Endorsement	1 Month	1	Championship Academy of Distinction-Davie Campus 2018-C Championship Academy of Distinction-Davie Campus 2017-B Championship Academy of Distinction-Davie Campus 2016-C Championship Academy of Distinction-Davie Campus 2015-C Somerset East-Prep Academy-Miramar 2014-A Excelsior Language Academy-Hialeah 2013-A Lincoln Marti-Hialeah Gardens 2012-A Lincoln Marti-Hialeah Gardens 2011-A
Assistant Principal	N/A				

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

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach, ESE Specialist, ESOL Contact	Prior Performance Record (include prior School Grades, FSA/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%, along with the associated school year)
Math Coach	Jon Losieniecki	BA Economics/ Elem K-6	1 Year	3	2016-2017 Championship Academy of Distinction 5215 C 2015-2016 Championship Academy of Distinction 5361 C 2014-2015 Championship Academy of Distinction 5361 C

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

Literacy Coach	Marilyn Davis	English Education, B.S. Educational Leadership, MS Certifications: Secondary English (5-9) English (6-12)	1 Month	1	2016-2017 Championship Academy of Distinction 5215 C 2015-2016 Avant Garde of Broward 5791 B 2014-2009 Rohr Middle School (Private School N/A)
ESOL-Director	Mrs. Daniella Ramos	Elementary K-6, ESOL Endorsement	1 Month	4	<b>2017-2018</b> Championship Academy of Distinction Elementary (5361)“C” Championship Academy of Distinction (5215)“C” Championship Academy of Distinction High (5219)“D”  <b>2016-2017</b> Championship Academy of Distinction 5215 “C” School Championship Academy of Distinction Elementary (5361) “C” Championship Academy of Distinction High (5219) “C” School  <b>2015-2016</b> Championship Academy of Distinction 5422 “C” School
ESOL Contact	Ms. Ingis Garcia	Associates in Science	1 Month	1 Month	N/A
ESE Specialist	Ms. Abah Hamilton	B.A. English Literature Certifications: Secondary English (6-12) ESOL Endorsement Exceptional Student Education K-12	1 Year	1 month	2017-2018 Championship Academy of Distinction 5234 -D

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

### ***1. Mission Statement***

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

**The mission of the CHAMPIONSHIP ACADEMY of Distinction at West Broward (CADWB) is to provide students with a comprehensive education with a focus on character education, facilitated by a high-quality staff, promoting academic excellence, leadership skills, and college and career ready skills. The vision of CADWB is that each student will develop a strong set of values and the leadership skills necessary to become successful, productive, and contributing members of society.**

### ***2. Academic Data***

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

*K-2 Academic Data:*

**Table 1**

The table below represents the result of the **STAR Early Literacy assessment (2017-2018) for Kindergarten**

Early Emergent	Late Emergent	Transitional Reader	Probable Reader
38%	50%	12%	0%

The table below represents the result of the **STAR Early Literacy assessment (2018-2019) for Kindergarten**

**Table 1a**

Early Emergent	Late Emergent	Transitional Reader	Probable Reader
48%	50%	0%	2%

**Table 2**

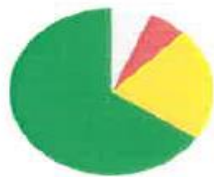
**i-Ready Reading Data based on AP3 West Broward (Test window 05/15- 06/04)**

**Diagnostic Results**



**Subject** Reading  
**Class/Report Group** Lauderhill Reading K  
**Date** Academic Year to Date  
**Lens** Standard View

**Overall Placement**



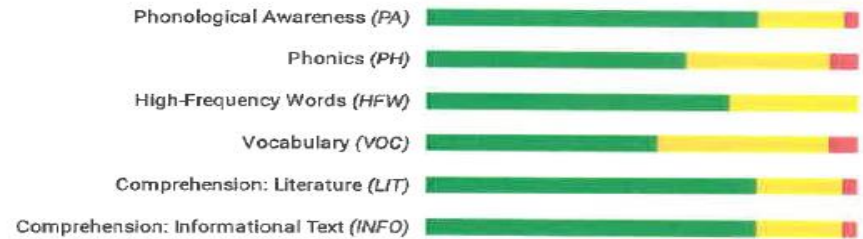
● **21 Students**  
 66%  
 On or Above  
 Grade Level

● **7 Students**  
 22%  
 One Grade Level  
 Below

● **2 Students**  
 6%  
 Two or More  
 Grade Levels  
 Below

● **2 Students**  
 5%  
 Not Completed

**Placement by Domain\***



\*Students not completed are not included.

Table 3

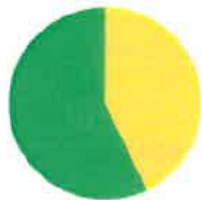
i-Ready Reading Data based on AP3 West Broward (Test window 05/15- 06/04)



Diagnostic Results

Subject: Reading  
 Class/Report Group: Lauderhill Reading 1  
 Date: Academic Year to Date  
 Lens: Standard View

Overall Placement



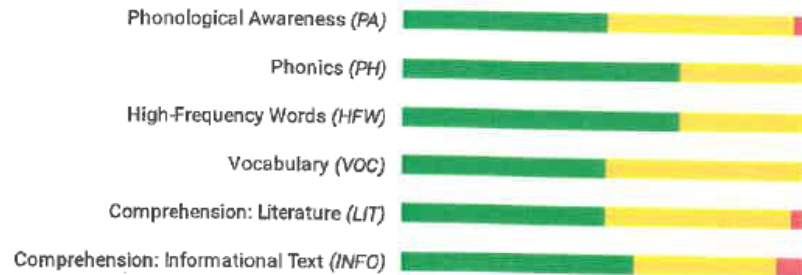
● **16 Students**  
 57%  
 On or Above  
 Grade Level

● **12 Students**  
 43%  
 One Grade Level  
 Below

● **0 Students**  
 0%  
 Two or More  
 Grade Levels  
 Below

● **0 Students**  
 0%  
 Not Completed

Placement by Domain\*



\*Students not completed are not included.

Table 4

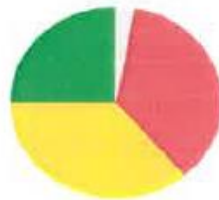
**i-Ready Reading Data based on AP3 West Broward (Test window 05/15- 06/04)**

**Diagnostic Results**



**Subject** Reading  
**Class/Report Group** Lauderdale Reading 2  
**Date** Academic Year to Date  
**Lens** Standard View

**Overall Placement**



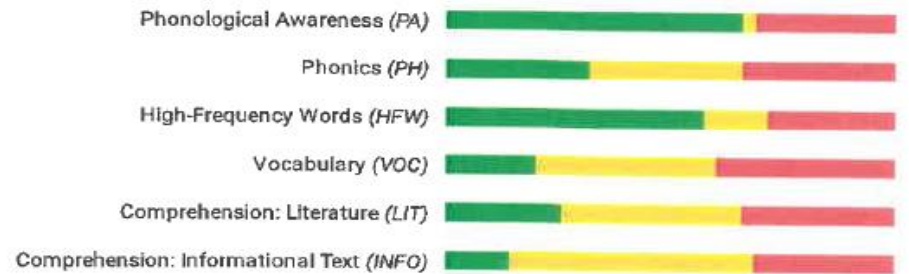
● **9 Students**  
 25%  
 On or Above  
 Grade Level

● **13 Students**  
 36%  
 One Grade Level  
 Below

● **13 Students**  
 36%  
 Two or More  
 Grade Levels  
 Below

● **1 Student**  
 3%  
 Not Completed

**Placement by Domain\***



\*Students not completed are not included.



**Table 5**

## i-Ready Reading Progress Monitoring Data 2017-2018

### Reading Progress Monitoring Data

#### Kindergarten

i-Ready Proficiency on Grade Level	
AP1-Reading	34%
AP3-Reading	66%

#### 1<sup>st</sup> Grade

i-Ready Proficiency on Grade Level	
AP1-Reading	38%
AP3-Reading	57%

#### 2<sup>nd</sup> Grade

i-Ready Proficiency on Grade Level	
AP1-Reading	13%
AP3-Reading	25%

**Table 6**

# i-Ready Math Progress Monitoring Data 2017-2018

## Math Progress Monitoring Data

### Kindergarten

i-Ready Proficiency on Grade Level	
AP1-Math	14%
AP3-Math	32%

### 1<sup>st</sup> Grade

i-Ready Proficiency on Grade Level	
AP1-Math	10%
AP3-Math	28%

### 2<sup>nd</sup> Grade

i-Ready Proficiency on Grade Level	
AP1-Math	20%
AP3-Math	31%

3-5 Academic Data:

**Championship Academy of Distinction West Broward first opened in the 2017-2018 school year with students enrolled in K-8<sup>th</sup> grade. Data provided for previous years will be limited in some areas and will only include data found on FDOE for 2016-2017 and 2015-2016 for Paramount Charter School #5109.**

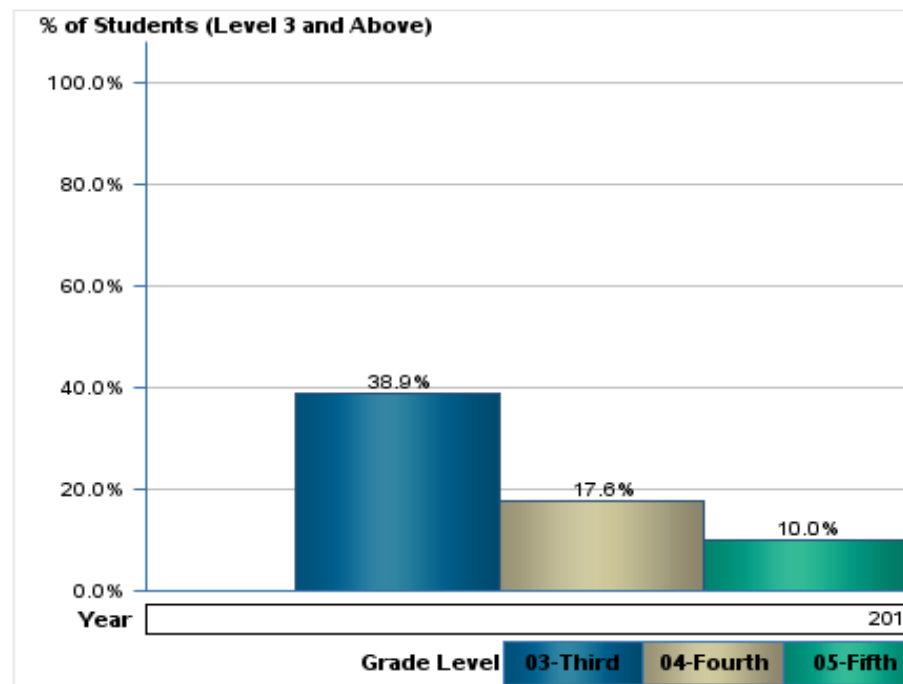
**Table 7**

**Proficiency Data**

Year	2017-2018				
Subject	ELA				
Grade Level	Number of Students	Number of students (Level 3 and above)	% of students (Level 3 and Above)	# of students (Level 4 and Above)	% of students (Level 4 and Above)
Grade 3	18	7	39%	1	6%
Grade 4	17	3	18%	1	6%
Grade 5	20	2	10%	1	5%

**FSA ELA 3-5 Proficiency Graph (2017-2018)**

Applied filters: District equal to 06-BROWARD



**Data provided for previous years will be limited in some areas and will only include data found on FDOE for 2016-2017 and 2015-2016 this data reflects Paramount Charter School #5109.**

**Table 8**

**Proficiency Data**

<b>Year</b>	<b>2016-2017</b>		
<b>Subject</b>	<b>ELA</b>		
<b>Grade Level</b>	<b>Number of Students</b>	<b>% of students (Level 3 and Above)</b>	<b>% of students (Level 4 and Above)</b>
Grade 3	30	6.7 %	0%
Grade 4	30	13.3 %	3.3%
Grade 5	26	23.1 %	0%

**Proficiency Data**

<b>Year</b>	<b>2015-2016</b>		
<b>Subject</b>	<b>ELA</b>		
<b>Grade Level</b>	<b>Number of Students</b>	<b>% of students (Level 3 and Above)</b>	<b>% of students (Level 4 and Above)</b>
Grade 3	28	17.9%	0%
Grade 4	17	15.8%	0%
Grade 5	20	38.1%	4.8%

**Championship Academy of Distinction West Broward first opened in the 2017-2018 school year with students enrolled in K-8<sup>th</sup> grade. Data provided for previous years will be limited in some areas and will only include data found on FDOE for 2016-2017 and 2015-2016 for Paramount Charter School #5109.**

**Table 9**

**Student Performance by Achievement Level**

Year	2017-2018					
Subject Area <b>ELA</b>	Percentage in Each Achievement Level					
Grade Level	Number of Students	1	2	3	4	5
Grade 3	18	39%	22%	33%	6%	0 %
Grade 4	17	41%	41%	12%	0%	6%
Grade 5	20	55%	35%	5%	5%	0%

**Student Performance by Achievement Level**

Year	2016-2017					
Subject Area <b>ELA</b>	Percentage in Each Achievement Level					
Subgroup	Number of Students	1	2	3	4	5
Grade 3	30	60%	33%	7%	0%	0 %
Grade 4	17	67%	20%	10%	3%	0 %
Grade 5	26	54%	23%	23%	0%	0%

**Student Performance by Achievement Level**

Year	2015-2016					
Subject Area <b>ELA</b>	Percentage in Each Achievement Level					
Subgroup	Number of Students	1	2	3	4	5
Grade 3	28	50%	32%	18%	0%	0%
Grade 4	19	68%	16%	16%	0%	0%
Grade 5	21	14%	48%	33%	5%	0%

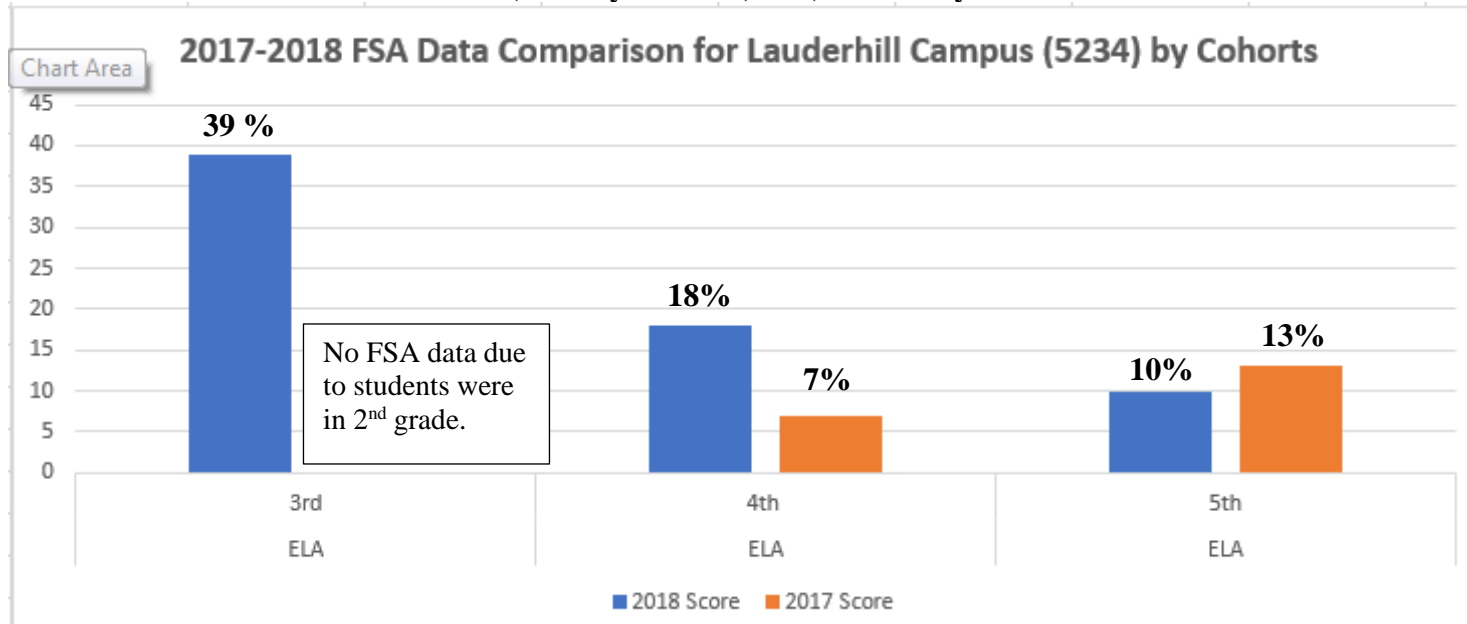
**Table 10**

**FSA ELA Analysis by Cluster**

Grade	Prof 2018	Key Ideas and Details	Craft and Structure	Integration of Knowledge & Ideas	Language and Editing	Text Based Writing
3	39%	41%	43%	37%	60%	N/A
4	18%	37%	49%	33%	56%	42%
5	10%	35%	50%	35%	65%	44%

**Table 11**

**FSA ELA Results Percent Proficient (Data by Cohorts) ----(Proficiency score for 2017 reflects Paramount Charter school MSID #5109)**



**Table 12**

**FSA ELA English Language Learners (ELL) Proficiency and Performance Data**

### STATEWIDE EXAMS DASHBOARD

**Administration** Administration Type  
 ELA ▼

### SCHOOL LEVEL CHARACTERISTICS

School Type  
All ▼

School  
CHAMPIONSHIP ACADEMY OF DIS... ▼

Year  
All ▼

Grade  
All ▼

Charter Flag  
All ▼

Title I  
 No

Cadre  
All ▼

Board Member  
All ▼

I-Zone  
All ▼

### STUDENT LEVEL CHARACTERISTICS

Gender  
 Female  
 Male

Ethnicity  
All ▼

Gifted  
 Non-Gifted

SWD  
 Non-SWD  
 SWD

FRL  
 FRL  
 Non-FRL

ELL  
 ELL  
 Non-ELL

Established 1915  
**BROWARD**  
 County Public Schools

Educating Today's Students to  
 Succeed in Tomorrow's World

Test Count	
SchoolYear	Count of Ach...
2018	14

Overall % Level 3	
SchoolYear	Average of ...
2018	21.43

#### Percentage Level 3 and Above

SchoolYear ● 2018

Achievement Level	Percentage
3	33%
4	0%
5	0%

#### Performance by Achievement Level

AchievementLevel ● 1 ● 2 ● 3 ● 4

Achievement Level	Level 1 (%)	Level 2 (%)	Level 3 (%)	Level 4 (%)
3	50%	17%	17%	17%
4	0%	100%	0%	0%
5	100%	0%	0%	0%

**Table 13**

**FSA ELA Students with Disabilities (SWD) Proficiency and Performance Data**

### STATEWIDE EXAMS DASHBOARD

**Administration** Administration Type  
 ELA ▼

### SCHOOL LEVEL CHARACTERISTICS

School Type  
All ▼

School  
CHAMPIONSHIP ACADEMY OF DIS... ▼

Year  
All ▼

Grade  
All ▲  
 3  
 5  
 6  
 8

Charter Flag  
All ▼

Title I  
 No

Cadre  
All ▼

Board Member  
All ▼

I-Zone  
All ▼

### STUDENT LEVEL CHARACTERISTICS

Gender  
 Female

Ethnicity  
All ▼

Gifted  
 Non-Gifted

Non-SWD  
 SWD

FRL  
 Non-FRL

ELL  
 Non-ELL

Grade Level →

Test Count

SchoolYear	Count of Ach...
2018	12

Overall % Level 3

SchoolYear	Average of ...
2018	0.00

Percentage Level 3 and Above

Achievement Level	Percentage
3	0%
4	0%
5	0%

Performance by achievement Level

Achievement Level	Level 3	Level 4	Level 5
1	100%	0%	100%
2	0%	0%	0%



**Table 14**

**i-Ready Reading Data based on AP3 West Broward (Test window 05/15- 06/04)**

**Diagnostic Results**



Subject: Reading  
 Class/Report Group: Lauderdale Reading 3  
 Date: Academic Year to Date  
 Lens: Standard View

**Overall Placement**



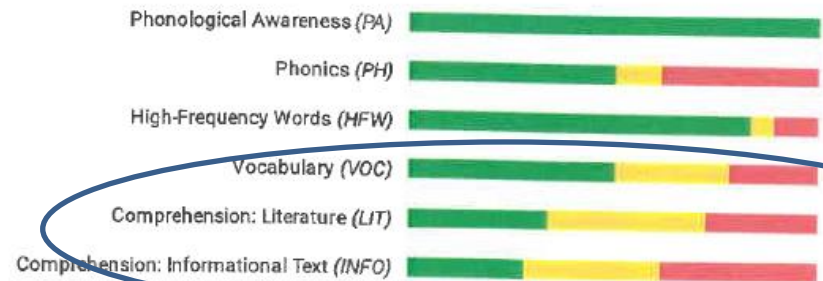
● **9 Students**  
 45%  
 On or Above  
 Grade Level

● **5 Students**  
 25%  
 One Grade Level  
 Below

● **4 Students**  
 20%  
 Two or More  
 Grade Levels  
 Below

● **2 Students**  
 10%  
 Not Completed

**Placement by Domain\***



\*Students not completed are not included.

**Table 15**

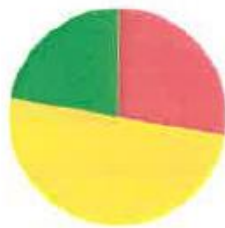
**i-Ready Reading Data based on AP3 West Broward (Test window 05/15- 06/04)**

**Diagnostic Results**



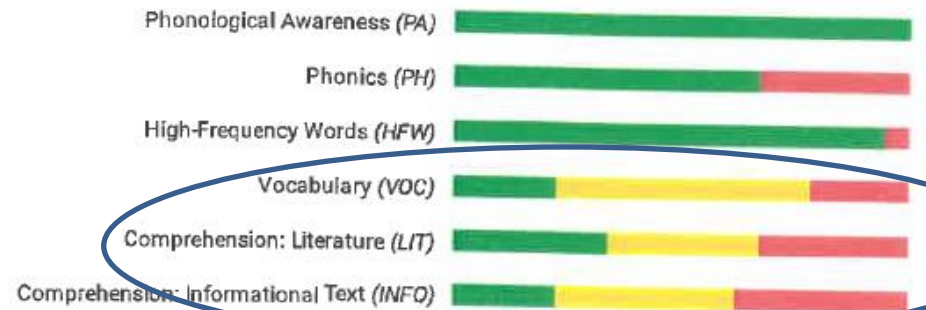
Subject: Reading  
 Class/Report Group: Lauderdale Reading 4  
 Date: Academic Year to Date  
 Lens: Standard View

**Overall Placement**



<span style="color: green;">●</span> <b>4 Students</b> 22% On or Above Grade Level	<span style="color: yellow;">●</span> <b>9 Students</b> 50% One Grade Level Below	<span style="color: red;">●</span> <b>5 Students</b> 28% Two or More Grade Levels Below	<span style="color: gray;">●</span> <b>0 Students</b> 0% Not Completed
---	--	---	--

**Placement by Domain\***



\*Students not completed are not included.

**Table 16**

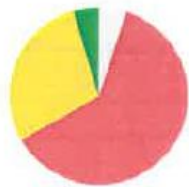
**i-Ready Reading Data based on AP3 West Broward (Test window 05/15- 06/04)**

**Diagnostic Results**



Subject: Reading  
 Class/Report Group: Lauderhill Reading 5  
 Date: Academic Year to Date  
 Lens: Standard View

Overall Placement



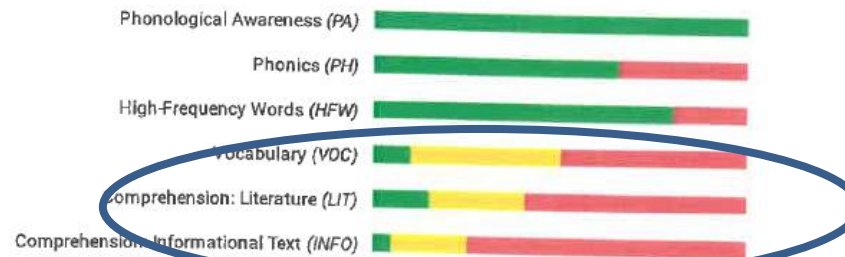
● **1 Student**  
 5%  
 On or Above  
 Grade Level

● **6 Students**  
 29%  
 One Grade Level  
 Below

● **13 Students**  
 62%  
 Two or More  
 Grade Levels  
 Below

● **1 Student**  
 5%  
 Not Completed

Placement by Domain\*



\*Students not completed are not included.

**Table 17**

## **i-Ready Progress monitoring Reading Data 2017-2018**

<b>Reading Progress Monitoring Data</b>	
<b>3<sup>rd</sup> Grade</b>	
<b>i-Ready Proficiency on Grade Level</b>	
<b>AP1-Reading</b>	<b>9%</b>
<b>AP3-Reading</b>	<b>45%</b>
<b>4<sup>th</sup> Grade</b>	
<b>i-Ready Proficiency on Grade Level</b>	
<b>AP1-Reading</b>	<b>19%</b>
<b>AP3-Reading</b>	<b>22%</b>
<b>5<sup>th</sup> Grade</b>	
<b>i-Ready Proficiency on Grade Level</b>	
<b>AP1-Reading</b>	<b>8%</b>
<b>AP3-Reading</b>	<b>5%</b>

3-5 Academic Data:

**Championship Academy of Distinction West Broward first opened in the 2017-2018 school year** with students enrolled in K-8<sup>th</sup> grade. Data provided for previous years will be limited in some areas and will only include data found on FDOE for 2016-2017 and 2015-2016 for Paramount Charter School #5109.

**Table 18**

**Proficiency Data**

Year	2017-2018				
Subject	Math				
Grade Level	Number of Students	Number of students (Level 3 and above)	% of students (Level 3 and Above)	# of students (Level 4 and Above)	% of students (Level 4 and Above)
Grade 3	18	2	11.1	0	0.0
Grade 4	17	5	29.4	1	11.8
Grade 5	20	6	30	0	0.0

**Proficiency Data**

Year	2016-2017		
Subject	Math		
Grade Level	Number of Students	% of students (Level 3 and Above)	% of students (Level 4 and Above)
Grade 3	27	0%	**
Grade 4	29	6.9%	**
Grade 5	28	14.3%	**

**Proficiency Data**

Year	2015-2016		
Subject	Math		
Grade Level	Number of Students	% of students (Level 3 and Above)	% of students (Level 4 and Above)
Grade 3	28	25%	**
Grade 4	22	18.2%	**
Grade 5	22	13.6%	**

**Championship Academy of Distinction West Broward first opened in the 2017-2018 school year** with students enrolled in K-8<sup>th</sup> grade. Data provided for previous years will be limited in some areas and will only include data found on FDOE for 2016-2017 and 2015-2016 for Paramount Charter School #5109.

**Table 19**

**Student Performance by Achievement Level**

Year	2017-2018					
Subject Area <b>Math</b>	Percentage in Each Achievement Level					
Grade Level	Number of Students	1	2	3	4	5
Grade 3	18	78	11	11	0	0
Grade 4	17	59	12	18	12	0
Grade 5	20	45	25	30	0	0

**Student Performance by Achievement Level**

Year	2016-2017					
Subject Area <b>Math</b>	Percentage in Each Achievement Level					
Subgroup	Number of Students	1	2	3	4	5
Grade 3	27	85	15	0	0	0
Grade 4	29	93	0	7	0	0
Grade 5	28	75	11	14	0	0

**Student Performance by Achievement Level**

Year	2015-2016					
Subject Area <b>Math</b>	Percentage in Each Achievement Level					
Subgroup	Number of Students	1	2	3	4	5
Grade 3	28	50	25	18	7	0
Grade 4	22	73	9	14	5	0
Grade 5	22	41	45	9	5	0

**FSA Math Analysis by Cluster**

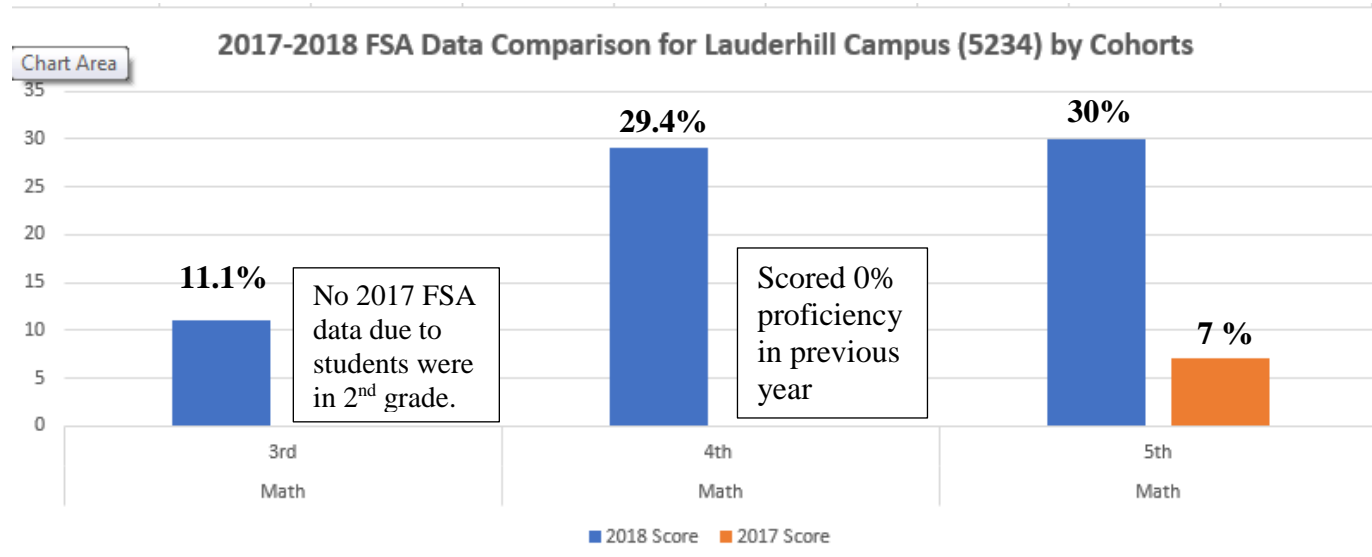
**Table 20**

Grade	Proficiency 2018	Op, Alg, Base 10	Numb & Op Fract	Measure, Data, Geo	
3	11.1%	*43%	38%	**35%	N/A
Grade	Proficiency	Op & Alg	Numb & Op Base 10	Numb & Op Fractions	Measure, Data, Geo
4	29.4%	55%	48%	**45%	*43%
Grade	Proficiency	Op, Alg & Fractions	Numb & Op Base 10	Measure, Data, Geo	
5	30%	*37%	37%	**30%	N/A

\*Heaviest Weighted \*\* Second Heaviest Weighted

**Table 21**

**FSA Math Results Percent Proficient (Data by Cohorts) ----(Proficiency score for 2017 reflects Paramount Charter school MSID #5109)**



**Table 22**

**FSA Math- English Language Learners (ELL) Proficiency and Performance Data**

### STATEWIDE EXAMS DASHBOARD

**Administration**

Administration Type: MATH

### SCHOOL LEVEL CHARACTERISTICS

School Type: All

School: CHAMPIONSHIP ACADEMY OF DIS...

Year: All

Grade: All

Charter Flag: All

Title I:  No

Cadre: All

Board Member: All

I-Zone: All

Test Count

SchoolYear	Count of Ach...
2018	14

Overall % Level 3

SchoolYear	Average of ...
2018	7.14

Percentage Level 3 and Above

Grade Level	Percentage
3	0
4	0
5	0

Performance by achievement Level

Grade Level	Level 1 (%)	Level 2 (%)	Level 3 (%)
3	100	0	0
4	100	0	0
5	100	0	0

### STUDENT LEVEL CHARACTERISTICS

Gender:  Female  Male

Ethnicity: All

Gifted:  Non-Gifted

SWD:  Non-SWD  SWD

FRL:  FRL  Non-FRL

ELL:  ELL  Non-ELL

**BROWARD** County Public Schools

Established 1915

Educating Today's Students to Succeed in Tomorrow's World

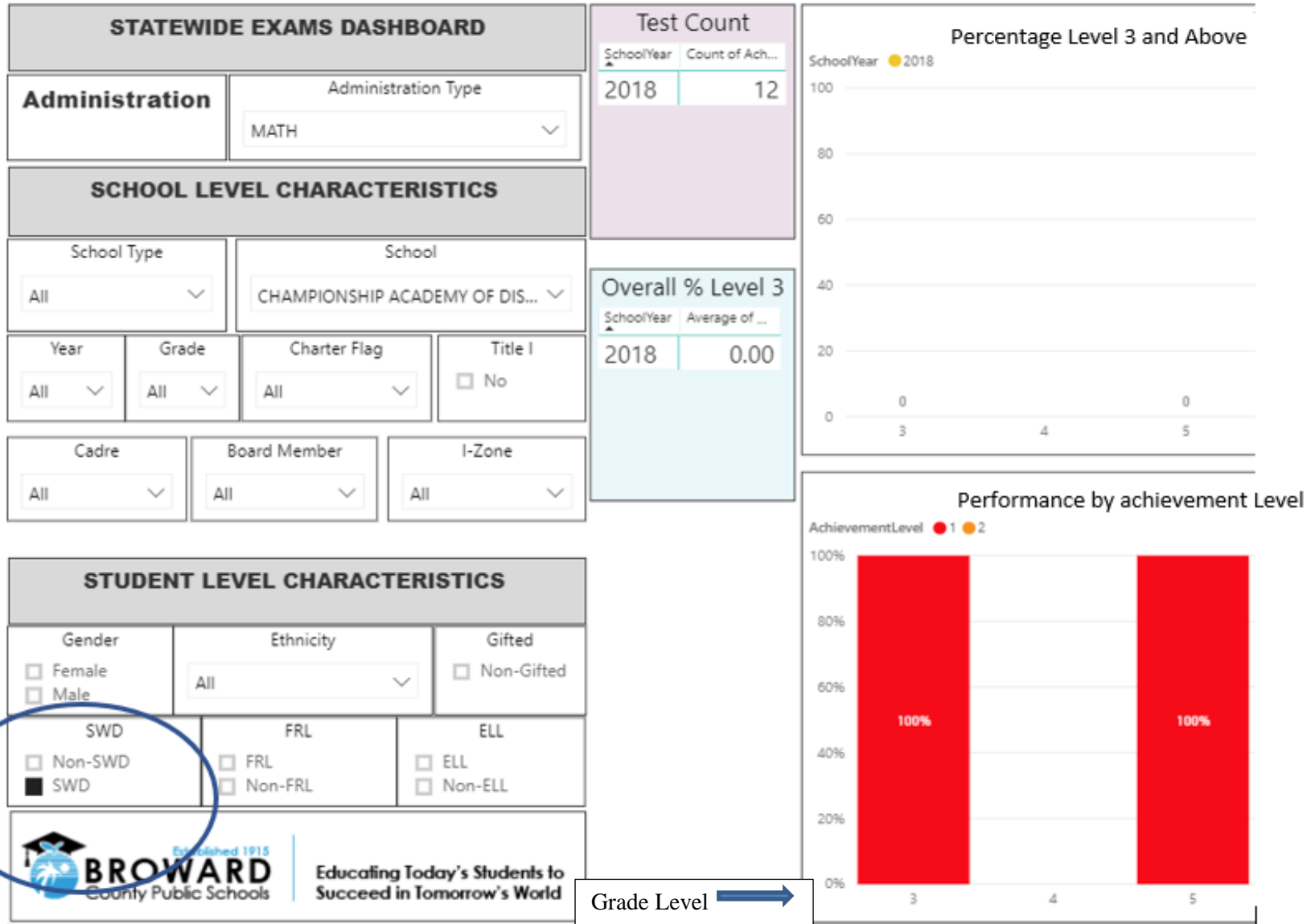
Grade Level

➔



**Table 23**

**FSA Math- Students with Disabilities (SWD) Proficiency and Performance Data**



**Table 24**

## **i-Ready Progress monitoring Math Data 2017-2018**

### **3<sup>rd</sup> Grade**

<b>i-Ready Proficiency on Grade Level</b>	
<b>AP1-Math</b>	<b>10%</b>
<b>AP3-Math</b>	<b>14%</b>

### **4<sup>th</sup> Grade**

<b>i-Ready Proficiency on Grade Level</b>	
<b>AP1-Math</b>	<b>4%</b>
<b>AP3-Math</b>	<b>6%</b>

### **5<sup>th</sup> Grade**

<b>i-Ready Proficiency on Grade Level</b>	
<b>AP1-Math</b>	<b>9%</b>
<b>AP3-Math</b>	<b>34%</b>

**Championship Academy of Distinction West Broward first opened in the 2017-2018 school year with students enrolled in K-8<sup>th</sup> grade. Data provided for previous years will be limited in some areas and will only include data found on FDOE for 2016-2017 and 2015-2016 for Paramount Charter School #5109.**

**Table 25**

**Proficiency Data**

Year	2017-2018				
Subject	Science				
Grade Level	Number of Students	Number of students (Level 3 and above)	% of students (Level 3 and Above)	# of students (Level 4 and Above)	% of students (Level 4 and Above)
Grade 5	20	0	0%	0	0%

**Proficiency Data**

Year	2016-2017		
Subject	Science		
Grade Level	Number of Students	% of students (Level 3 and Above)	% of students (Level 4 and Above)
Grade 5	27	4	0

**Proficiency Data**

Year	2015-2016		
Subject	Science		
Grade Level	Number of Students	% of students (Level 3 and Above)	% of students (Level 4 and Above)
Grade 5	22	9	0

**Table 26**

**Student Performance by Achievement Level**

Year	2017-2018					
Subject Area <b>Science</b>	Percentage in Each Achievement Level					
Grade Level	Number of Students	1	2	3	4	5
<b>Grade 5</b>	20	70	30	0	0	0

Grade	Proficiency 2018	Nature of Science	Earth and Space Science	Physical Science	Life Science
5-SCI	0%	40%	44%	50%	29%

**Student Performance by Achievement Level**

Year	2016-2017					
Subject Area <b>Science</b>	Percentage in Each Achievement Level					
Grade Level	Number of Students	1	2	3	4	5
<b>Grade 5</b>	27	70	26	4	0	0

**Student Performance by Achievement Level**

Year	2015-2016					
Subject Area <b>Science</b>	Percentage in Each Achievement Level					
Grade Level	Number of Students	1	2	3	4	5
<b>G</b>						
<b>Subject</b>	<b>Grade Level</b>	<b>2018 Score</b>	<b>2017 Score</b>	<b>2016 Score</b>		
Science	5th	0%	4%	9%		

\*\*\*\*\* **No proficiency in science includes SWD and ELL** \*\*\*\*\*

**6-8 Academic Data**

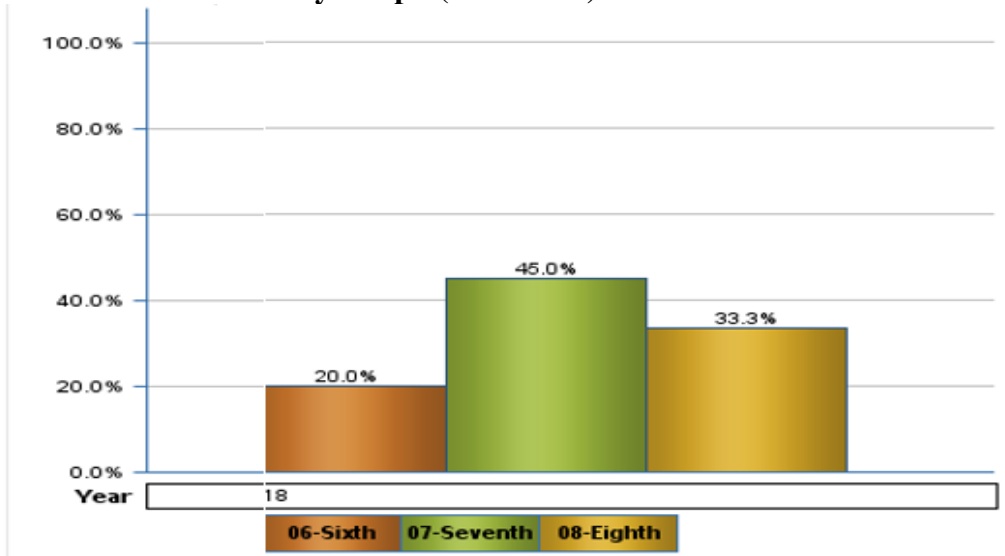
**Championship Academy of Distinction West Broward first opened in the 2017-2018 school year** with students enrolled in K-8<sup>th</sup> grade. Data provided for previous years will be limited in some areas and will only include data found on FDOE for 2016-2017 and 2015-2016 for Paramount Charter School #5109.

**Table 27**

**Proficiency Data**

Year	2017-2018				
Subject	ELA				
Grade Level	Number of Students	Number of students (Level 3 and above)	% of students (Level 3 and Above)	# of students (Level 4 and Above)	% of students (Level 4 and Above)
Grade 6	25	5	20%	0	0%
Grade 7	20	9	45%	5	25%
Grade 8	18	6	33%	2	11%

**FSA ELA 6-8 Proficiency Graph (2017-2018)**



**Championship Academy of Distinction West Broward first opened in the 2017-2018 school year** with students enrolled in K-8<sup>th</sup> grade. Data provided for previous years will be limited in some areas and will only include data found on FDOE for 2016-2017 and 2015-2016 for Paramount Charter School #5109.

**Table 28**

*Paramount Charter School #5109, did not have 8<sup>th</sup> grade in the 2016-2017 school year.*

**Proficiency Data**

Year	2016-2017		
Subject	ELA		
Grade Level	Number of Students	% of students (Level 3 and Above)	% of students (Level 4 and Above)
Grade 6	38	31.6 %	15.8 %
Grade 7	33	18.2 %	6.1 %
Grade 8	N/A	N/A	N/A

*Paramount Charter School #5109, did not have 7<sup>th</sup>, or 8<sup>th</sup> grade in the 2015-2016 school year.*

**Proficiency Data**

Year	2015-2016		
Subject	ELA		
Grade Level	Number of Students	% of students (Level 3 and Above)	% of students (Level 4 and Above)
Grade 6	37	16.2%	8.1%
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A

**Championship Academy of Distinction West Broward first opened in the 2017-2018 school year with students enrolled in K-8<sup>th</sup> grade. Data provided for previous years will be limited in some areas and will only include data found on FDOE for 2016-2017 and 2015-2016 for Paramount Charter School #5109.**

**Table 29**

**Student Performance by Achievement Level**

Year	2017-2018					
Subject Area <b>ELA</b>	Percentage in Each Achievement Level					
Grade Level	Number of Students	1	2	3	4	5
Grade 6	25	48%	32%	20%	0%	0%
Grade 7	20	30%	25%	20%	20%	5%
Grade 8	18	39%	28%	22%	11%	0%

**Paramount Charter School #5109, did not have 8<sup>th</sup> grade in the 2016-2017 school year.**

**Student Performance by Achievement Level**

Year	2016-2017					
Subject Area <b>ELA</b>	Percentage in Each Achievement Level					
Subgroup	Number of Students	1	2	3	4	5
Grade 6	38	42	26	16	13	3
Grade 7	33	55	27	12	6	0
Grade 8	**	**	**	**	**	**

**Paramount Charter School #5109, did not have 7<sup>th</sup>, or 8<sup>th</sup> grade in the 2015-2016 school year.**

**Student Performance by Achievement Level**

Year	2015-2016					
Subject Area <b>ELA</b>	Percentage in Each Achievement Level					
Subgroup	Number of Students	1	2	3	4	5
Grade 6	36	50	33	8	8	0
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A

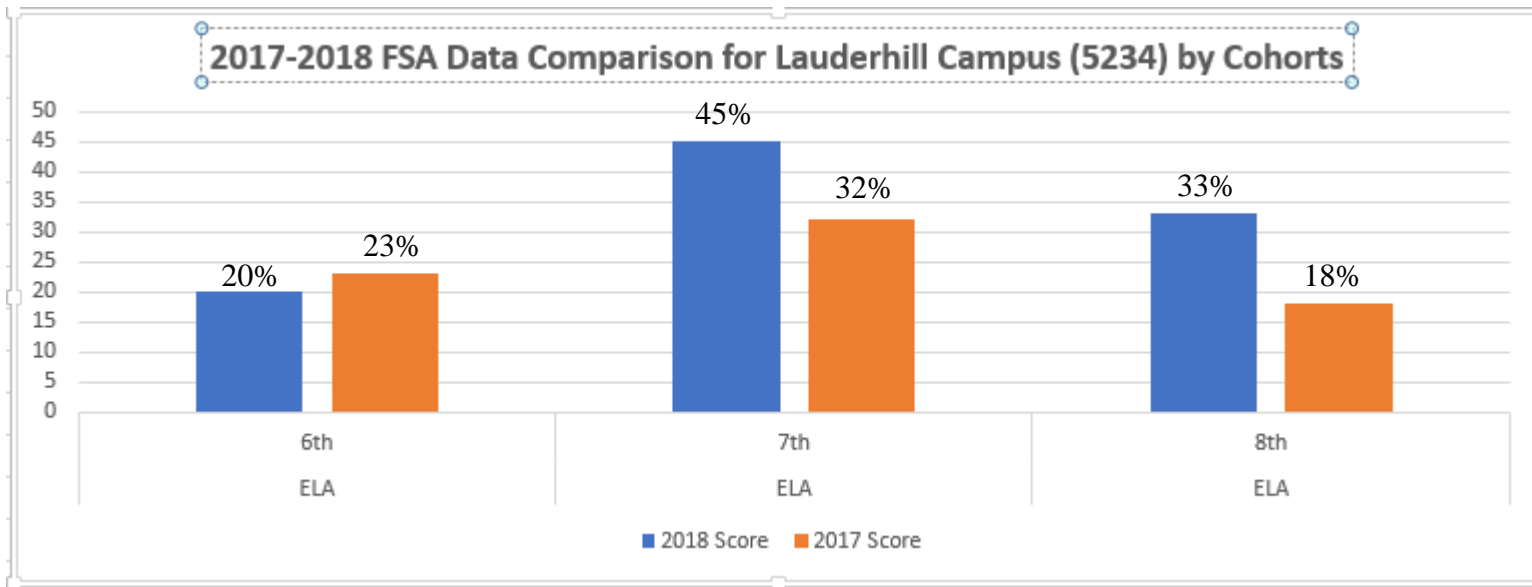
**FSA ELA Analysis by Cluster**

**Table 30**

Grade	Prof 2018	Key Ideas and Details	Craft and Structure	Integration of Knowledge & Ideas	Language and Editing	Text Based Writing
6	20%	32%	46%	25%	67%	46%
7	45%	44%	50%	50%	65%	65%
8	33%	46%	54%	47%	73%	53%

**Table 31**

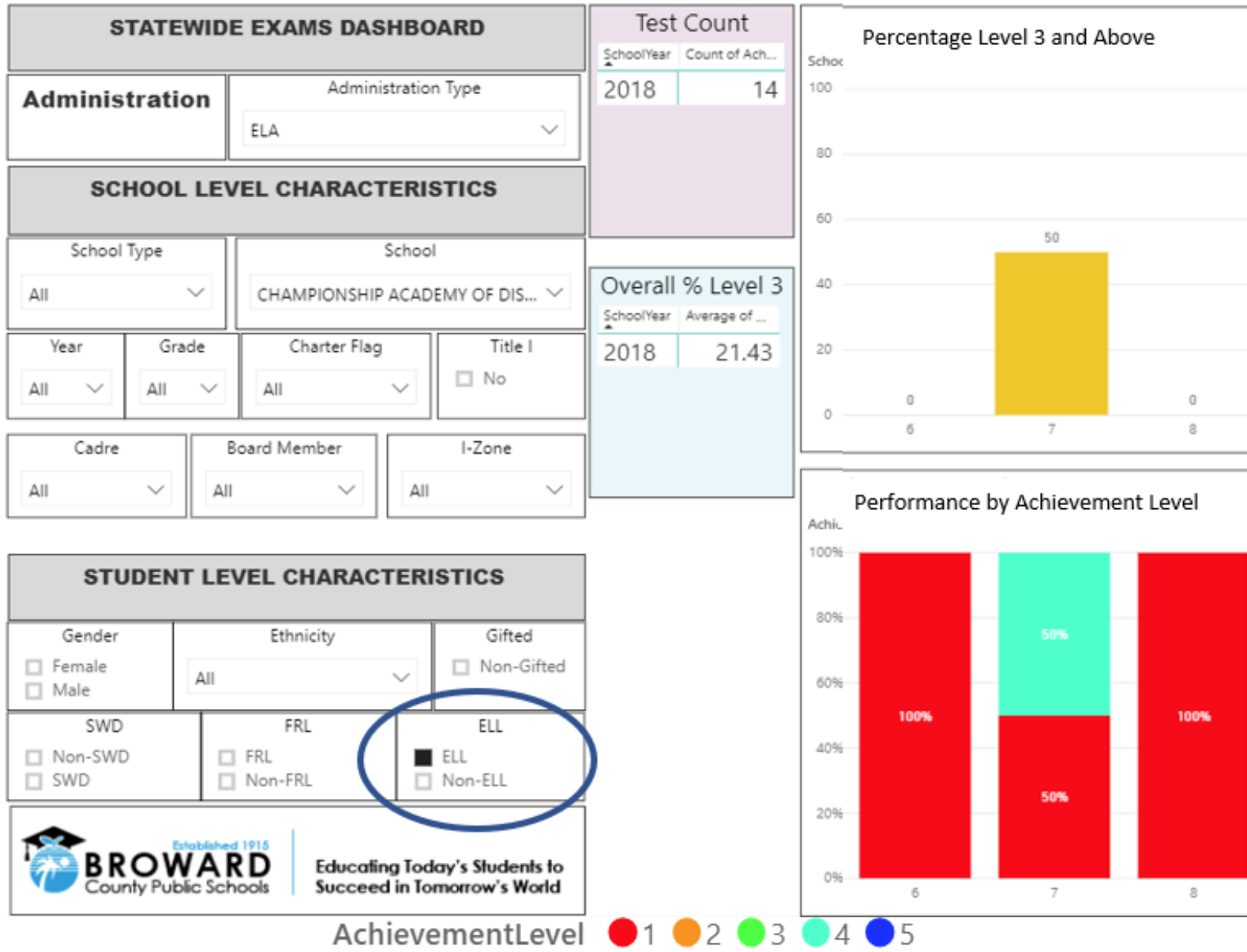
**FSA ELA Results Percent Proficient (Data by Cohorts) ----(Proficiency score for 2017 reflects Paramount Charter school MSID #5109)**





**Table 32**

**FSA ELA English Language Learners (ELL) Proficiency and Performance Data**



### FSA ELA Students with Disabilities (SWD) Proficiency and Performance Data

**Table 33**

**STATEWIDE EXAMS DASHBOARD**

**Administration** Administration Type: ELA

**SCHOOL LEVEL CHARACTERISTICS**

School Type: All School: CHAMPIONSHIP ACADEMY OF DIS...

Year: All Grade: All Charter Flag: All Title I:  No

Cadre: All Board Member: All I-Zone: All

**STUDENT LEVEL CHARACTERISTICS**

Gender:  Female Ethnicity: All Gifted:  Non-Gifted

Non-SWD  FRL  ELL

SWD  Non-FRL  Non-ELL

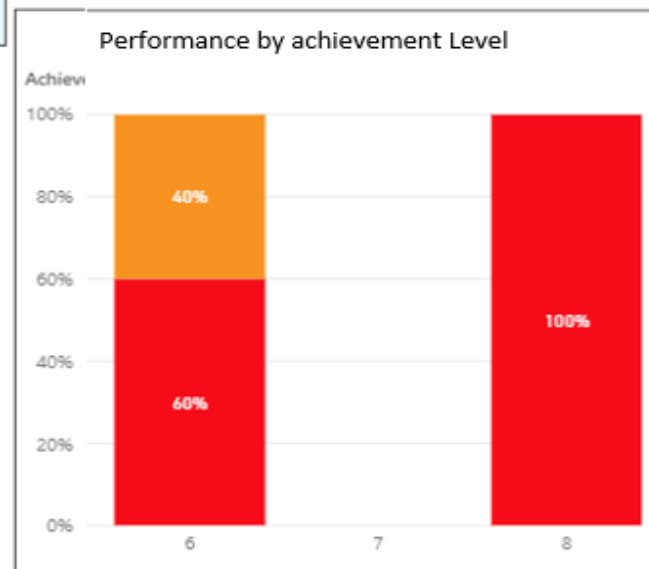
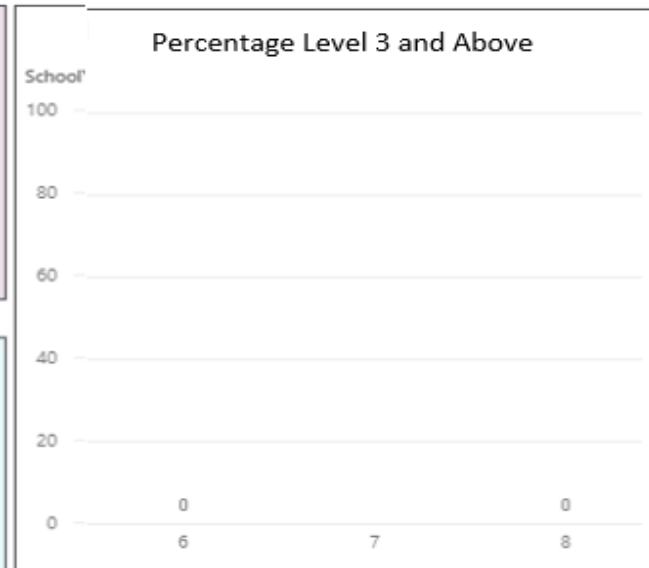
**BROWARD** County Public Schools | Established 1915 | Educating Today's Students to Succeed in Tomorrow's World

**Test Count**

SchoolYear	Count of Ach...
2018	12

**Overall % Level 3**

SchoolYear	Average of ...
2018	0.00



AchievementLevel ● 1 ● 2 ● 3 ● 4 ● 5

**Table 34**

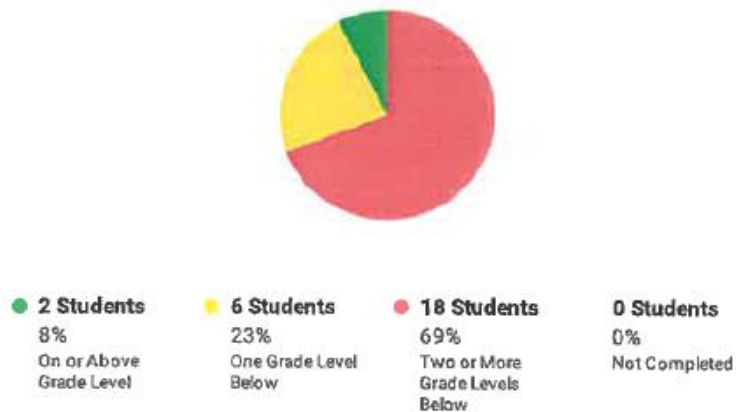
i-Ready Reading Data based on AP3 West Broward (Test window 05/15- 06/04)

# Diagnostic Results

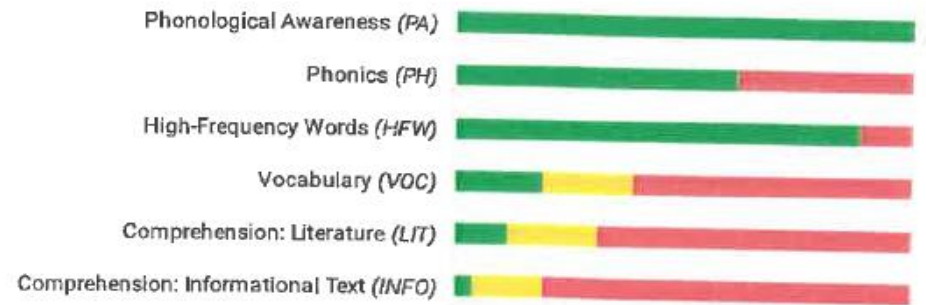


**Subject** Reading  
**Class/Report Group** Lauderdale 6th Grade Reading  
**Date** Academic Year to Date  
**Lens** Standard View

## Overall Placement



## Placement by Domain\*



\*Students not completed are not included.

**Table 35**

**i-Ready Reading Data based on AP3 West Broward (Test window 05/15- 06/04)**

# Diagnostic Results



**Subject** Reading  
**Class/Report Group** Lauderdale 7th Grade Intensive Reading  
**Date** Academic Year to Date  
**Lens** Standard View

## Overall Placement



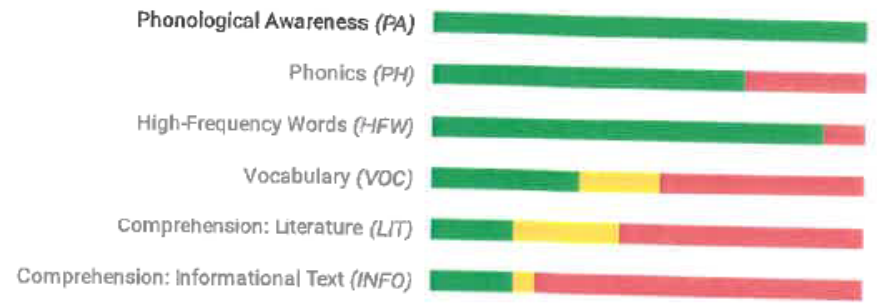
● **4 Students**  
 19%  
 On or Above  
 Grade Level

● **5 Students**  
 24%  
 One Grade Level  
 Below

● **12 Students**  
 57%  
 Two or More  
 Grade Levels  
 Below

● **0 Students**  
 0%  
 Not Completed

## Placement by Domain\*



\*Students not completed are not included.

**Table 36**

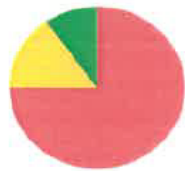
**i-Ready Reading Data based on AP3 West Broward (Test window 05/15- 06/04)**

**Diagnostic Results**



**Subject** Reading  
**Class/Report Group** Lauderdale 8th Grade Intensive Reading  
**Date** Academic Year to Date  
**Lens** Standard View

**Overall Placement**



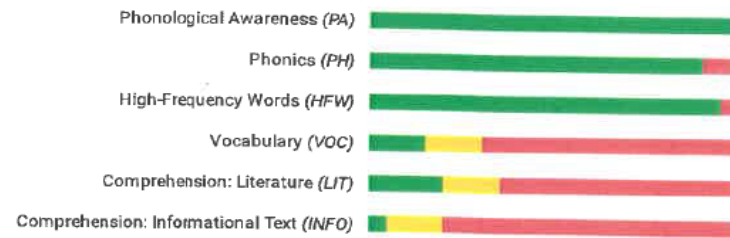
● **2 Students**  
 10%  
 On or Above Grade Level

● **3 Students**  
 15%  
 One Grade Level Below

● **15 Students**  
 75%  
 Two or More Grade Levels Below

● **0 Students**  
 0%  
 Not Completed

**Placement by Domain\***



\*Students not completed are not included.

**Table 37**

## **i-Ready Progress monitoring Reading Data 2017-2018**

### **Reading Progress Monitoring Data**

#### **6<sup>th</sup> Grade**

<b>i-Ready Proficiency on Grade Level</b>	
<b>AP1-Reading</b>	<b>5%</b>
<b>AP3-Reading</b>	<b>8%</b>

#### **7<sup>th</sup> Grade**

<b>i-Ready Proficiency on Grade Level</b>	
<b>AP1-Reading</b>	<b>24%</b>
<b>AP3-Reading</b>	<b>19%</b>

#### **8<sup>th</sup> Grade**

<b>i-Ready Proficiency on Grade Level</b>	
<b>AP1-Reading</b>	<b>12%</b>
<b>AP3-Reading</b>	<b>10%</b>

**Table 38**

**6-8 Academic Data:**

**Championship Academy of Distinction West Broward first opened in the 2017-2018 school year with students enrolled in K-8<sup>th</sup> grade. Data provided for previous years will be limited in some areas and will only include data found on FDOE for 2016-2017 and 2015-2016 for Paramount Charter School #5109.**

**Proficiency Data**

Year	2017-2018				
Subject	Math				
Grade Level	Number of Students	Number of students (Level 3 and above)	% of students (Level 3 and Above)	# of students (Level 4 and Above)	% of students (Level 4 and Above)
Grade 6	25	3	12%	0	0
Grade 7	20	5	25%	1	
Grade 8	18	5	28%	0	0

*Paramount Charter School #5109, did not have 8<sup>th</sup> grade in the 2016-2017 school year.*

**Proficiency Data**

Year	2016-2017		
Subject	Math		
Grade Level	Number of Students	% of students (Level 3 and Above)	% of students (Level 4 and Above)
Grade 6	38	21.1%	**
Grade 7	27	7.4%	**
Grade 8	N/A	N/A	N/A

*Paramount Charter School #5109, did not have 7<sup>th</sup>, or 8<sup>th</sup> grade in the 2015-2016 school year.*

**Proficiency Data**

Year	2015-2016		
Subject	Math		
Grade Level	Number of Students	% of students (Level 3 and Above)	% of students (Level 4 and Above)
Grade 6	34	14.7%	**
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A

**Championship Academy of Distinction West Broward first opened in the 2017-2018 school year** with students enrolled in K-8<sup>th</sup> grade. Data provided for previous years will be limited in some areas and will only include data found on FDOE for 2016-2017 and 2015-2016 for Paramount Charter School #5109.

**Table 39**

**Student Performance by Achievement Level**

Year	2017-2018					
Subject Area <b>Math</b>	Percentage in Each Achievement Level					
Grade Level	Number of Students	1	2	3	4	5
Grade 6	25	52	36	12	0	0
Grade 7	20	40	35	20	0	5
Grade 8	18	50	22	28	0	0

**Student Performance by Achievement Level**

Year	2016-2017					
Subject Area <b>Math</b>	Percentage in Each Achievement Level					
Subgroup	Number of Students	1	2	3	4	5
Grade 6	38	53	26	21	0	0
Grade 7	27	74	19	7	0	0
Grade 8	**	**	**	**	**	**

**Student Performance by Achievement Level**

Year	2015-2016					
Subject Area <b>Math</b>	Percentage in Each Achievement Level					
Subgroup	Number of Students	1	2	3	4	5
Grade 6	27	59	26	9	3	3
Grade 7	**	**	**	**	**	**
Grade 8	**	**	**	**	**	**



**Table 40**

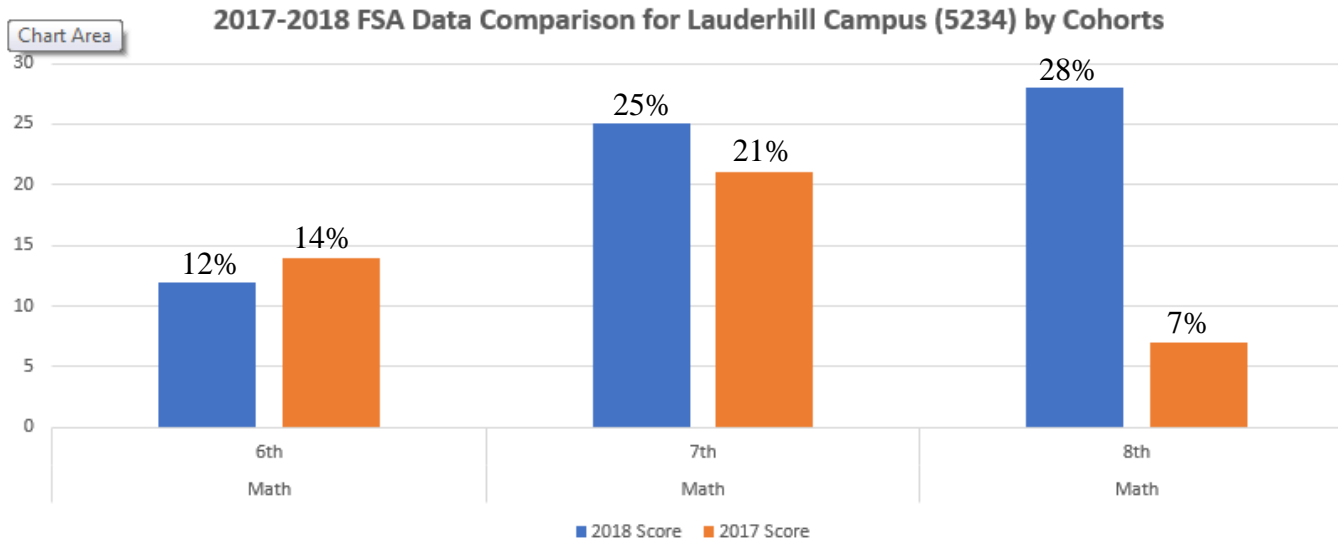
**FSA Math Analysis by Cluster**

Grade	Proficiency 2018	Ratio & Proportion	Express & Equ	Geometry	Statistics & Probability	The Number System
6	12%	44%	*36%	18%	36%	**32%
Grade	Proficiency	Ratio & Proportion	Express & Equ	Geometry	Statistics & Probability	The Number System
7	25%	*34%	28%	**19%	43%	31%
Grade	Proficiency	Express & Equ	Function	Geometry	Statistics, Prob, & Numb System	
8	28%	*31%	28%	**23%	39%	

\*Heaviest Weighted \*\* Second Heaviest Weighted

**Table 41**

**FSA Results Percent Proficient----(Proficiency score for 2017 reflects Paramount Charter school MSID #5109)**



## FSA Math- English Language Learners (ELL) Proficiency and Performance Data

**Table 42**

### STATEWIDE EXAMS DASHBOARD

**Administration**

Administration Type: MATH

---

### SCHOOL LEVEL CHARACTERISTICS

School Type: All

School: CHAMPIONSHIP ACADEMY OF DIS...

Year: All | Grade: All | Charter Flag: All | Title I:  No

Cadre: All | Board Member: All | I-Zone: All

---

### STUDENT LEVEL CHARACTERISTICS

Gender:  Female  Male

Ethnicity: All

Gifted:  Non-Gifted

SWD:  Non-SWD  SWD

FRL:  FRL  Non-FRL

ELL:  ELL  Non-ELL

Test Count	
SchoolYear	Count of Ach...
2018	14

Overall % Level 3	
SchoolYear	Average of ...
2018	7.14

### Percentage Level 3 and Above

School	Percentage Level 3 and Above
6	0
7	50
8	0

### Performance by achievement Level

School	Level 1	Level 2	Level 3	Level 4	Level 5
6	50%	50%	0%	0%	0%
7	50%	0%	50%	0%	0%
8	100%	0%	0%	0%	0%

AchievementLevel ● 1 ● 2 ● 3 ● 4 ● 5

### FSA ELA Students with Disabilities (SWD) Proficiency and Performance Data

**Table 43**

#### STATEWIDE EXAMS DASHBOARD

**Administration** Administration Type: MATH

#### SCHOOL LEVEL CHARACTERISTICS

School Type: All School: CHAMPIONSHIP ACADEMY OF DIS...


Year: All Grade: All Charter Flag: All Title I:  No

Cadre: All Board Member: All I-Zone: All

#### STUDENT LEVEL CHARACTERISTICS

Gender:  Female  Male Ethnicity: All Gifted:  Non-Gifted

SWD:  Non-SWD  SWD FRL:  FRL  Non-FRL ELL:  ELL  Non-ELL



**BROWARD** County Public Schools  
Established 1915  
Educating Today's Students to Succeed in Tomorrow's World

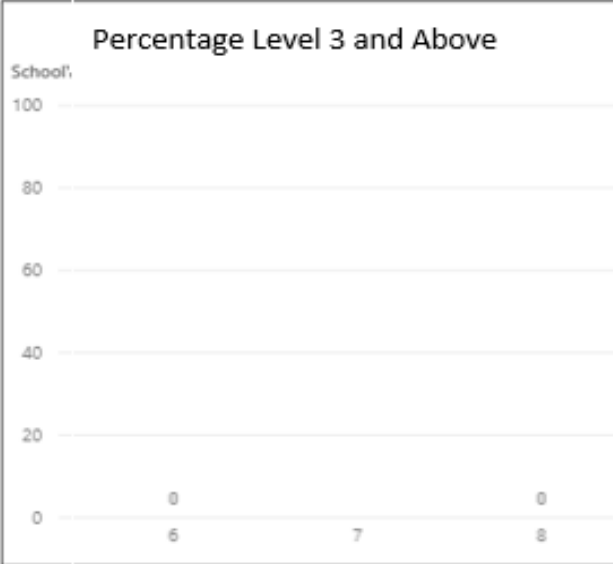
#### Test Count

SchoolYear	Count of Ach...
2018	12

#### Overall % Level 3

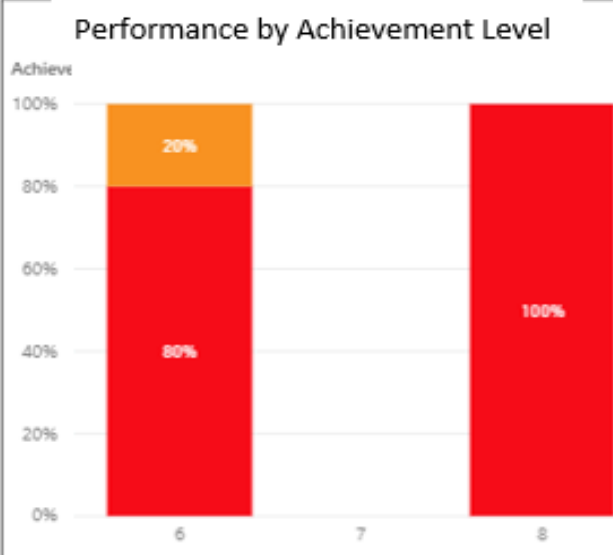
SchoolYear	Average of ...
2018	0.00

#### Percentage Level 3 and Above



SchoolYear	Percentage Level 3 and Above
6	0
7	0
8	0

#### Performance by Achievement Level



SchoolYear	Achievement Level 1 (%)	Achievement Level 2 (%)
6	80	20
7	0	0
8	100	0

AchievementLevel ● 1 ● 2

**Table 44**

## **i-Ready Progress monitoring Math Data 2017-2018**

### **6<sup>th</sup> Grade**

<b>i-Ready Proficiency on Grade Level</b>	
<b>AP1-Math</b>	<b>5%</b>
<b>AP3-Math</b>	<b>10%</b>

### **7<sup>th</sup> Grade**

<b>i-Ready Proficiency on Grade Level</b>	
<b>AP1-Math</b>	<b>8%</b>
<b>AP3-Math</b>	<b>24%</b>

### **8<sup>th</sup> Grade**

<b>i-Ready Proficiency on Grade Level</b>	
<b>AP1-Math</b>	<b>4%</b>
<b>AP3-Math</b>	<b>20%</b>

**Championship Academy of Distinction West Broward first opened in the 2017-2018 school year with students enrolled in K-8<sup>th</sup> grade. Data provided for previous years will be limited in some areas and will only include data found on FDOE for 2016-2017 and 2015-2016 for Paramount Charter School #5109.**

**Table 45**

**Proficiency Data**

Year	2017-2018				
Subject	Social Studies (Civics)				
Grade Level	Number of Students	Number of students (Level 3 and above)	% of students (Level 3 and Above)	# of students (Level 4 and Above)	% of students (Level 4 and Above)
<b>Grade 7</b>	19	**	52.6	**	21.4

**Proficiency Data**

Year	2016-2017		
Subject	Social Studies (Civics)		
Grade Level	Number of Students	% of students (Level 3 and Above)	% of students (Level 4 and Above)
Grade 7	32	25	9

*Paramount Charter School #5109, did not have 7<sup>th</sup> grade in the 2015-2016 school year.*

**No proficiency Data Chart available (2015-2016)**

**Table 44**

**Student Performance by Achievement Level**

Year	2017-2018					
Subject Area <b>Social Studies (Civics)</b>	Percentage in Each Achievement Level					
Grade Level	Number of Students	1	2	3	4	5
<b>Grade 7</b>	19	26%	21%	32%	11%	11%

**Student Performance by Achievement Level**

Year	2016-2017					
Subject Area <b>Social Studies (Civics)</b>	Percentage in Each Achievement Level					
Grade Level	Number of Students	1	2	3	4	5
<b>Grade 7</b>	32	31%	34%	25%	9%	0%

*Paramount Charter School #5109 did not have 7<sup>th</sup> grade in the 2015-2016 school year.*

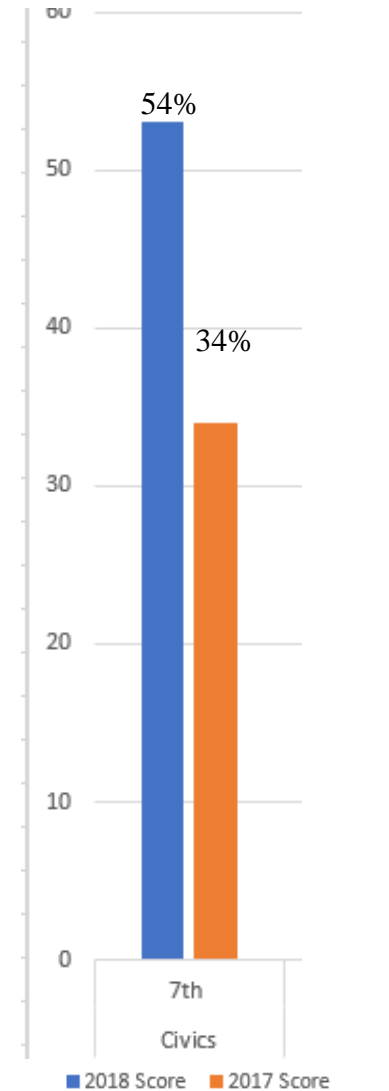
**Proficiency by Cluster 2018**

**Table 45**

Grade	Proficiency 2018	Origins and Purposes of Law and Government	Roles, Rights, and Responsibilities of Citizens	Government Policies and Political Processes	Organizations and Functions of Government
<b>7-EOC</b>	<b>54%</b>	<b>46.2%</b>	<b>50%</b>	<b>41.6%</b>	<b>42.9%</b>

**Table 46**

**FSA Data Comparison  
Percent Proficient**



**Table 47**

**Civics EOC- English Language Learners (ELL) Proficiency and Performance Data**

### STATEWIDE EXAMS DASHBOARD

**Administration**

Administration Type: CIVICS

---

### SCHOOL LEVEL CHARACTERISTICS

School Type: All

School: CHAMPIONSHIP ACADEMY OF DIS...

Year: All | Grade: 7 | Charter Flag: All | Title I:  No

Cadre: All | Board Member: All | I-Zone: All

---

### STUDENT LEVEL CHARACTERISTICS

Gender:  Male

Ethnicity: All

Gifted:  Non-Gifted

SWD:  Non-SWD | FRL:  FRL

ELL:  ELL |  Non-ELL

**Test Count**

SchoolYear	Count of Ach...
2018	2

---

**Overall % Level 3**

SchoolYear	Average of ...
2018	50.00

### Percentage Level 3 and Above

SchoolYear	Percentage
2018	50

---

### Performance by Achievement Level

AchievementLevel	Percentage
1	50%
5	50%

**Table 48**

**Proficiency Data for Science**

Year	2017-2018				
Subject	Science				
Grade Level	Number of Students	Number of students (Level 3 and above)	% of students (Level 3 and Above)	# of students (Level 4 and Above)	% of students (Level 4 and Above)
Grade 8	18	**	27.8	**	5.6

**Student Performance by Achievement Level**

Year	2017-2018					
Subject Area	Percentage in Each Achievement Level					
Grade Level	Number of Students	1	2	3	4	5
Grade 8	18	33%	39%	22%	6%	0

**Table 49**

Grade	Proficiency 2018	Nature of Science	Earth and Space Science	Physical Science	Life Science
8-SCI	28%	55%	60%	47%	60%

*Paramount Charter School #5109 did not have 8<sup>th</sup> grade in the (2016-2017) and (2015-2016) school year (No comparison chart available).*



**Table 50**

**NGSSS Science—English Language Learners (ELL) Proficiency and Performance Data---**

### STATEWIDE EXAMS DASHBOARD

**Administration**

Administration Type

SCIENCE

CIVICS

ELA

MATH

SCIENCE

**SCHOOL LEVEL**

School Type

All

Year: All | Grade: All

Cadre: All | Board Member: All | I-Zone: All

### STUDENT LEVEL CHARACTERISTICS

Gender:  Female |  Male

Ethnicity: All

Gifted:  Non-Gifted

SWD:  Non-SWD |  SWD

FRL:  FRL |  Non-FRL

ELL:  ELL |  Non-ELL

#### Test Count

SchoolYear	Count of Ach...
2018	3

#### Overall % Level 3

SchoolYear	Average of ...
2018	0.00

#### Percentage Level 3 and Above

SchoolYear	Percentage Level 3 and Above
7	0
8	0

#### Performance by Achievement Level

SchoolYear	Performance by Achievement Level
7	0%
8	100%

AchievementLevel ● 1 ● 2 ● 3 ● 4 ● 5

**Table 51**

**NGSSS Science-- Students with Disabilities (SWD) Proficiency and Performance Data---**

**STATEWIDE EXAMS DASHBOARD**

**Administration** Administration Type

**SCHOOL LEVEL**

School Type: All

Year: All Grade: All

Cadre: All Board Member: All I-Zone: All

SCIENCE

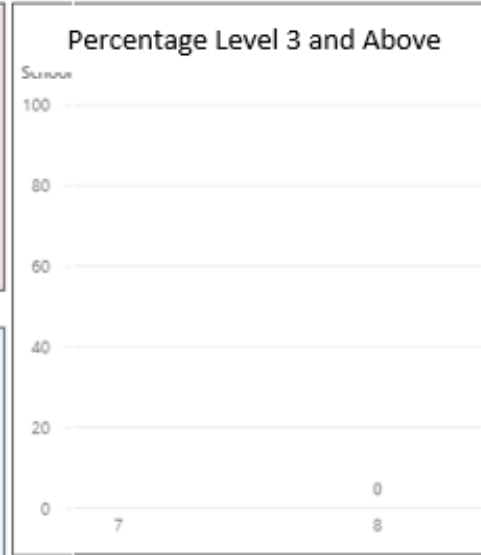
ELA  
 MATH  
 SCIENCE

**Test Count**

SchoolYear	Count of Ach...
2018	5

**Overall % Level 3**

SchoolYear	Average of ...
2018	0.00



**STUDENT LEVEL CHARACTERISTICS**

Gender:  Female  Male

Ethnicity: All

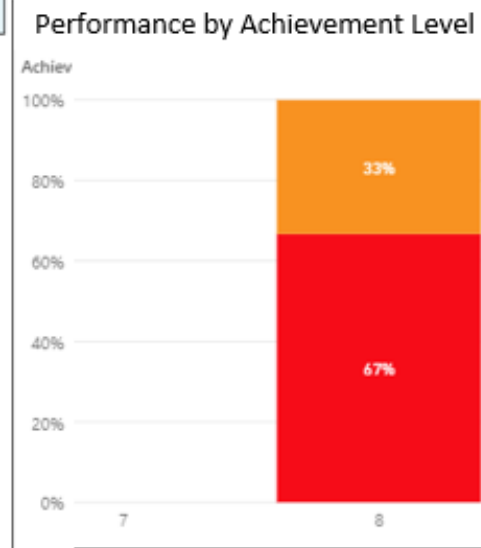
Gifted:  Non-Gifted

SWD:  Non-SWD  SWD

FRL:  FRL

ELL:  ELL  Non-ELL

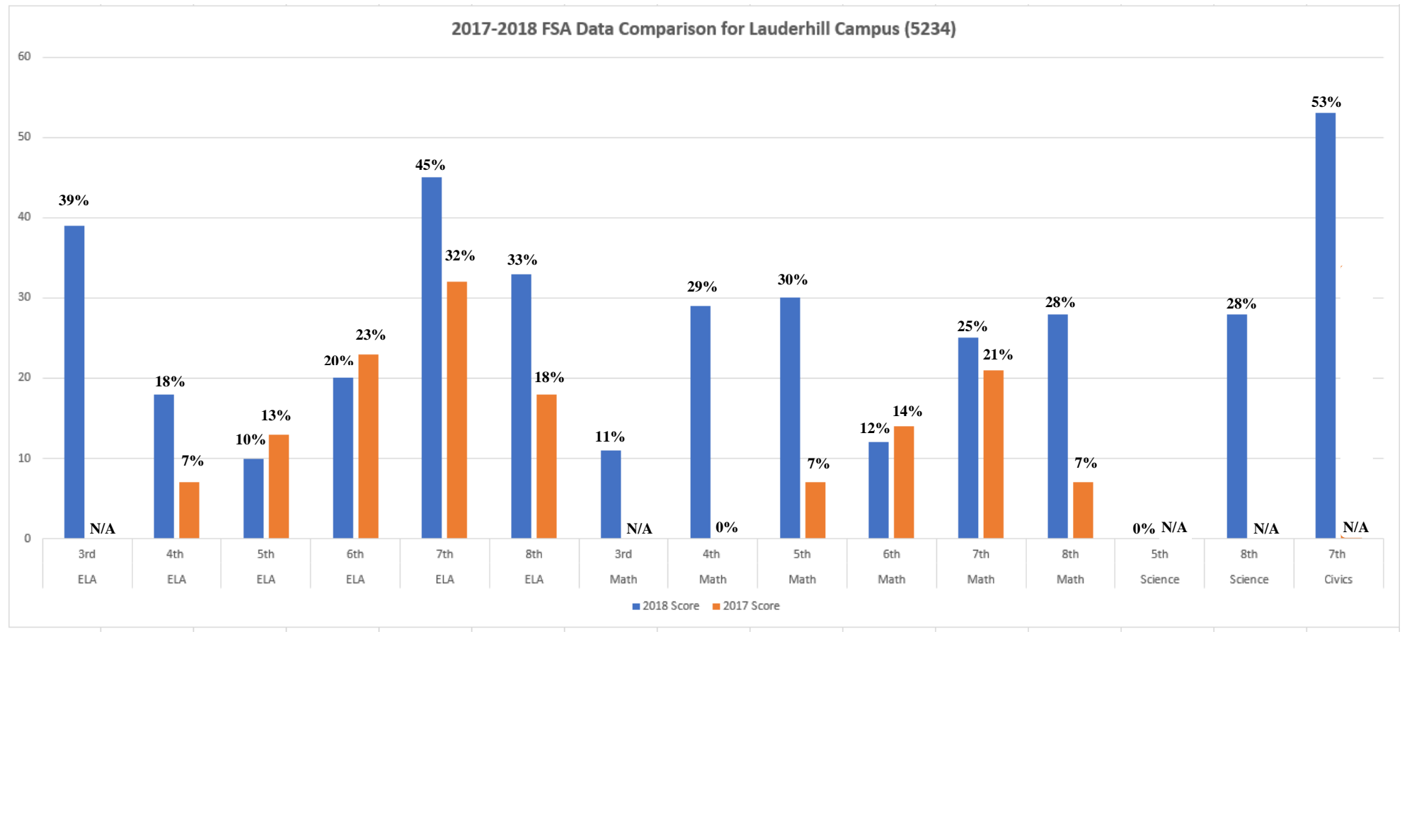
**BROWARD** County Public Schools  
Established 1915  
Educating Today's Students to Succeed in Tomorrow's World



AchievementLevel ● 1 ● 2 ● 3 ● 4 ● 5

**Table 52**

**FSA Results Percent Proficient Overall in 3<sup>rd</sup>-8<sup>th</sup> (By Cohort)**

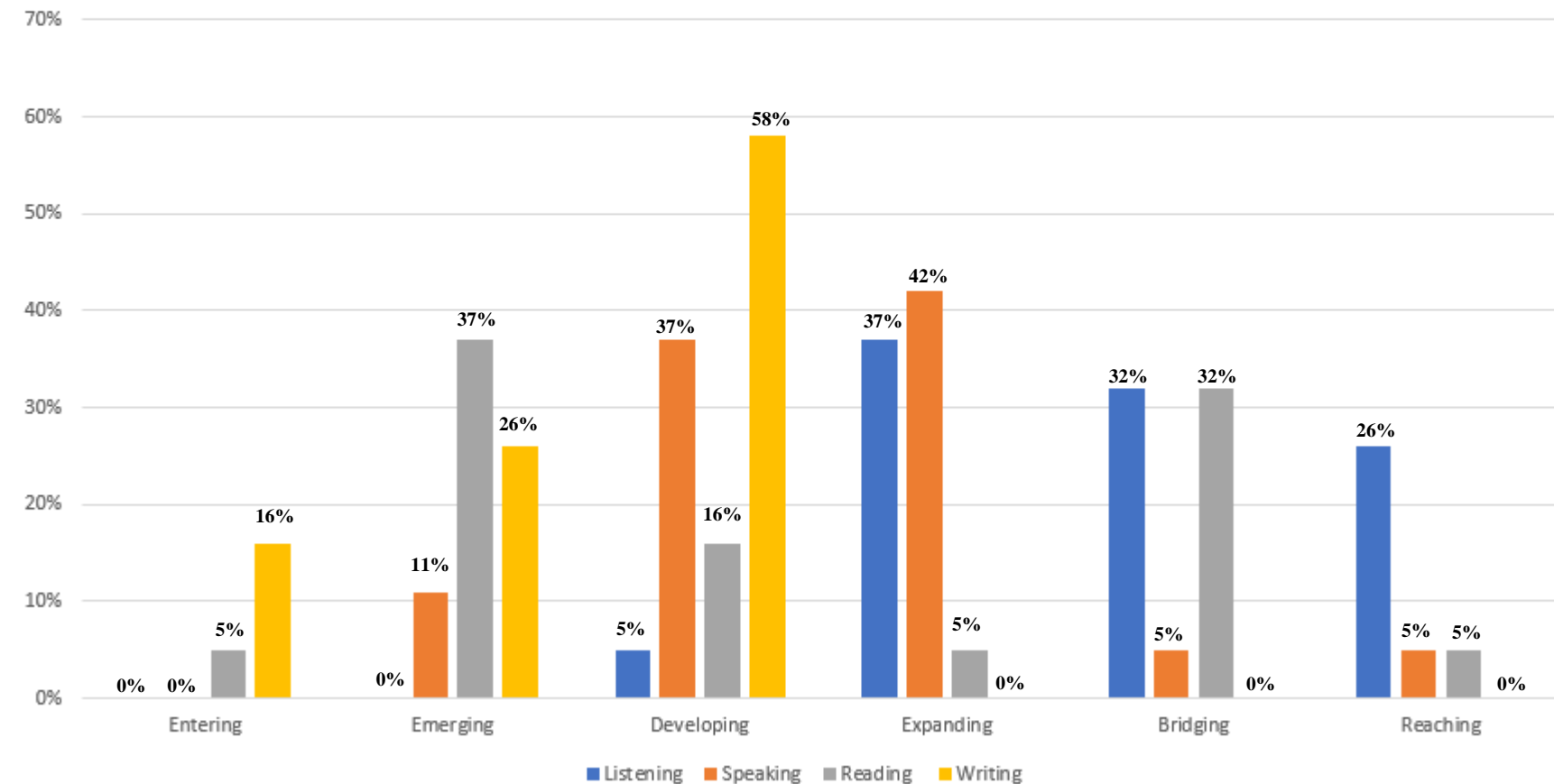


**Table 53**

**WIDA School Frequency Report 2018 (Average Overall Performance for K-8 English Language Proficiency Test)**

Subject	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Listening	0%	0%	5%	37%	32%	26%
Speaking	0%	11%	37%	42%	5%	5%
Reading	5%	37%	16%	5%	32%	5%
Writing	16%	26%	58%	0%	0%	0%

2018 WIDA ACCESS for ELLs 2.0 for Lauderhill Campus (5234)



**Table 54**

**CHAMPIONSHIP ACADEMY OF DISTINCTION WEST BROWARD - 5234**

BROWARD COUNTY SCHOOL DISTRICT  
SCHOOL GRADE REPORT, 2017-18

[District Website](#)

**School Grade: D (39% of Total Possible Points)**

**Student Achievement**  
(Comparison by School Type)

**Learning Gains**  
(Comparison by School Type)

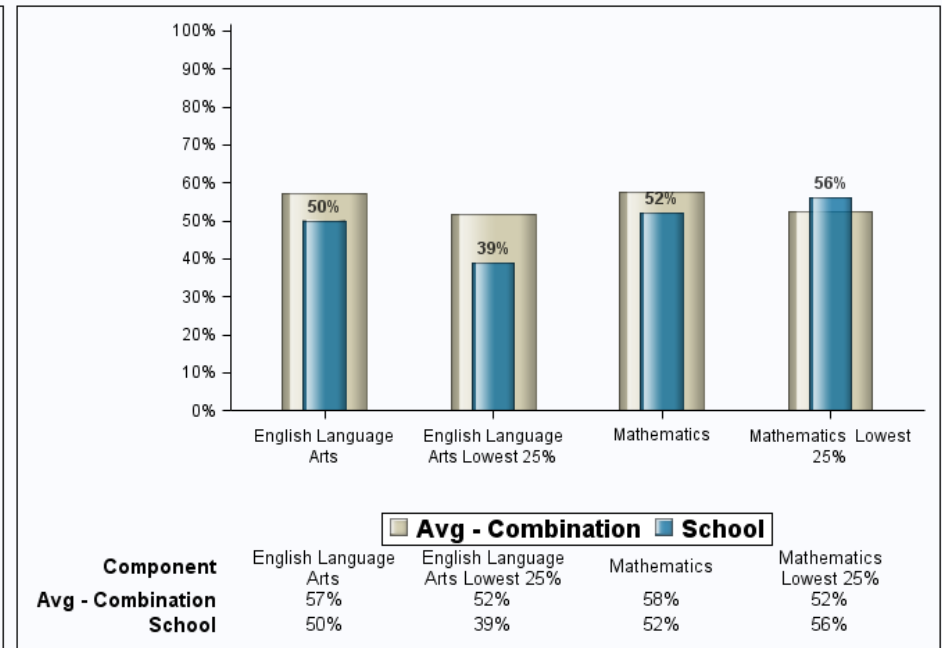
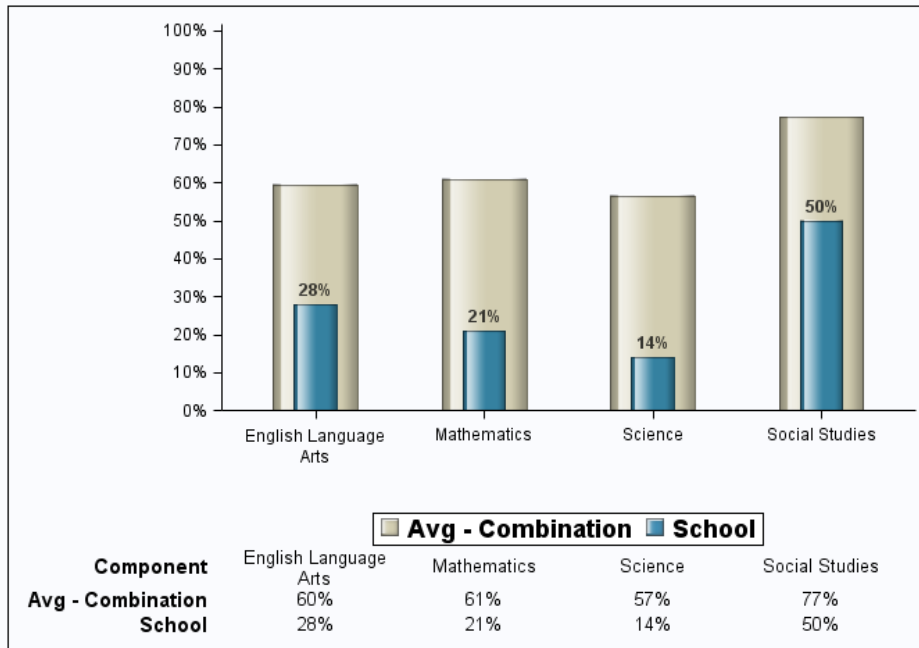


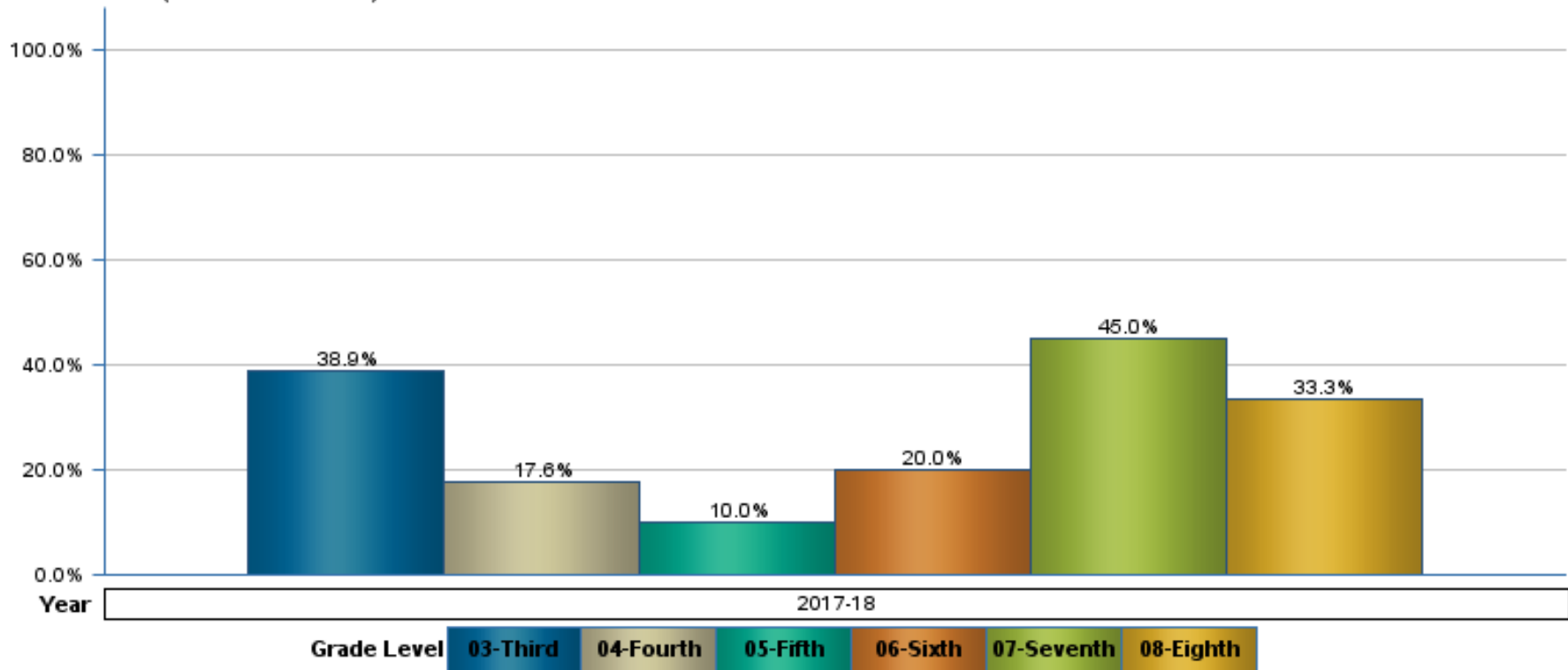
Table 55

# FSA ELA Overall Performance 2017-2018

## Student Performance by Subgroup

Applied filters: District equal to 06-BROWARD

% of Students (Level 3 and Above)

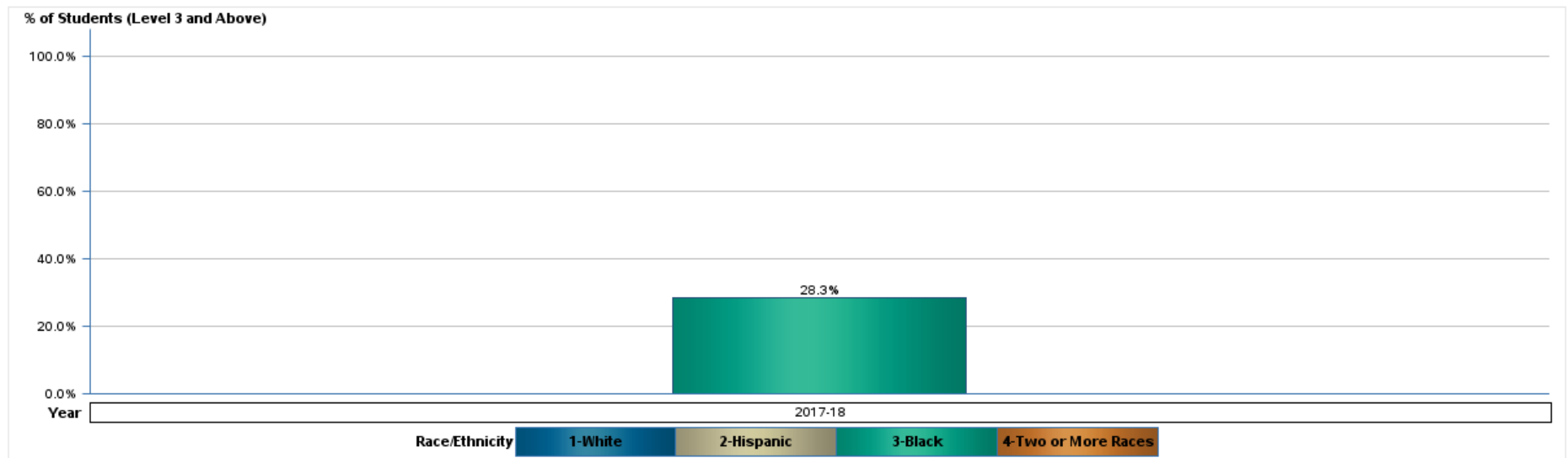


**Table 56**

### FSA ELA OVERALL PERFORMANCE BY RACE/ETHNICITY

#### Student Performance by Race/Ethnicity

Applied filters: District equal to 06-BROWARD



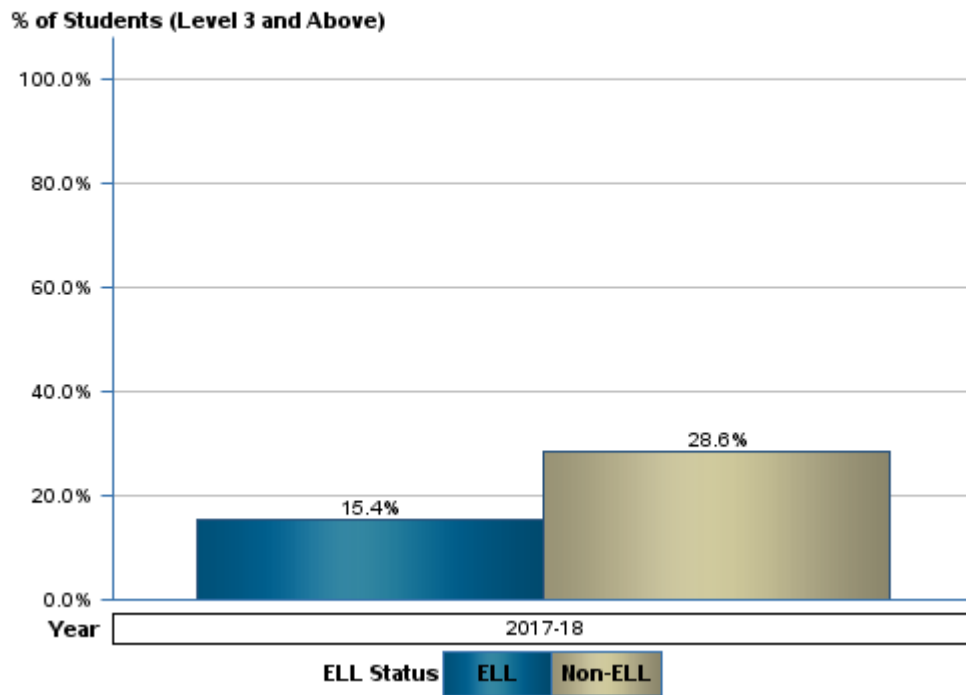
Percentages only reported for categories with more than 10 students.

**Table 57**

### FSA ELA OVERALL PERFORMANCE BY ELL STUDENTS

#### Student Performance by ELL Status

Applied filters: District equal to 06-BROWARD





**Table 58**

**FSA ELA OVERALL PERFORMANCE BY (SWD)**

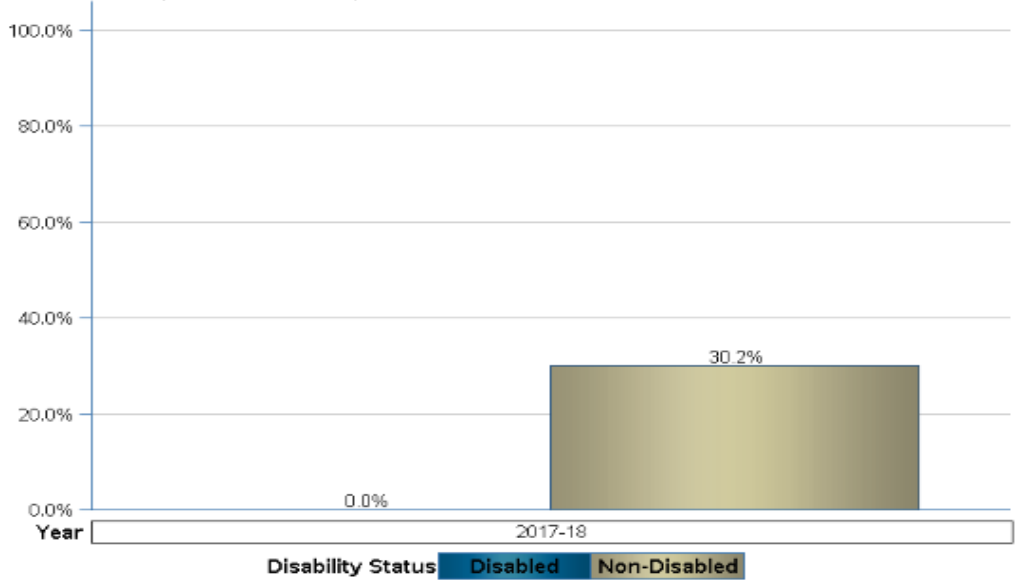
**FSA English Language Arts (ELA)**

**CHAMPIONSHIP ACAD OF DISTINCTION WEST BROWARD-5234**

**Student Performance by Disability Status**

Applied filters: District equal to 06-BROWARD

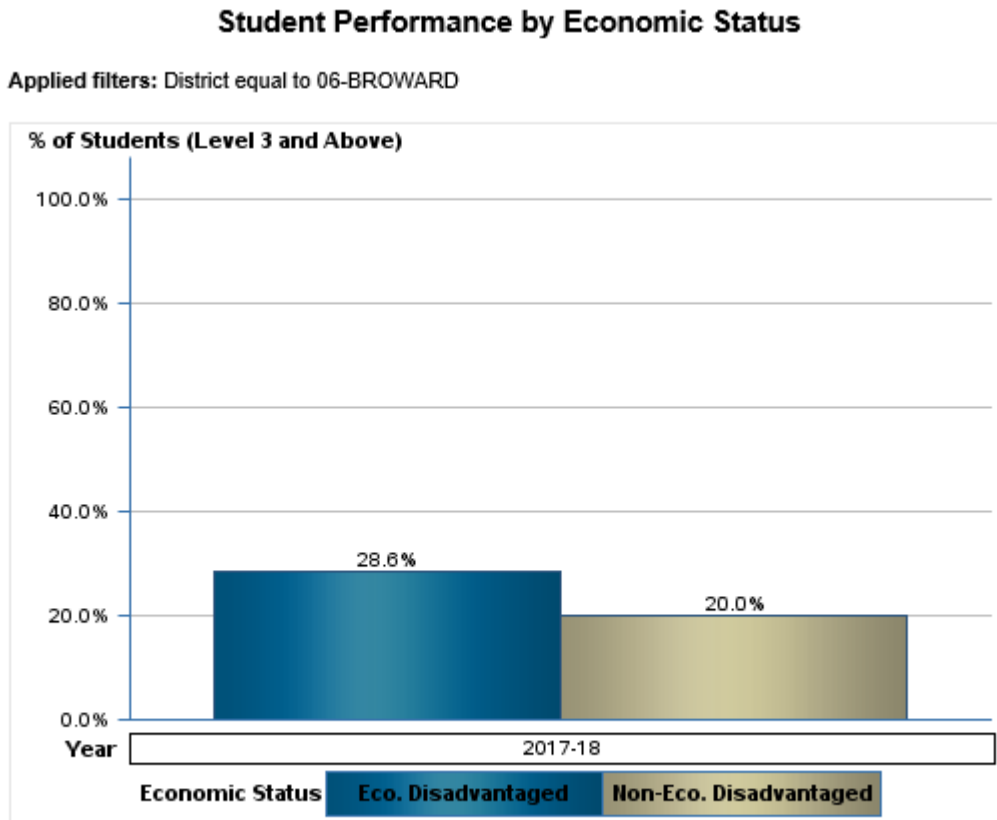
% of Students (Level 3 and Above)



Percentages only reported for categories with more than 10 students.

**Table 59**

**FSA ELA OVERALL PERFORMANCE BY ECONOMIC STATUS**



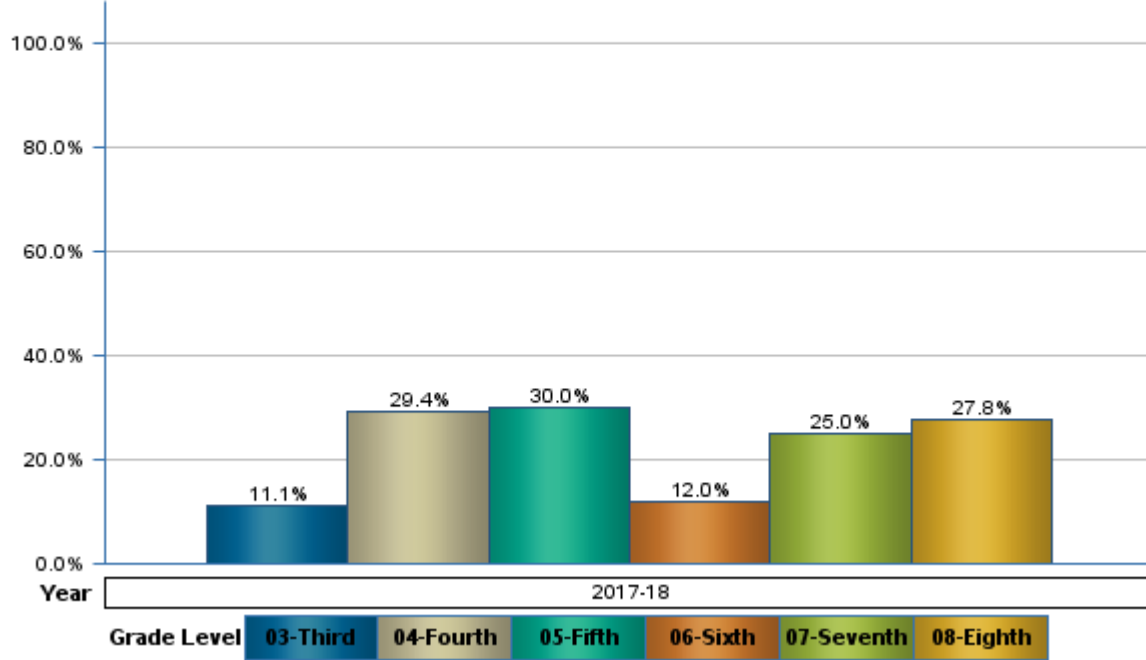
**Table 60**

### FSA Math OVERALL PERFORMANCE

#### Student Performance by Subgroup

Applied filters: District equal to 06-BROWARD

% of Students (Level 3 and Above)



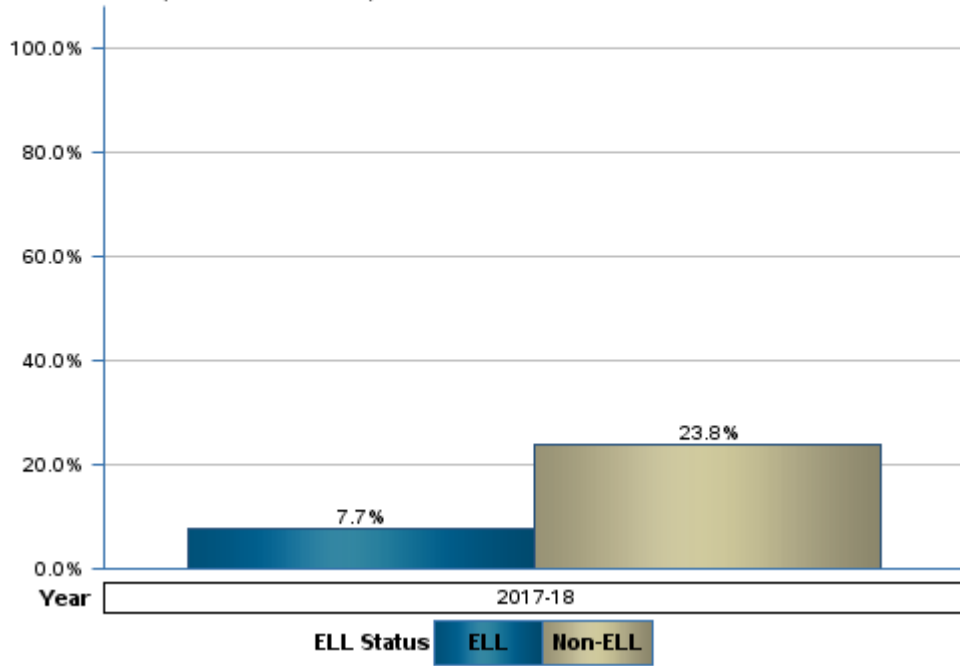
**Table 61**

FSA MATH

**Student Performance by ELL Status**

Applied filters: District equal to 06-BROWARD

% of Students (Level 3 and Above)

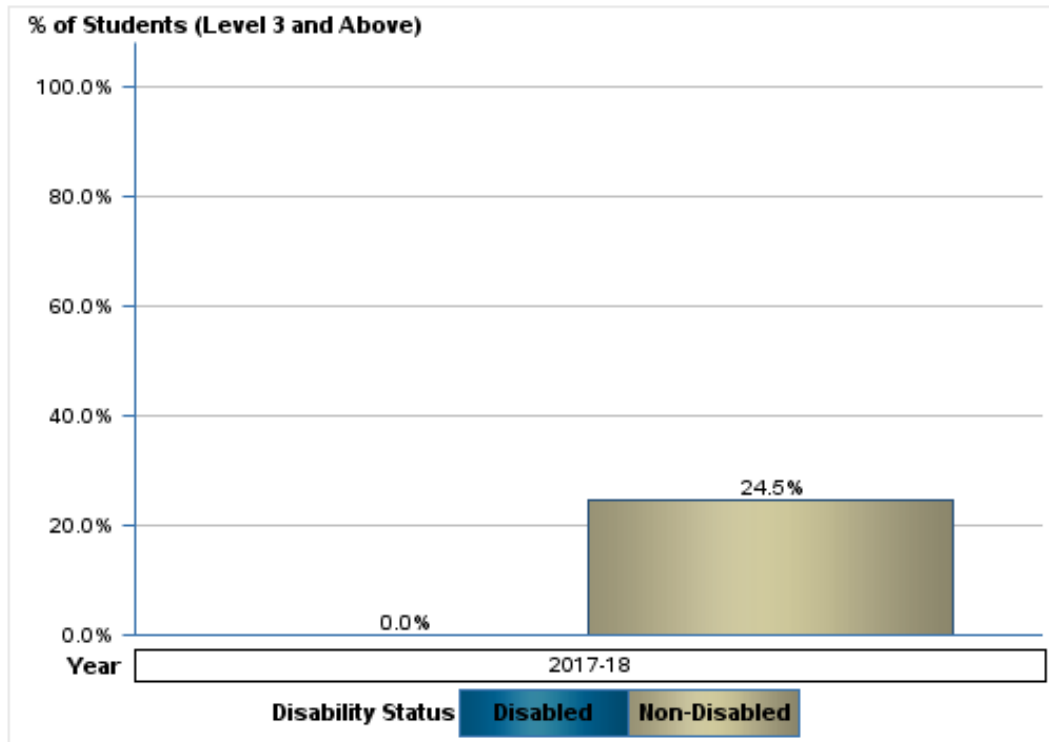


**Table 62**

FSA MATH

**Student Performance by Disability Status**

Applied filters: District equal to 06-BROWARD



Percentages only reported for categories with more than 10 students.

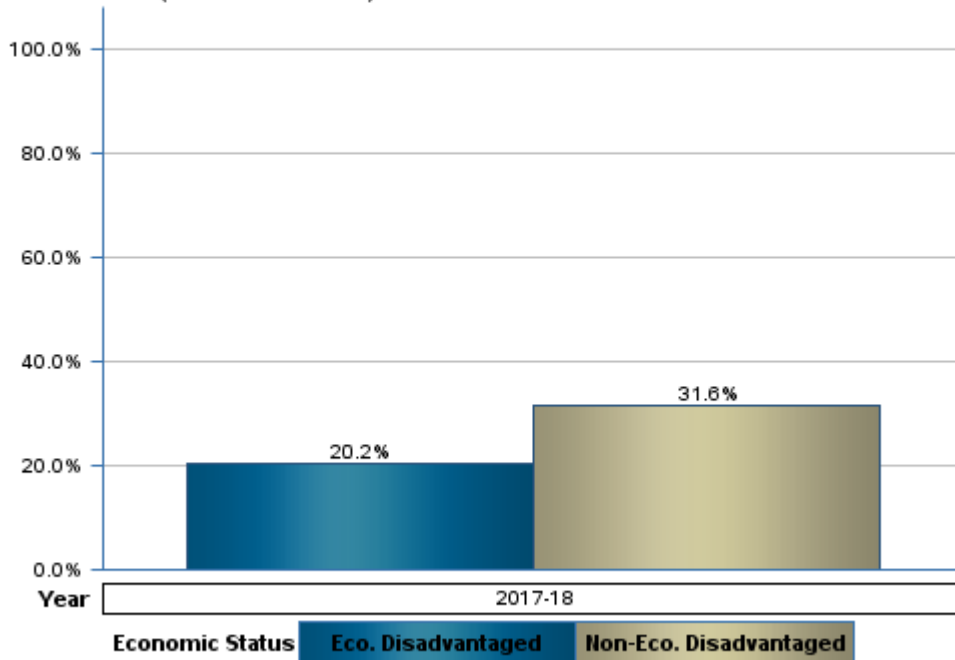
**Table 63**

FSA MATH

**Student Performance by Economic Status**

Applied filters: District equal to 06-BROWARD

% of Students (Level 3 and Above)



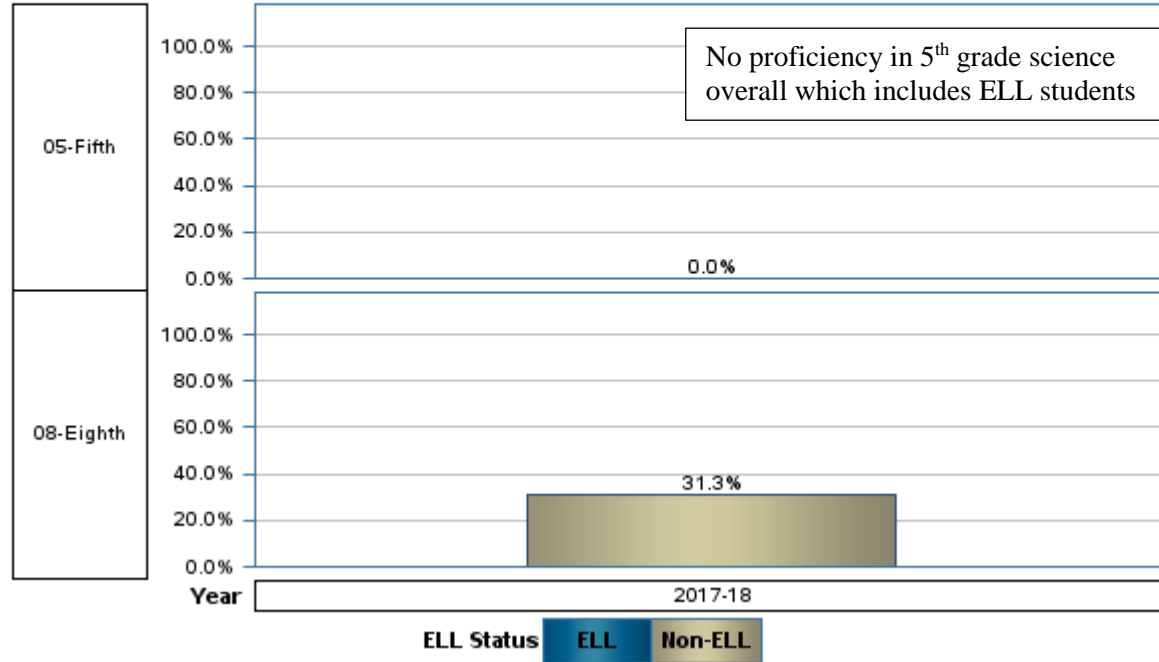
**Table 64**

**Overall NGSSS Science**

**Student Performance by ELL Status**

Applied filters: District equal to 06-BROWARD

**Grade Level % of Students (Level 3 and Above)**



Percentages only reported for categories with more than 10 students.

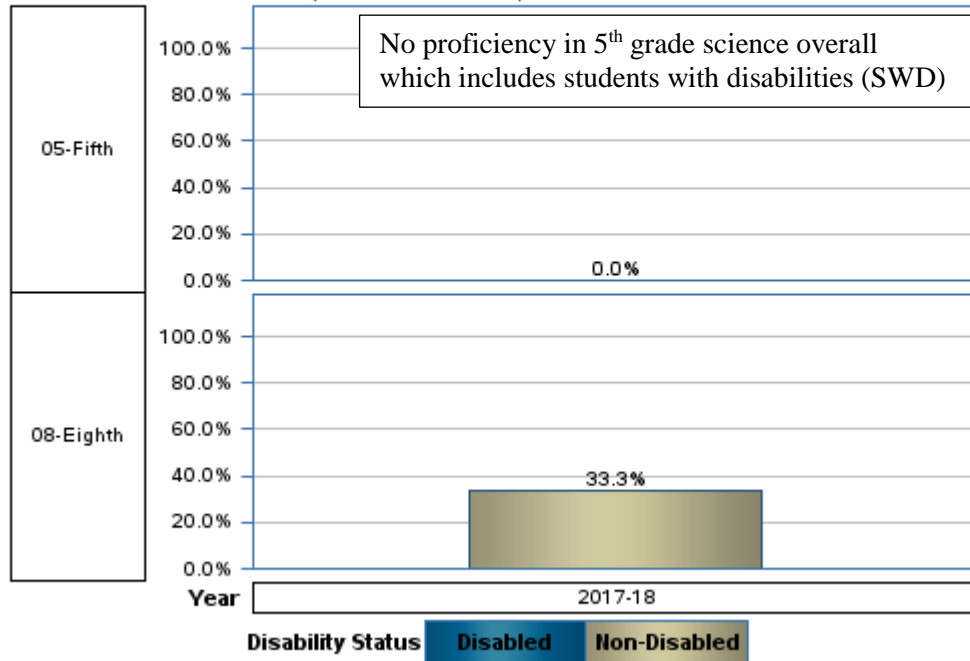
**Table 65**

NGSSS Science

### Student Performance by Disability Status

Applied filters: District equal to 06-BROWARD

Grade Level % of Students (Level 3 and Above)



No proficiency in 5<sup>th</sup> grade science overall which includes students with disabilities (SWD)

Percentages only reported for categories with more than 10 students.

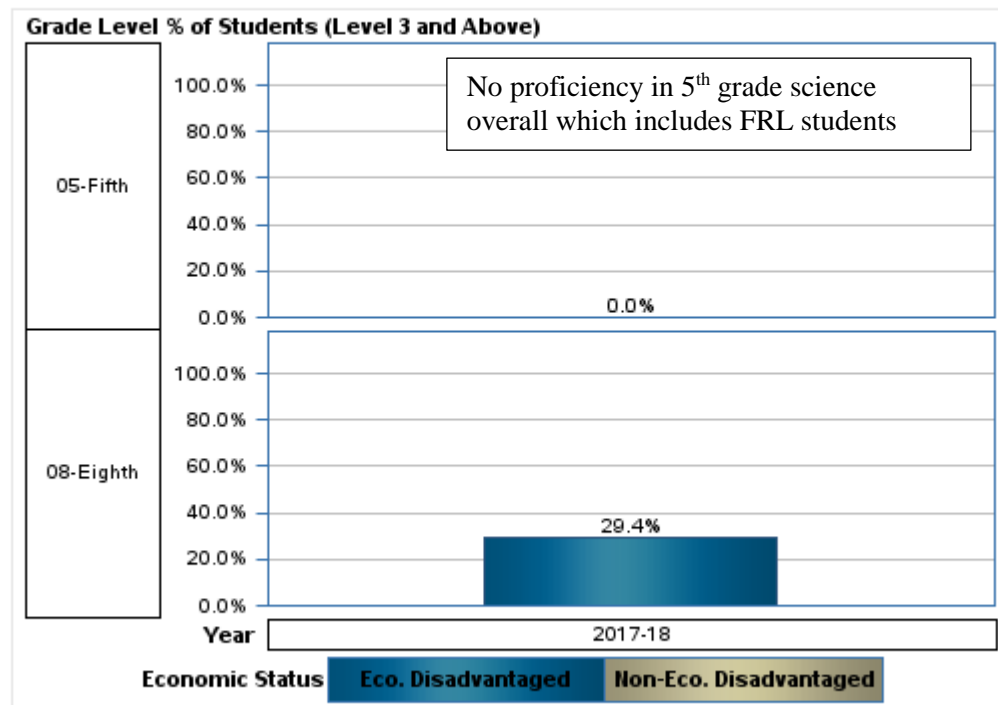


**Table 66**

NGSSS Science

**Student Performance by Economic Status**

Applied filters: District equal to 06-BROWARD



Percentages only reported for categories with more than 10 students.

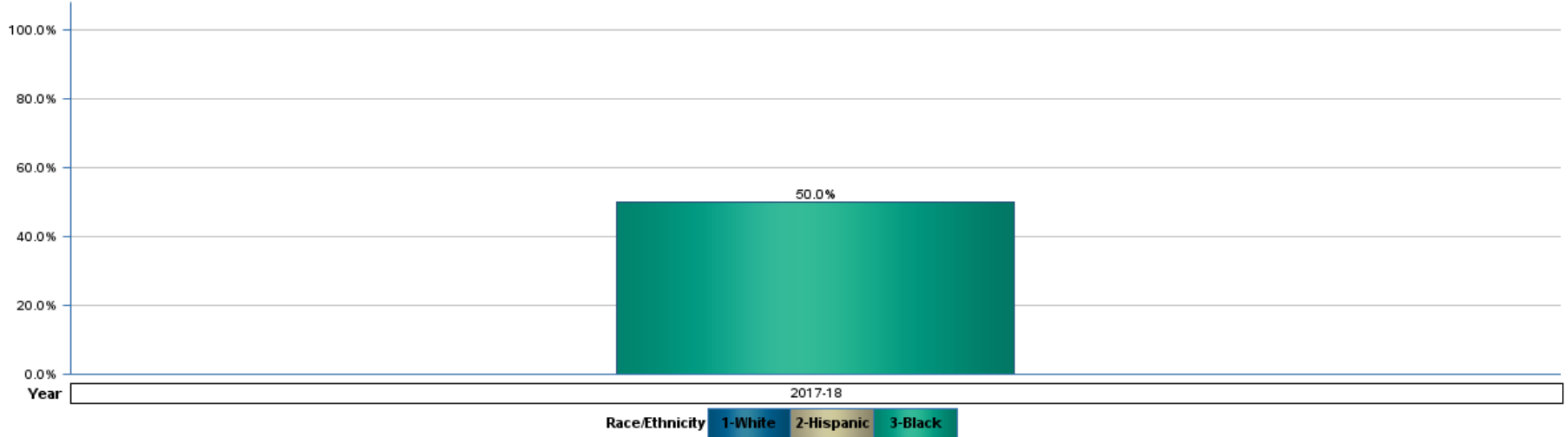
**Table 67**

Civics EOC

**Student Performance by Race/Ethnicity**

Applied filters: District equal to 06-BROWARD

% of Students (Level 3 and Above)



Percentages only reported for categories with more than 10 students.

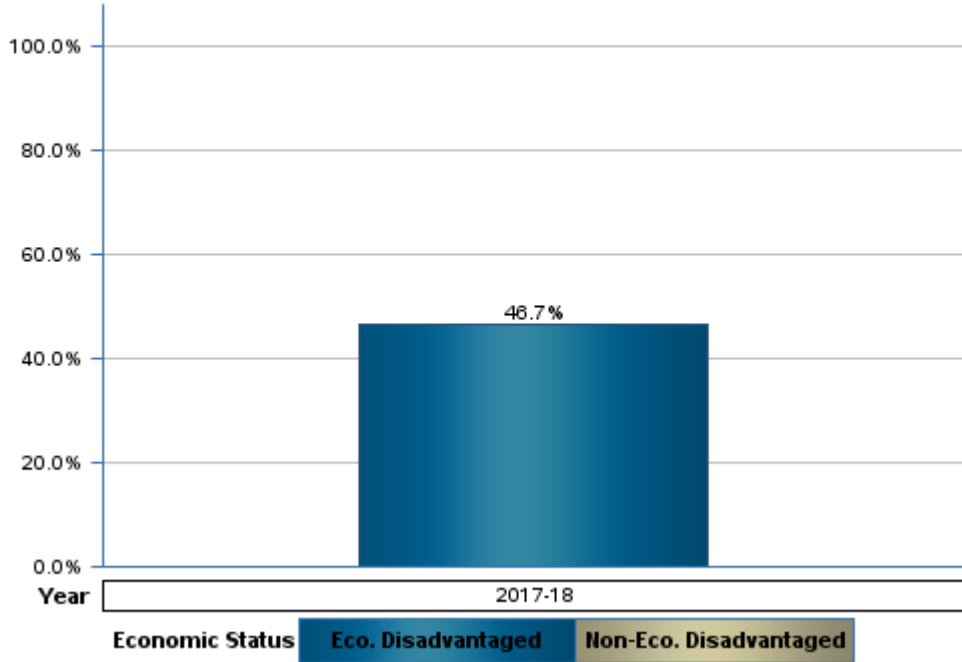
**Table 68**

Civics EOC

### Student Performance by Economic Status

Applied filters: District equal to 06-BROWARD

% of Students (Level 3 and Above)



Percentages only reported for categories with more than 10 students.

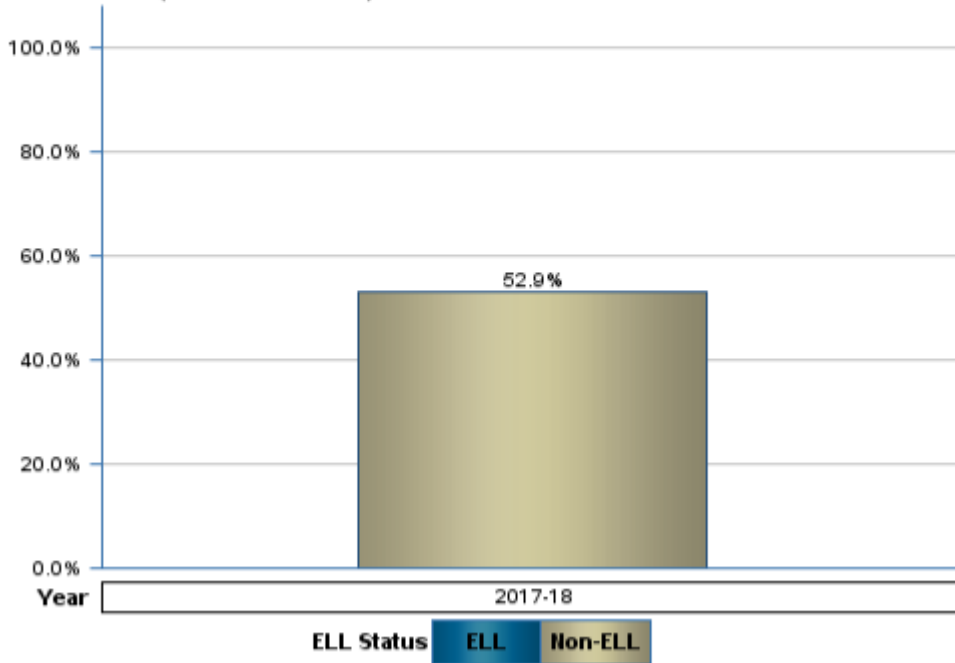
**Table 69**

# Civics EOC

## Student Performance by ELL Status

Applied filters: District equal to 06-BROWARD

% of Students (Level 3 and Above)



Percentages only reported for categories with more than 10 students.

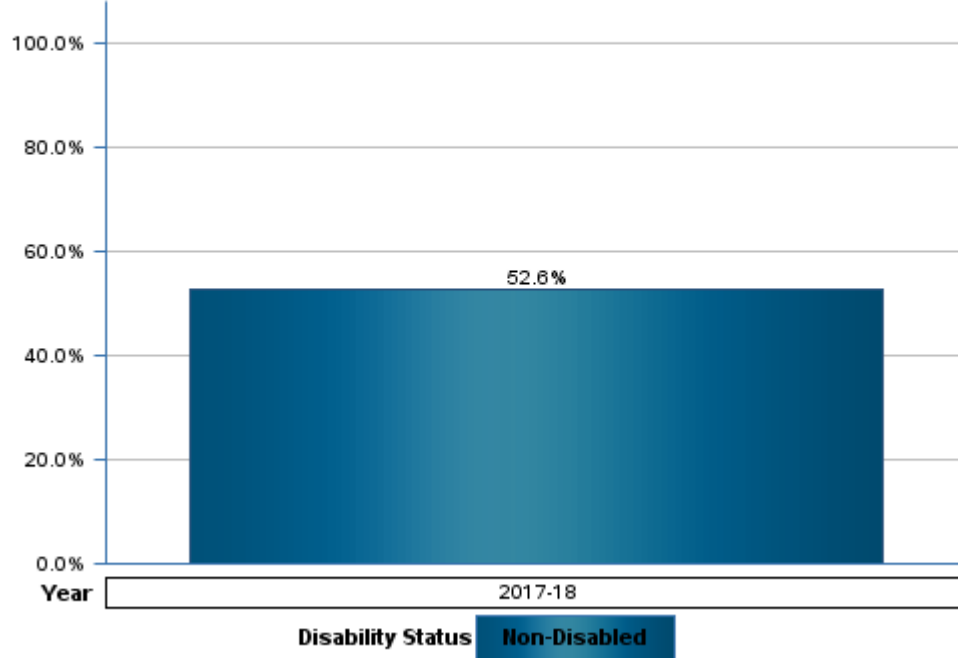
**Table 70**

Civics EOC

**Student Performance by Disability Status**

Applied filters: District equal to 06-BROWARD

% of Students (Level 3 and Above)



Percentages only reported for categories with more than 10 students.

9-12 Academic Data:  
N/A

### **3. Student Achievement Objectives**

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

According to the charter contract the student academic achievement objectives are the following:

- (a) Assess the achievement level and annual learning gains of each student in ELA and Mathematics and the achievement level in all other subjects assessed.
- (b) Provide data for making decisions regarding school accountability, recognition, and improvement of operations and management.
- (c) Identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level.
- (d) Assess how well educational goals and curricular standards are met.
- (e) Provide information to aid in the evaluation and development of educational programs and policies.
- (f) Provide instructional personnel with information on student achievement of standards and benchmarks in order to improve instruction.

#### **Character Education/Leadership Development Goals:**

- Goal 1: The number of student referrals for misbehavior will be reduced by 5% each year of the charter.
- Goal 2: At least 90% of students in grades K-8 will participate in a community service learning project.
- Goal 3: At least 90% of students will participate in a school-related leadership opportunity by the time they are promoted from grade 8.
- Goal 3: The overall percentage of students performing at or above grade level in all areas will increase by 5% from the beginning of the school year to the end.

#### 4. Student Performance Data Analysis

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

##### **K-2 Academic Data Analysis:**

**Reading Analysis:** The school's first year of operation under Championship Academy of Distinction-West Broward was 2017-2018. According to the FLKRS screening (2017-2018), 38% were early Emergent Readers (beginning stage of printed concepts including colors, shapes, numbers, and letters); 50% were at late Emergent stage (Students are able to match most of the letters and their sounds), 12% were Transitional (Displays mastery of letter sounds relationships including blending, and word patterns), and 0% were Probable Readers. (Table 1)

According to the FLKRS screening (2018-2019), 48% were early Emergent Readers (beginning stage of printed concepts including colors, shapes, numbers, and letters); 50% were at late Emergent stage (Students are able to match most of the letters and their sounds), 0% were Transitional (Displays mastery of letter sounds relationships including blending, and word patterns), and 2% were Probable Readers (Probable are becoming proficient at recognizing many words both in and out of context. Additionally, they can blend sounds and read some easy text with accuracy, fluency and expression). (Table 1a)

Based on the FLKRS screening data there is a 10% deficiency this school year in Transitional Readers. This indicates a decline in students who previously participated in Kindergarten readiness programs such as VPK or preschool.

**Progress Monitoring Data:** The school's first year of operation under Championship Academy of Distinction-West Broward was 2017-2018. Previous years progress monitoring scores are unavailable. Additionally, the progress monitoring for the 2018-2019 school year is in progress at this time. The school continued with progress monitoring in reading using i-Ready throughout the year. There were 3 diagnostic checkpoints. The school had a literacy coach who met with the teachers to ensure intervention and monitoring were done on a weekly basis. Teachers who were new to grade levels K-2<sup>nd</sup> had an opportunity to shadow experienced teachers in the same grade level at our sister schools. Data chats were conducted each month to ensure MTSS were a part of the Kindergarten -2<sup>nd</sup> grade class structure. Additionally, RtI was incorporated to monitor students in need of extra reading support.

**Reading Analysis:** -The end-of-year i-Ready diagnostic results for **Kindergarten** show that 66% of students were on or above grade level, 22% were one grade level below, and 6% were two or more grade levels below. Based on the progress monitoring data, 34% of incoming 1<sup>st</sup> graders are reading below grade level for 2018-2019 school year. (Table 2)

-As indicated on (Table 3) --57% of **first grade** students were on or above grade level, 43% of students were one grade level below, and 0% were two or more grade levels below. Based on the progress monitoring data, 57% of incoming 2<sup>nd</sup> graders are reading below grade level for 2018-2019 school year.

-As indicated on (Table 4)-For **2<sup>nd</sup> grade** 25% of students were on or above grade level, 36% of students were one grade level below, and 36% of students were two or more grade levels below. (Missing percentages for K and 2<sup>nd</sup> grade are for students who did not complete the diagnostic per data chart). Based on the progress monitoring data, 75% of incoming 3<sup>rd</sup> graders are reading below grade level for 2018-2019 school year.

\*\*\*At the start of the new school year 2018-2019 teachers will focus on areas for growth. The data reflects that the students in kindergarten showed strength in (phonological awareness) the areas for growth in kinder include: phonics, and vocabulary. Based on (Table 2) 38% of incoming first grade students will require phonics and vocabulary instruction. First grade data on (Table 3) reflects that 43% of our incoming 2<sup>nd</sup> grade students will need interventions in phonological awareness, vocabulary, and comprehension in literature.

**Math Analysis:** The school used i-Ready to monitor progress in math 3 times per year. In the 2017-2018 school year kindergarten students went from 14% proficiency to 32% proficiency by the end of the year. Based on the progress monitoring data, 68% of incoming 1<sup>st</sup> graders are performing below grade level in math for 2018-2019 school year. (Table 5)

-The first-grade students went from 10% proficiency to 28% by the end of the school year. Based on the progress monitoring data, 72% of incoming 2<sup>nd</sup> graders are performing below grade level in math for 2018-2019 school year.

-The second-grade students went from 20% proficiency to 31% by the end of the school year. Based on the progress monitoring data, 69% of incoming 1<sup>st</sup> graders are performing below grade level in math for 2018-2019 school year.

**ESE:** The school's first year of operation under Championship Academy of Distinction-West Broward was 2017-2018. Progress monitoring data will be limited to 2017-2018 only. At that time **5** students in Kindergarten -2<sup>nd</sup> grade were ESE students. This data includes 3 first-graders, and 2 second-graders. ESE students in the K-1st were not on grade-level, however, showed overall growth in reading and math. ESE students in 2<sup>nd</sup> grade did not show any growth and declined in both reading and math.

During the 2018-2019 school year ESE (SWD) students will participate in small group lessons and intensive intervention to narrow the gap with on-level peers.

**ELL:** Progress monitoring data will be limited to 2017-2018 only. At that time **7** students in Kindergarten-2<sup>nd</sup> grade were ESOL students. ESOL students in K-2<sup>nd</sup> were not on grade level, however, showed growth in reading and math.



**3-5 Academic Data Analysis**

**Championship Academy of Distinction West Broward first opened in the 2017-2018 school year with students enrolled in K-8<sup>th</sup> grade. Data provided for previous years will be limited in some areas or will only include data found for 2016-2017. In 2016-2017 the students attended Paramount Charter which is not affiliated with Championship Academy.**

Their overall progress in this grade level band has shown improvement from the prior year. Comparing FSA ELA scores, 3rd grade students went from 7% to 33%. Disaggregating the data by cohort shows that 4<sup>th</sup> graders had proficiency gains from 7% to 18%. Fifth grade students by cohort did not show proficiency gains as they decreased from 13% proficiency to 10%.

**FSA ELA (2017-2018) Analysis:**

-The school had one section of 3<sup>rd</sup> graders for 2017-2018 which was comprised of 18 students. The students had a proficiency level of 39% on standardized testing. Third grade does not have a cohort for testing, however, the previous year (2016-2017) incoming third grade students scored only 7% proficiency. Proficiency in each cluster is as follows: 41% in Key Ideas and Details, 43% in Craft and Structure, 37% in Integration of Knowledge and Ideas, 60% in Language and Editing. The students showed the highest proficiency in Language and Editing, and the lowest proficiency in Integration of Knowledge and Ideas. Based on overall FSA ELA data, 61% of incoming 4<sup>th</sup> graders are performing below grade level in ELA for 2018-2019 school year. (Table 7)/ (Table 10)

-In **2017-2018** the school had 17 fourth graders. The students had a proficiency level of 18% as opposed to the year before (**2016-2017**) the same cohort of students had a proficiency level of 7%. The percentage of students demonstrating proficiency in ELA more than double however, the students lacked proficiency in several clusters. Proficiency in each cluster are the following: 37% in Key Ideas and Details, 49% in Craft and Structure, 33% in Integration of Knowledge and Ideas, 56% in Language and Editing, and 42% in Text-Based Writing. The students showed the highest proficiency in Language and Editing, and the lowest proficiency in Integration of Knowledge and Ideas. Based on overall FSA ELA data, 82% of incoming 5<sup>th</sup> graders are performing below grade level in ELA for 2018-2019 school year. (Table 7)/ (Table 10)

-In **2017-2018** the school had 20 fifth graders. The students by cohort had a proficiency level of 10% in reading which decreased from the year before (**2016-2017**) at 13% proficiency. Fifth grade FSA ELA scores decreased by 3%. The percentage of students who were proficient in each cluster are the following: 35% in Key Ideas and Details, 50% in Craft and Structure, 35% in Integration of Knowledge and Ideas, 65% in Language and editing, and 44% in Text-Based Writing. The students showed the highest proficiency in Language and Editing, and the lowest proficiency in Integration of Knowledge and Ideas, as well as, Key Ideas and Details. Based on overall FSA ELA data, 90% of incoming 6<sup>th</sup> graders are performing below grade level in ELA for 2018-2019 school year. (Table 7)/ (Table 10)

The common thread for ELA 3<sup>rd</sup> -5<sup>th</sup> grade is a lack of proficiency in all clusters, with an emphasis on *Integration of Knowledge & Ideas*. Students in 3<sup>rd</sup> and 4<sup>th</sup> showed an increase in proficiency, however, students in 5<sup>th</sup> grade showed a decline in ELA proficiency overall. (Table 10)

**FSA Math Analysis:** -In **2017-2018** the school had 18 third graders. The students had an overall proficiency level of 11% in math. The proficiency in each cluster is the following: 43% in Operations, Algebra, and Base Ten, 38% in Number & Operations and Fractions, 35% in Measurement, Data, and Geometry. The students scored the lowest in Measurement, Data, and Geometry, which is the second heaviest weighted. The students scored the highest in Operations, Algebra, and Base Ten, which is the heaviest weighted benchmark. Based on the FSA Math data, 89% of incoming 4<sup>th</sup> graders are performing below grade level in math for 2018-2019 school year. (Table 20)

-In **2017-2018** the school had 17 fourth graders, 29% of whom were proficient. The year prior in (**2016-2017**) the school had 0% proficiency with the same student group. In 2017-2018 the cluster distribution shows 55% percent proficiency in Operations and Algebra, 48% in Numbers & Operations and Base Ten, 45% in Number & Operations with Fractions, and 43% in Measurement, Data, and Geometry. Based on the FSA Math data, 71% of incoming 5<sup>th</sup> graders are performing below grade level in math for 2018-2019 school year. (Table 20)

-In **2017-2018** school year 30% of the 20 fifth graders were proficient. The year prior in (**2016-2017**) the school had 7% overall math proficiency with the same student group. In the 2017-2018 benchmark clusters, the students scored 37% in Operations, Algebra & Fractions, 37% in Number & Operations and Base Ten, and 30% in Measurement, Data, and Geometry. There is a significant weakness in all three benchmark clusters. The most notable area for growth is in Measurement Data, and Geometry. Based on the FSA Math data, 70% of incoming 6<sup>th</sup> graders are performing below grade level in math for 2018-2019 school year. (Table 20)

**Progress Monitoring Data:** *The school's first year of operation under Championship Academy of Distinction-West Broward was 2017-2018. Previous years progress monitoring scores are unavailable. Additionally, the progress monitoring for the 2018-2019 school year is in progress at this time.*

**Reading Analysis:** (Table 14, 15, and 16)

- i-Ready diagnostic AP1 data reflects only 9% of third graders were on grade-level. The end of year (EOY) AP3 data results shows that 45% of the 3<sup>rd</sup> grade students at the end of (2017-2018) were on or above grade level. Moreover, 25% of students are one grade level below and 20% of the students are two or more grade levels below. *Two students, which accounts for 10% were not tested.* Third-grade students show strength in phonological awareness and weakness in comprehension, both in informational text and literature.

- i-Ready diagnostic AP1 data reflects 19% of fourth grade were on grade level. The end of year AP 3 diagnostic results reveal that 22% of students were on or above grade level. Additionally, 50% of students were one grade level below, and 28% of students were 2 or more grade levels below. The students showed strength in phonological awareness and weakness in vocabulary, and comprehension.

- i-Ready diagnostic AP1 data reflects 8% of fifth grade students were on grade level. The end of year data AP 3 results show that only 5% of fifth grade students were on grade level. The data reflects, 29% were one grade level below, and 62% were two or more grade levels below. *One student, who accounts for 5% was not tested.* Fifth grade students show strength in phonological awareness and weaknesses in vocabulary and comprehension

Students in grades 3<sup>rd</sup> -5<sup>th</sup> would benefit from extra support in vocabulary, and in comprehension. Based on (Table 14, 15, 16)

**Math Analysis:**

The school used i-Ready to monitor progress in math 3 times per year. In the 2017-2018 school year 3<sup>rd</sup> grade students went from 10% proficiency to 14% proficiency by the end of the year. (Table 24)

-The 4<sup>th</sup>-grade students went from 4% proficiency to 6% by the end of the school year. (Table 24)

-The 5<sup>th</sup> -grade students went from 9% proficiency to 34% by the end of the school year. (Table 24)

**ESE (SWD):** The school’s first year of operation under Championship Academy of Distinction-West Broward was 2017-2018. Progress monitoring data will be limited to 2017-2018 only. At that time 2 student in grades 3-5 were ESE students. This data includes 1 third grader, and 1 fifth grader. There was no proficiency this cluster in FSA ELA as noted on page 16, 100% of ESE students performed at level 1.

-FSA Math data shows 0% proficiency from 3<sup>rd</sup> to 5<sup>th</sup> grade, 100% of ESE students performed at level 1. (Table 23)

**ELL:** The school’s first year of operation under Championship Academy of Distinction-West Broward was 2017-2018. Progress monitoring data will be limited to 2017-2018 only. Third grade showed 33% proficiency among ELL students in ELA, while 4<sup>th</sup> and 5<sup>th</sup> grade had 0% proficiency among ELL students.

-FSA Math data shows 0% proficiency from 3<sup>rd</sup> to 5<sup>th</sup> grade, 100% of ELL students performed at level 1. (Table 22)

**NGSSS Science Data Analysis**

**(Table 26)**

5<sup>th</sup> Grade

**Science Analysis:** During the (2017-2018) school year 22 students were tested; **0%** showed proficiency. This indicates a decrease of 4% from the year prior. (Table 25-26)

-In 2016-2017, 27 students were tested and **4 %** showed proficiency.

-In 2015-2016, 22 students were tested and **9%** showed proficiency at level 3.

The data reflects students scored lowest in the cluster of life science (29%). and -the nature of science (40%). Earth and Space was at (44%), and physical science was the strongest area in which students tested at (50%). ELL/ ESE had no proficiency based on the data. During the 2017/2018 Baseline assessments were given/ progress monitoring data collection in science did not occur throughout the school year.

**6-8 Academic Data Analysis:**

**Championship Academy of Distinction West Broward first opened in the 2017-2018 school year with students enrolled in K-8<sup>th</sup> grade. Data provided for previous years will be limited in some areas or will only include data found for 2016-2017. In 2016-2017 the students attended Paramount Charter which is not affiliated with Championship Academy.**

**FSA ELA Analysis:** -In the **2017-2018** school year, the 6<sup>th</sup> grade students were 20% proficient. The year prior (**2016-2017**) the same cohort student group scored 23%. The students scored the following in the benchmark clusters for reading: 32% in Key Ideas and Details, 46% in Craft and Structure, 25% in Integration of Knowledge & Ideas, 67% in Language and Editing, and 46% in Text-Based Writing. The students scored the highest in Language and Editing, and the lowest in Integration of Knowledge and Ideas. The 6<sup>th</sup> grade students also struggled with Key Ideas and Details. Based on overall FSA ELA data, 80% of incoming 7<sup>th</sup> graders are performing below grade level in ELA for 2018-2019 school year. (Table 30-31)

-For 7<sup>th</sup> grade, the proficiency level for **2017-2018** was 45%. The year prior (**2016-2017**) the same student group cohort scored 32% proficiency. The students scored the following in reading benchmark clusters: 44% in Key Ideas and Details, 50% in Craft and Structure, 50% in Integration of Knowledge & Ideas 65% in Language and Editing, and 65% in Text-Based Writing. The students scored the highest in Language and Editing and Text-Based Writing. The students show weakness in the Key Ideas and Details benchmark cluster. Based on overall FSA ELA data, 55% of incoming 8<sup>th</sup> graders are performing below grade level in ELA for 2018-2019 school year. (Table 30-31)

-For 8<sup>th</sup> grade, the proficiency level for **2017-2018** was 33%, the year prior (**2016-2017**) the proficiency for the same student group was 18%. The students scored the following in the benchmark clusters: 46% in Key Ideas and Details, 54% in Craft and Structure, 47% in Integration of Knowledge & Ideas, 73% in Language and Editing, and 53% in Text-Based Writing. The students scored the highest in Language and Editing, the lowest area for the 8<sup>th</sup> graders were Key Ideas and Details. Based on overall FSA ELA data, 67% of performed below grade level in ELA. (Table 30-31)

-Students in 6<sup>th</sup> grade showed a decline in proficiency of 3%. Students in 7<sup>th</sup> and 8<sup>th</sup> showed an increase in ELA proficiency by 13% and 15% respectively. The overall data showed the weakest areas are (Key Idea and Details) and (Integration of Knowledge and Ideas).

**FSA Math Analysis:**

Proficiency for the (**2017-2018**) school year for 6<sup>th</sup> grade math was 12%. The same student group the year prior (**2016-2017**) had a proficiency level of 14%. The students scored the following in the benchmark clusters: 44% Ratio & Proportions, 36% for Expressions and Equations, 18% for Geometry, 36% for Statistics and Probability, and 32% for The Number System. The 6<sup>th</sup> grade students scored the highest in Ratio and Proportions, and the lowest in Geometry. Based on the FSA Math data, 88% of incoming 7<sup>th</sup> graders are performing below grade level in math for 2018-2019 school year. (Table 40-41)

-For 7<sup>th</sup> grade, the proficiency level for **(2017-2018)** was 25%, the year prior **(2016-2017)**, the students scored 21%. The students scored the following in benchmark math clusters: 34% in Ratio & Proportions, 28% in Expressions & Equations, 19% in Geometry, 43% in Statistics and Probability, and 31% for The Number System. The 7<sup>th</sup> grade students scored the highest in Statistics & Probability and the lowest in Geometry at 19%. Based on the FSA Math data, 75% of incoming 8<sup>th</sup> graders are performing below grade level in math for 2018-2019 school year. (Table 40-41)

-For 8<sup>th</sup> grade students, in **(2017-2018)** they were 28% proficient as opposed to the year prior **(2016-2017)** they were at 7% proficient. The students scored the following in the benchmark clusters: 31% in Expression and Equations, 28% in Functions, 23% in Geometry, and 39% in Statistics & Probability and the Number System. The students in 8<sup>th</sup> grade require extra support in Geometry, and the Number system. Based on the FSA Math data, 72% performed below grade level in math. (Table 40-41)

The students in 6<sup>th</sup> grade showed a 2% decrease in proficiency from the year prior. The students in 7<sup>th</sup> and 8<sup>th</sup> grade showed growth with an increase in proficiency of 4% and 21% respectively.

**Progress Monitoring Data:** The school first year of operation under Championship Academy of Distinction-West Broward was 2017-2018. Progress monitoring data will be limited to 2017-2018 only.

### **Reading Analysis:**

- For 6<sup>th</sup> grade, i-Ready diagnostic AP1 data reflects 5% proficiency. The i-Ready end of year (EOY) AP3 diagnostic results for 6<sup>th</sup> grade reading reveals that 8% of students were on or above grade level. There were 23% of 6<sup>th</sup> graders one grade level below, and 69% two or more grade levels below. The 6<sup>th</sup> grade students showed strength in phonological awareness, and high frequency words. The areas for improvement are in the category of vocabulary and comprehension. (Table 34)

-For 7<sup>th</sup> grade, - i-Ready diagnostic AP1 data reflects 24% proficiency. The i-Ready end of year data reflects that 19% of the students were on or above grade level. 24% of students are one level below, and 57% of students were two or more levels below. The weakest areas for 7<sup>th</sup> grade were vocabulary and comprehension. (Table 35)

-For 8<sup>th</sup> grade, - i-Ready diagnostic AP1 data reflects 12% proficiency. The i-Ready (EOY) data reflects that 10% of the students were on or above grade level, 15% were one grade level below, and 75% of the students were two or more grade levels below. The weakness for 8<sup>th</sup> grade are vocabulary and comprehension. (Table 36)

Grades 6<sup>th</sup> -8<sup>th</sup> areas for growth are in vocabulary and comprehension. The students struggled in comprehension involving literature and informational text.

**Math Analysis:**

(Table 44)

- The 6<sup>th</sup> grade students went from 5% proficiency to 10% proficiency by the end of the school year.
- The 7<sup>th</sup>-grade students went from 8% proficiency to 24% on grade level by the end of the school year.
- The 8<sup>th</sup> -grade students went from 4% proficiency to 20% on grade level by the end of the school year.

**ESE (SWD):** According to the data there was 0% proficiency for ESE students in ELA. The performance levels shows 40% of ESE students in 6<sup>th</sup> grade scored level 2 and 60% of 6<sup>th</sup> graders scored level 1. For 8<sup>th</sup> grade 100% scored level 1. (Table 33) \*\*\*No ESE students reported for 7<sup>th</sup> Grade\*\*\*

**Math-**The data shows 0% proficiency in grades 6<sup>th</sup>-8<sup>th</sup> grade. Overall performance in math reflects 20% of ESE 6<sup>th</sup> graders at level 2 and 80% at level 1. For 8<sup>th</sup> grade 100% of all ESE students performed at level 1.

**ELL:** ELA: The data reflects that 100% of all ELL in 6<sup>th</sup> grade performed at level 1. For 7<sup>th</sup> grade 50% of all ELL students scored proficient. 50% scored level 1 and 50% scored level 4. The percentage for 8<sup>th</sup> grade is at 100% at level 1. (Table 32)

**Math-** The data reflects that 50% of students in 6<sup>th</sup> grade performed at level 1 and 50% performed at level 2. In 7<sup>th</sup> grade 50% of the students scored proficient, while 50% performed at level 1. Students in 8<sup>th</sup> grade had 0% proficiency and 100% of students scored at level 1.

**Overall analysis of ESE and ELL Data:**

ELA: ELL Students performed at **9.1%** in (2015-2016), **0%** in (2016-2017), and **15.4%** in (2017-2018)

ELA: ESE Students performed at **9.1%** in (2015-2016), **0%** in (2016-2017), and **0%** in (2017-2018)

Math: ELL Students performed at **0%** in (2015-2016), **0%** in (2016-2017), and **7.7 %** in (2017-2018)

Math: ESE Students performed at **9.1%** in (2015-2016), **6.3%** in (2016-2017), and **0%** in (2017-2018)

**Civic EOC Data Analysis: Grade 7**

(Table 44-46)

**Civics Analysis:** -In the **2017-2018** school year, the 7<sup>th</sup> grade students were 54% proficient. The year prior (**2016-2017**) the 7<sup>th</sup> grade schools scored at a performance level of 34% proficiency. The school showed overall growth in Civics scores.

During the 2017-2018 school year, 20 students were tested although the data reflects 19, there were 20 students which may be due to late reporting for 1 student.

The data reflects that the students scored lowest in the cluster of Government Policies and Political Processes with 41.6% proficiency. Performance in the other clusters was as follows: Organization and Function of Government 42.9%, Origins and Purpose of Law and Government 46.2%, and Roles, Rights and Responsibilities of Citizens 50%.

The students' strongest area was Roles, Rights and Responsibilities of Citizens 50%. The students' area for improvement is Government Policies and Political Processes with 41.6% performance.

ELL: According to the data for ELL 50% of all ELL students in 7<sup>th</sup> grade scored proficient. 50% scored at a level 1.

ESE: There is no data reported for ESE 7<sup>th</sup> Grade Civics-EOC

### **NGSSS Science Data Analysis**

*(Table 48-49)*

Grade 8

**Science Analysis:** The school's first year of operation under Championship Academy of Distinction-West Broward was 2017-2018. There is no data to show for the previous to 2018; the location did not have eight grade students.

During the 2017-2018 school year 18 students were tested; 28% being proficient. 6% of students scored at level 4 and above. Highest percent of students scored at level 2 was 39%.

The data reflects students scored lowest in the cluster of physical science (47%). Life Science and Earth and Space Science and Life Science were the strongest areas at 60% each. ELL/ESE Students had 0% proficiency (*Table 50-51*). During the 2017/2018 Baseline assessments were given, but standard based progress monitoring data collection did not occur.

9-12 Academic Data Analysis:

**N/A**

**5. Student Performance Deficiency Plan**

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

**Deficiency:**

**Based on AP3 i-Ready Diagnostic Data, more than 50% of students in K-2<sup>nd</sup> grade are deficient in vocabulary**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
ELA	September - June	<p>Journeys Core Curriculum- Tier 1</p> <p>Journeys Vocabulary Readers (K-2)- Tier 1</p> <p>Journeys Vocabulary in Context Cards (K)- Tier 1</p> <p>Journeys High-Frequency Word Cards (K-2<sup>nd</sup>)- Tier 1</p> <p>Journeys Teaching Resources- Extra Support for Intervention Guide (K) Tier 2 &amp; Tier -3</p> <p>Journeys Write-In Reader (K-2<sup>nd</sup>) Tier 2 &amp; Tier -3</p>	<p>Journeys Weekly Vocabulary Test</p> <p>Journeys Weekly Decoding Test</p>	<p>Classroom Teacher</p> <p>Literacy Coach</p> <p>Principal</p>	<p>The school will keep track of student deficiencies using MTSS (Multi-Tiered System of Supports). Students will receive interventions through small group instruction in the classroom. The teacher will implement the RTI process and track student progress in efforts to move at least 70% of students to Tier 1.</p> <p>Classroom teachers will implement vocabulary monitoring system using Journeys vocabulary weekly test, and spelling test. Teachers in K-2 will use vocabulary words wall during literacy instruction block. Teachers will emphasize new words using vocabulary review across all content areas at the start of each subject.</p> <p><b>PLC's</b> Teachers will address vocabulary deficiencies during PLC's for K-2. The teacher will collect data according to vocabulary objectives using the Florida Standards. Teachers will use the CARE Cycle (Curriculum, Assessment, Remediation, and Enrichment) cycle to collaborate and plan a six-week vocabulary unit of study and document the focus standard in My Learning Plan. Teachers will complete remediation activities with students who do not show proficiency of at least 70% by using an alternate strategy for vocabulary acquisition. Students who meet proficiency will receive vocabulary enrichment.</p> <p><b>Data Chats</b> Bi-Weekly data chats will be held with K-2<sup>nd</sup> teachers to focus on grouping students to achieve proficiency. Teachers will meet with the principal to review data and student groups who are not meeting vocabulary proficiency. The literacy coach and principal will make decisions to provide alternative teaching strategies or programs based on the data.</p> <p><b>RTI</b> Classroom teachers will implement the RTI process and use Journeys Weekly Vocabulary Test to test for proficiency with fidelity. The teacher will collect student progress data and determine students not meeting weekly 70% progress for 6 to 8 weeks. The teacher will then graph student progress of all Tier 2</p>



					<p>students or (students not meeting at least 70% proficiency on the weekly tests). Tier 3 strategies are needed for students not meeting responding to Tier 2 strategies. Tier 3 will be no more than two students receiving small group instruction and will occur outside of the regular 90-minute reading block. The teacher will share 6 to 8 weeks of data with the principal during CPST meetings. The teacher will share graphed data with parents during parent-teacher conferences.</p> <p><b>Writing</b> Teacher in kindergarten will address deficiencies by using the lessons provided by Journeys Teaching Resources to facilitate writing intervention. Kindergarten teachers will use the Teacher’s Edition: Strategic Intervention Lessons to integrate vocabulary and writing. Teachers in 1<sup>st</sup> and 2<sup>nd</sup> grade will address vocabulary deficiencies using the Journey’s Write-In Readers which highlights using grade-level vocabulary in the writing process. Additionally, teachers in K-2<sup>nd</sup> will model sentence structure, spelling, punctuation, and grammar.</p> <p><b>Cross-Curricular Integration of Social Studies/Science</b> Teachers will use Social Studies Weekly and Science Fusion/STEMscopes to increase student vocabulary knowledge. Students will be exposed to a variety of vocabulary with explicit instruction through the use of graphic organizers which will target subject area vocabulary. Teachers will implement visuals provided by the core programs online components, while teaching the Florida standards for Social Studies and Science.</p>
ESOL	September-June	<p>Journey’s ELL Language Support</p> <p>ELL Component Guide</p> <p>Continental-Practice Exercises Basic English and Vocabulary Links for English Development.</p>	<p>Journey’s Weekly Assessments which include decoding, vocabulary.</p> <p>ACCESS for ELLs 2.0</p>	<p>Classroom Teacher</p> <p>Instructional Coach</p> <p>Principal</p> <p>ESOL Director ESOL Contact</p>	<p>Teachers will use the ESOL Instructional Strategies Matrix for all ELL levels in all lesson plans for reading to provide appropriate scaffolding when teaching ELL’s.</p> <p>ESOL students participate in all remedial activities for Literacy. General education teachers and ESOL contact will collaborate, using assessment data to inform their instruction. They will identify skills the ESOL contact could pre-teach so that ESOL students are more likely to succeed in class.</p> <p>Students will participate in small groups. Teachers will use InSync Education to supplement classroom instruction for ELL in Level 3 or 4.</p> <p><b>Pull Outs</b> Students will be pulled out from their special area classes to receive small group instruction to help develop their academic vocabulary.</p> <p><b>ELlevation Strategies for Teachers</b></p>

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

					Teachers will have access to researched-based instructional activities that they can incorporate into any existing lesson to skillfully differentiate instruction for all ELLs. This will take place from November to June.
ESE	September-June	Intervention Materials from Journeys Curriculum	Vocabulary Test with accommodations	ESE Specialist & Classroom Teacher	<p>SWD will participate in all remedial activities for Literacy in addition to the services they receive as per their IEP to target IEP Goals and gap skills. All service providers working with SWD will receive a copy of their IEP. General education teachers and ESE Specialist will collaborate, using assessment data to inform their instruction.</p> <p>Currently, the school does not have any Gifted students. Should a gifted student join our school, our plan is to group them with the high achieving students. This will give them the opportunity for extension or enrichment activities.</p>

*\*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.*

**Deficiency:**

**Based on AP3 i-Ready Diagnostic Data, more than 50% of students in 1<sup>st</sup> grade are deficient in Phonological Awareness**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
ELA	September - June	<p>Journeys Core Curriculum- Tier 1</p> <p>Journeys Sound/Spelling Cards- (Tier 1)</p> <p>Journeys Sound/Spelling Long Vowel Cards (Tier 1)</p> <p>Journeys Additional Resource Booklet (Tier 2 and 3)</p> <p>Journeys Reading Tool Kit- (Tier 2 &amp; 3)</p>	Journeys Assessment Booklet	<p>Classroom Teacher</p> <p>Literacy Coach</p> <p>Principal</p>	<p>The school will keep track of student deficiencies using MTSS (Multi-Tiered System of Supports). Students will receive interventions through small group instruction in the classroom. The teacher will implement the RTI process and track student progress in efforts to move at least 70% of students to Tier 1.</p> <p>The classroom teacher will implement a letter-sound monitoring system using Journeys Assessment Booklet weekly test. Teachers in 1<sup>st</sup> grade will use Journeys Sound/Spelling Cards during literacy instruction block.</p> <p><b>PLC's</b> Teachers will address phonological awareness deficiencies during PLC's for K-2. The teacher will collect data according to phonological awareness objectives using the Florida Standards. Teachers will use the CARE Cycle (Curriculum, Assessment, Remediation, and Enrichment) cycle to collaborate and plan a six-week phonological awareness objective unit of study and document the focus standard in My Learning Plan. Teachers will remediate students who do not show proficiency of at least 70% by using an alternate strategy for phonological awareness acquisition. Students who meet proficiency will receive phonological awareness enrichment.</p> <p><b>Data Chats</b> Bi-Weekly data chats will be held with 1<sup>st</sup>-grade teachers to focus on grouping students to achieve proficiency. Teachers will meet with the principal to review data and student groups who are not meeting phonological awareness proficiency. The literacy coach and principal will make decisions to provide alternative teaching strategies based on the data.</p> <p><b>RTI</b> Classroom teachers will implement the RTI process and use Journeys Additional Resource Booklet to test for proficiency with fidelity. The teacher will collect student progress data and determine students not meeting weekly 70% progress for 6 to 8 weeks. The teacher will then graph student progress of all Tier 2 students or (students not meeting at least 70% proficiency on the weekly test). Tier 3 strategies are needed for students not meeting responding to Tier 2 strategies. Tier 3 will be no more than two students receiving small group instruction and will occur outside of the regular 90-minute reading block. The teacher will share 6 to 8 weeks of data with the principal during CPST meetings.</p>

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

					The teacher will share graphed data with parents during parent-teacher conferences.
ESOL	September-June	<p>Journey’s ELL Language Support</p> <p>ELL Component Guide</p> <p>Journeys- ELL Level Practice/ and (Language) Leveled Readers</p> <p>Continental-Practice Exercises Basic English and Vocabulary Links for English Development.</p>	<p>ACCESS for ELLs 2.0 Journey’s Weekly Assessments which include decoding, vocabulary and comprehension.</p>	<p>Classroom Teacher</p> <p>Instructional Coach</p> <p>Principal</p> <p>ESOL Director</p> <p>ESOL Contact</p>	<p>Teachers will use the ESOL Instructional Strategies Matrix for all ELL levels in all lesson plans for reading to provide appropriate scaffolding when teaching ELL’s.</p> <p>ESOL students participate in all remedial activities for Literacy. General education teachers and ESOL contact will collaborate, using assessment data to inform their instruction. They will identify skills the ESOL contact could pre-teach so that ESOL students are more likely to succeed in class.</p> <p>Students will participate in small groups. Teachers will use InSync Education to supplement classroom instruction for ELL in Level 3 or 4.</p> <p><b>Pull Outs</b> ELL level 1 and 2 students will be pulled out from their special area classes to receive small group instruction to reinforce phonological awareness skills.</p> <p><b>ELlevation Strategies for Teachers Program</b> Teachers will have access to research-based instructional activities that they can incorporate into any existing lesson to skillfully differentiate instruction for all ELLs. This will take place from November to June.</p>
ESE	September-June	<p>Intervention Materials from Journeys Curriculum</p>	<p>Journeys Assessment Booklet Test with accommodations</p>	<p>ESE Specialist &amp; Classroom Teacher</p>	<p>SWD participate in all remedial activities for Literacy in addition to the services they receive as per their IEP to target IEP Goals and gap skills. All teachers providing instruction to SWD will be given their IEP in order to provide the appropriate accommodations. General education teachers and ESE Specialist will collaborate, using assessment data to inform their instruction.</p> <p>Currently, the school does not have any Gifted students. Should a gifted student join our school, our plan is to group them with the high achieving students. This will give them the opportunity for extension or enrichment activities.</p>

\*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.

**Deficiency:**

**Based on i-Ready Diagnostic Data, over 50% of students in 2<sup>nd</sup> grade are deficient in phonics**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
ELA	September - June	<p>Journeys Core Curriculum- Tier 1</p> <p>Journeys Leveled Practice (Tier 2 &amp; 3)</p> <p>Journeys Write in Reader (Tier 2 &amp; 3)</p> <p>Journeys Reading Tool Kit- (Tier 2 &amp; 3)</p>	Journeys Weekly Phonics Test	<p>Classroom Teacher</p> <p>Literacy Coach</p> <p>Principal</p>	<p>The school will keep track of student deficiencies using MTSS (Multi-Tiered System of Supports). Students will receive interventions through small group instruction in the classroom. The teacher will implement the RTI process and track student progress in efforts to move at least 70% of students to Tier 1.</p> <p>Teacher will implement phonics monitoring using Journeys phonics weekly test. Teachers in 2<sup>nd</sup> grade will use Journeys Level Practice for phonics instruction.</p> <p><b>PLC's</b> Teachers will address phonics deficiencies during PLC's for K-2. The teacher will collect data according to phonics objectives using the Florida Standards. Teachers will use the CARE Cycle (Curriculum, Assessment, Remediation, and Enrichment) cycle to collaborate and plan a six-week phonics unit of study and document the focus standard in My Learning Plan. Teachers will remediate students who do not show proficiency of at least 70% by using an alternate strategy for phonics acquisition. Students who meet proficiency will receive phonics enrichment.</p> <p><b>Data Chats</b> Bi-Weekly data chats will be held with 2<sup>nd</sup> teachers to focus on grouping students to achieve proficiency. Teachers will meet with the principal to review data and student groups who are not meeting phonics proficiency. The literacy coach and principal will make decisions to provide alternative teaching strategies based on the data.</p> <p><b>RTI</b> Classroom teacher will implement the RTI process and use Journeys Weekly Phonics Test to test for proficiency with Fidelity. The teacher will collect student progress data and determine students not meeting weekly 70% progress for 6 to 8 weeks. The teacher will then graph student progress of all Tier 2 students or (students not meeting at least 70% proficiency on weekly phonics assessments. Tier 3 strategies are needed for students not meeting responding to Tier 2 strategies. Tier 3 will be no more than two students receiving small group instruction and will occur outside of the regular 90-minute reading block. The teacher will share 6 to 8 weeks of data with the principal during CPST meetings. The teacher will share graphed data with parents during parent-teacher conferences.</p>

					<p><b>Writing</b> Second grade teachers will address phonics deficiencies, using the Journeys Reading Tool Kit resources for phonics and decoding. Students will write to connect letter sound relationships.</p>
ESOL	September-June	<p>Journey's ELL Language Support</p> <p>ELL Component Guide</p> <p>Continental-Practice Exercises Basic English and Vocabulary Links for English Development.</p>	<p>ACCESS for ELLs 2.0</p> <p>Journey's Weekly Assessments which include phonics, vocabulary and comprehension.</p>	<p>Classroom Teacher</p> <p>Instructional Coach</p> <p>Principal</p> <p>ESOL Director</p> <p>ESOL Contact</p>	<p>Teachers will use the ESOL Instructional Strategies Matrix for all ELL levels in all lesson plans for reading to provide appropriate scaffolding when teaching ELL's.</p> <p>ESOL students participate in all remedial activities for Literacy. General education teachers and ESOL contact will collaborate, using assessment data to inform their instruction. They will identify skills the ESOL contact could pre-teach so that ESOL students are more likely to succeed in class.</p> <p>Students will participate in small groups. Teachers will use InSync Education to supplement classroom instruction for ELL in Level 3 or 4.</p> <p><b>Pull Outs</b> ELL level 1 and 2 students will be pulled out from their special area classes to receive small group instruction to reinforce phonics skills.</p> <p><b>ELlevation Strategies for Teachers</b></p> <p>Teachers will have access to researched-based instructional activities that they can incorporate into any existing lesson to skillfully differentiate instruction for all ELLs. This will take place from November to June.</p>
ESE	September-June	<p>Intervention Materials from Journeys Curriculum</p>	<p>Journeys Weekly Phonics Test with accommodations</p>	<p>ESE Specialist &amp; Classroom Teacher</p>	<p>SWD participate in all remedial activities for Literacy in addition to the services they receive as per their IEP to target IEP Goals and gap skills. Access to IEP given to all the student's teachers who will in turn provide appropriate accommodations. General education teachers and ESE Specialist will collaborate, using assessment data to inform their instruction.</p> <p>Currently, the school does not have any Gifted students. Should a gifted student join our school, our plan is to group them with the high achieving students. This will give them the opportunity for extension or enrichment activities.</p>

*\*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.*

**Deficiency:**

**Based on i-Ready Diagnostic Data, over 70% of students in 2<sup>nd</sup> grade are deficient in comprehension**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
ELA	September - June	<p>Journeys Core Curriculum- Tier 1</p> <p>Journeys Leveled Practice- (Tier 2 &amp; 3)</p> <p>Journeys Reading Tool Kit- (Tier 2 &amp; 3)</p> <p>Journeys Write in Reader (Tier 2 &amp; 3)</p>	<p>Journeys Weekly Comprehension Test</p> <p>Journeys Progress Monitoring Assessment Guide</p>	<p>Classroom Teacher</p> <p>Literacy Coach</p> <p>Principal</p>	<p>The school will keep track of student deficiencies using MTSS (Multi-Tiered System of Supports). Students will receive interventions through small group instruction in the classroom. The teacher will implement the RTI process and track student progress in efforts to move at least 70% of students to Tier 1.</p> <p>Teacher will implement comprehension monitoring using Journeys Comprehension weekly test. Teachers in 2<sup>nd</sup> grade will use Journeys core curriculum for instruction.</p> <p><b>PLC's</b> Teachers will address comprehension deficiencies during PLC's for K-2. The teacher will collect data according to comprehension objectives using the Florida Standards. Teachers will use the CARE Cycle (Curriculum, Assessment, Remediation, and Enrichment) cycle to collaborate and plan a six-week comprehension unit of study and document the focus standard in My Learning Plan. Teachers will remediate students who do not show proficiency of at least 70% by using an alternate strategy for comprehension. Students who meet proficiency will receive enrichment activities provided by Journeys core curriculum.</p> <p><b>Data Chats</b> Bi-Weekly data chats will be held with 2<sup>nd</sup> teachers to focus on grouping students to achieve proficiency. Teachers will meet with the principal to review data and student groups who are not meeting comprehension proficiency. The literacy coach and principal will make decisions to provide alternative teaching strategies based on the data.</p> <p><b>RTI</b> Classroom teachers will implement the RTI process and use Journeys Weekly Comprehension Test to assess proficiency with Fidelity. The teacher will collect student progress data and determine students not meeting weekly 70% progress for 6 to 8 weeks. The teacher will then graph student progress of all Tier 2 students or (students not meeting at least 70% proficiency on weekly test. Tier 3 strategies are needed for students not meeting responding to Tier 2 strategies. Tier 3 will be no more than two students receiving small group instruction and will occur outside of the regular 90-minute reading block. The teacher will share</p>

					<p>6 to 8 weeks of data with the principal during CPST meetings. The teacher will share graphed data with parents during parent-teacher conferences.</p> <p><b>Writing</b> Second grade teachers will address comprehension deficiencies using the Journey’s Write-In Readers which will require students to respond in writing to answer comprehension questions. Additionally, teachers in 2<sup>nd</sup> will model sentence structure, spelling, punctuation, and grammar.</p> <p><b>Cross-Curricular Integration of Social Studies/Science</b> Teachers will use Social Studies Weekly and Science Fusion/STEMscopes to increase students’ comprehension in literature and informational text. Teachers will integrate reading strategies with the Florida Standards for Science and Social Studies.</p>
ESOL	September-June	<p>Journey’s ELL Language Support</p> <p>ELL Component Guide</p> <p>Continental-Practice Exercises Basic English and Vocabulary Links for English Development.</p>	<p>ACCESS for ELLs 2.0</p> <p>Journey’s Weekly Assessments which include phonics, vocabulary and comprehension.</p>	<p>Classroom Teacher</p> <p>Instructional Coach</p> <p>Principal</p> <p>ESOL Director ESOL Contact</p>	<p>Teachers will use the ESOL Instructional Strategies Matrix for all ELL levels in all lesson plans for reading to provide appropriate scaffolding when teaching ELL’s.</p> <p>ESOL students participate in all remedial activities for Literacy. General education teachers and ESOL contact will collaborate, using assessment data to inform their instruction. They will identify skills the ESOL contact could pre-teach so that ESOL students are more likely to succeed in class.</p> <p>Students will participate in small groups. Teachers will use InSync Education to supplement classroom instruction for ELL in Level 3 or 4.</p> <p><b>Pull Outs</b> ELL level 1 and 2 students will be pulled out from their special area classes to receive small group instruction to reinforce phonological awareness skills.</p> <p><b>ELlevation Strategies for Teachers</b> Teachers will have access to researched-based instructional activities that they can incorporate into any existing lesson to skillfully differentiate instruction for all ELLs. This will take place from November to June.</p>
ESE	September-June	<p>Intervention Materials from Journeys Curriculum</p>	<p>Journeys Weekly Comprehension Test with accommodations</p>	<p>ESE Specialist &amp; Classroom Teacher</p>	<p>SWD participate in all remedial activities for Literacy in addition to the services they receive as per their IEP to target IEP Goals and gap skills. All service providers working with SWD will receive a copy of their IEP. General education teachers and ESE Specialist will collaborate, using assessment data to inform their instruction.</p>



					Currently, the school does not have any Gifted students. Should a gifted student join our school, our plan is to group them with the high achieving students. This will give them the opportunity for extension or enrichment activities.

*\*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.*

**Deficiency:**

**Based on FSA ELA student achievement data, over 60% of students in 3<sup>rd</sup> -5<sup>th</sup> grade are deficient in Integration of Knowledge and Ideas**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
ELA	September - June	Journeys Core Curriculum- Tier 1  Journeys Reading Tool Kit- (Tier 2 & 3)	FAIR ( 3x per year)  Journeys Weekly Comprehension Test  Journeys Weekly Grammar Test	Classroom Teacher  Literacy Coach  Principal	<p>The school will keep track of student deficiencies using MTSS (Multi-Tiered System of Supports). Students will receive interventions through small group instruction in the classroom. The teacher will implement the RTI process and track student progress in efforts to move at least 60% of students to Tier 1.</p> <p><b>PLC's</b> Teachers will address benchmark deficiencies during PLC's for 3-5. The teacher will collect data according to standard objectives by using the Florida Standards. Teachers will use the CARE cycle to collaborate and plan units of study for (Integration of Knowledge and Ideas). Teachers in 3-5 will collaboratively agree on formative assessments to document progress. Teachers will remediate students who do not meet proficiency by using an alternate strategy for proficiency standards. Students who meet proficiency will receive enrichment in comprehension.</p> <p><b>Data Chats</b> Bi-Weekly data chats will be held with 3<sup>rd</sup>-5<sup>th</sup> teachers to focus on grouping students to achieve proficiency. Teachers will meet with the principal to review data and student groups who are not meeting proficiency standards. Decisions will be made to provide alternative teaching strategies or programs. The teacher and principal will make the decision to implement additional small group sessions to reinforce comprehension in literature and informational text during special area classes.</p> <p><b>RTI</b> Classroom teachers will implement the RTI process and use Journeys passages to test Proficiency with Fidelity. The teacher will collect student progress data and determine students not meeting weekly 70% progress for 6 to 8 weeks. The teacher will then graph student progress of all Tier 2 students or (students not meeting at least 70% proficiency on weekly test. Tier 3 strategies are needed for</p>

		<p>Journeys Write in Reader (Tier 2 &amp; 3)</p> <p>Florida Ready (Extended Learning Opportunities)</p>			<p>students not meeting responding to Tier 2 strategies. Tier 3 will be no more than two students receiving small group instruction and will occur outside of the regular 90-minute reading block. The teacher will share 6 to 8 weeks of data with the principal during CPST meetings. The teacher will share graphed data with parents during parent-teacher conferences.</p> <p><b>Writing</b> Classroom teachers in 3<sup>rd</sup> grade will facilitate writing by modeling the use of compare and contrast and using evidence to answer short response questions. Teachers in 4<sup>th</sup> and 5<sup>th</sup> grade will address the deficiency in Text-Based Writing by incorporating (Integration of Knowledge and Ideas) benchmark strategies into writing instruction. Teachers will use strategies such as modeling to teach opinion and/or informative/explanatory essay writing. Teachers will practice using paired text with students provided by Journeys Curriculum. Teachers will use compare and contrast, and using citing evidence strategies to teach writing skills. Additionally, teachers will incorporate editing in each writing lesson. Students will complete grammar assessments provided by Journeys weekly test.</p> <p>Elementary Grade Band Writing Includes:</p> <ul style="list-style-type: none"> <li>• Grade 4 - Informative/Explanatory</li> <li>• Grade 5 - Opinion</li> </ul> <p><b>Extended Learning Opportunities (ELO)</b> Level 1 and 2 students will participate in ELO throughout the year. The students will be provided with Saturday tutoring to address reading deficiencies. Additional reading support will be offered using before school tutoring as a large percentage of students use our school bus transportation and may be unable to attend after-school tutoring. Teachers already on staff will provide tutoring in both extended learning opportunities.</p> <p><b>Cross-Curricular Integration of Social Studies/Science</b> Teachers in 3<sup>rd</sup>-5<sup>th</sup> will use Social Studies Weekly and Science Fusion/STEMscopes to increase students' comprehension in literature and informational text. Teachers will integrate reading strategies with the Florida Standards for Science and Social Studies. Additionally, teachers will implement using two sources of information to facilitate Integration of Knowledge and Ideas.</p>
ESOL		<p>Journey's ELL Language Support</p> <p>ELL Component Guide</p>	<p>FAIR ACCESS for ELLs 2.0</p>	<p>Classroom Teacher</p>	<p>Teachers will use the ESOL Instructional Strategies Matrix for all ELL levels in all lesson plans for reading to provide appropriate scaffolding when teaching ELL's.</p>

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

	September-June	Continental-Practice Exercises Basic English and Vocabulary Links for English Development.	Journey's Weekly Assessments which include decoding, vocabulary and comprehension.	Instructional Coach Principal ESOL Director ESOL Contact	<p>ESOL students participate in all remedial activities for Literacy. General education teachers and ESOL contact will collaborate, using assessment data to inform their instruction. They will identify skills the ESOL contact could pre-teach so that ESOL students are more likely to succeed in class.</p> <p>Students will participate in small groups. Teachers will use InSync Education to supplement classroom instruction for ELL in Level 3 or 4.</p> <p><b>Pull Outs</b> Students will be pulled out from their special area classes to receive small group instruction to help interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.</p> <p><b>ELlevation Strategies for Teachers</b> Teachers will have access to researched-based instructional activities that they can incorporate into any existing lesson to skillfully differentiate instruction for all ELLs. This will take place from November to June.</p> <p><b>Extended Learning Opportunities (ELO)</b> ELL students who are Level 1 and 2 on the FSA ELA will also participate in ELO throughout the year. The students will be provided with Saturday tutoring to address reading deficiencies.</p>
ESE	September-June	Intervention Materials from Journeys Curriculum	FAIR ( 3x per year)  Journeys Comprehension Test with accommodations	ESE Specialist Classroom Teacher	<p>SWD participate in all remedial activities for Literacy in addition to the services they receive as per their IEP to target IEP Goals and gap skills. Access to IEP given to all the student's teachers who will, in turn, provide appropriate accommodations. General education teachers and ESE Specialist will collaborate, using assessment data to inform their instruction.</p> <p><b>Extended Learning Opportunities (ELO)</b> SWD who are Level 1 and 2 on the FSA ELA will be included in all ELO's throughout the year. Additionally, SWD will be offered Saturday tutoring to address reading deficiencies.</p> <p>Currently, the school does not have any Gifted students. Should a gifted student join our school, our plan is to group them with the high achieving students. This will give them the opportunity for extension or enrichment activities.</p>

\*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.

**Deficiency:**

**Based on FSA ELA student achievement data, about 50% of students in 3<sup>rd</sup> -5<sup>th</sup> grade are deficient in Craft and Structure**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
ELA	September - June	<p>Journeys</p> <p>Journeys Reading Tool Kit- (Tier 2 &amp; 3)</p> <p>Journeys Write-in Reader (Tier 2 &amp; 3)</p>	<p>FAIR ( 3x per year)</p> <p>Journeys weekly comprehension test</p> <p>Journeys Weekly Grammar Test</p>	<p>Classroom teacher</p> <p>Literacy Coach</p> <p>Principal</p>	<p>The school will keep track of student deficiencies using MTSS (Multi-Tiered System of Supports). Students will receive interventions through small group instruction in the classroom. The teacher will implement the RTI process and track student progress in efforts to move 60% of students to Tier 1.</p> <p>Teacher will implement standards monitoring system using a spreadsheet provided by the Literacy Coaches. Teachers will also differentiate instruction by using the Journeys Reading Tool Kit Teachers Guides.</p> <p><b>PLC's</b> Teachers will address benchmark deficiencies during PLC's for 3-5. The teacher will collect data according to standard objectives using the Florida Standards. Teachers will use the CARE cycle to collaborate and plan units of study for (Integration of Knowledge and Ideas). Teachers in 3-5 will collaboratively agree on a formative assessment to document progress. Teachers will remediate students who do not meet proficiency by using an alternate strategy for proficiency standards. Students who meet proficiency will receive enrichment in comprehension.</p> <p><b>Data Chats</b> Bi-Weekly data chats will be held with 3<sup>rd</sup>-5<sup>th</sup> teachers to focus on grouping students to achieve proficiency. Teachers will meet with the principal to review data and student groups who are not meeting proficiency standards. Decisions will be made to provide alternative teaching strategies or programs. The teacher and principal will make the decision to implement small groups to reinforce comprehension in literature and informational text during special area classes.</p> <p><b>RTI</b> Teachers will implement the RTI process and use Journeys passages to test Proficiency with Fidelity. The teacher will collect student progress data and determine students not meeting weekly 70% progress for 6 to 8 weeks. The teacher will then graph student progress of all Tier 2 students or (students not meeting at least 70% proficiency on weekly test. Tier 3 strategies are needed for students not meeting responding to Tier 2 strategies. Tier 3 will be no more than two students receiving small group instruction and will occur outside of the regular 90-minute reading block. The teacher will share 6 to 8 weeks of data</p>

		Florida Ready (Extended Learning Opportunities)			<p>with the principal during CPST meetings. The teacher will share graphed data with parents during parent-teacher conferences.</p> <p><b>Writing</b> Classroom teachers in 3<sup>rd</sup> through 5<sup>th</sup> grade will address the deficiency in Text-Based Writing by incorporating (Craft and Structure) benchmark strategies into writing instruction. Teachers will use strategies such as modeling to teach writing structures of poetry, plays, and writing sentences from different points of view. Teachers will model using figurative language, as well as, incorporate editing in each writing lesson. Students will complete grammar assessments provided by Journeys weekly test.</p> <p>Elementary Grade Band Writing Includes:</p> <ul style="list-style-type: none"> <li>• Grade 4 - Informative/Explanatory</li> <li>• Grade 5 - Opinion</li> </ul> <p><b>Extended Learning Opportunities (ELO)</b> Level 1 and 2 students will participate in ELO throughout the year. The students will be provided with Saturday tutoring to address reading deficiencies. Additional reading support will be offered using before school tutoring as a large percentage of students use our school bus transportation and may be unable to attend after-school tutoring. Teachers already on staff will provide tutoring in both extended learning opportunities.</p> <p><b>Cross-Curricular Integration of Social Studies/Science</b> Teachers will use Social Studies Weekly and Science Fusion/STEMscopes to increase students' comprehension in literature and informational text. Teachers will integrate reading strategies with the Florida Standards for Science and Social Studies.</p>
ESOL	September-June	<p>Journey's ELL Language Support</p> <p>ELL Component Guide</p> <p>Continental-Practice Exercises Basic English and Vocabulary Links for English Development.</p>	<p>FAIR ACCESS for ELLs 2.0</p> <p>Journey's Weekly Assessments which include decoding, vocabulary and comprehension.</p>	<p>Classroom Teacher</p> <p>Instructional Coach</p> <p>Principal</p> <p>ESOL Director</p> <p>ESOL Contact</p>	<p>Teachers will use the ESOL Instructional Strategies Matrix for all ELL levels in all lesson plans for reading to provide appropriate scaffolding when teaching ELL's.</p> <p>ESOL students participate in all remedial activities for Literacy. General education teachers and ESOL contact will collaborate, using assessment data to inform their instruction. They will identify skills the ESOL contact could pre-teach so that ESOL students are more likely to succeed in class.</p> <p>Students will participate in small groups. Teachers will use InSync Education to supplement classroom instruction for ELL in Level 3 or 4.</p>

					<p><b>Pull Outs</b> Students will be pulled out from their special area classes to receive small group instruction to help interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.</p> <p><b>ELlevation Strategies for Teachers</b> Teachers will have access to researched-based instructional activities that they can incorporate into any existing lesson to skillfully differentiate instruction for all ELLs. This will take place from November to June.</p> <p><b>Extended Learning Opportunities (ELO)</b> ELL students who are Level 1 and 2 on the FSA ELA will also participate in ELO throughout the year. The students will be provided with Saturday tutoring to address reading deficiencies.</p>
ESE	September-June	Intervention Materials from Journeys Curriculum	FAIR ( 3x per year)  Journeys Comprehension Test with accommodations	ESE Specialist Classroom Teacher	<p>All teachers providing instruction to SWD will be given their IEP in order to provide the appropriate accommodations. SWD will be included in all small group lessons and interventions.</p> <p><b>Extended Learning Opportunities (ELO)</b> SWD who are Level 1 and 2 on the FSA ELA will be included in all ELO's throughout the year. Additionally, SWD will be offered Saturday tutoring to address reading deficiencies.</p> <p>Currently, the school does not have any Gifted students. Should a gifted student join our school, our plan is to group them with the high achieving students. This will give them the opportunity for extension or enrichment activities.</p>

*\*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.*

**Deficiency:**

**Based on FSA ELA student achievement data, over 50% of students in 3<sup>rd</sup> -5<sup>th</sup> grade are deficient in Key Idea and Details**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
ELA	September - June	<p>Journeys</p> <p>Journeys Reading Tool Kit- (Tier 2 &amp; 3)</p> <p>Journeys Write-in Reader</p>	<p>FAIR ( 3x per year)</p> <p>Journeys weekly comprehension test</p> <p>Journeys Weekly Grammar Test</p>	<p>Classroom teacher</p> <p>Literacy Coach</p> <p>Principal</p>	<p>The school will keep track of student deficiencies using MTSS (Multi-Tiered System of Supports). Students will receive interventions through small group instruction in the classroom. The teacher will implement the RTI process and track student progress in efforts to move 60% of students to Tier 1.</p> <p>Teacher will implement standards monitoring system using a spreadsheet provided by the Literacy Coaches. Teachers will also differentiate instruction by using the Journeys Reading Tool Kit Teachers Guides.</p> <p><b>PLC's</b> Teachers will address benchmark deficiencies during PLC's for 3-5. The teacher will collect data according to standard objectives using the Florida Standards. Teachers will use the CARE cycle to collaborate and plan units of study for (Key Idea and Details). Teachers in 3-5 will collaboratively agree on a formative assessment to document progress. Teachers will remediate students who do not meet proficiency by using an alternate strategy for proficiency standards. Students who meet proficiency will receive enrichment in comprehension.</p> <p><b>Data Chats</b> Bi-Weekly data chats will be held with 3<sup>rd</sup>-5<sup>th</sup> teachers to focus on grouping students to achieve proficiency. Teachers will meet with the principal to review data and student groups who are not meeting proficiency standards. Decisions will be made to provide alternative teaching strategies or programs. The teacher and principal will make the decision to implement small groups to reinforce comprehension in literature and informational text during special area classes.</p> <p><b>RTI</b> Teachers will implement the RTI process and use Journeys passages to test Proficiency with Fidelity. The teacher will collect student progress data and determine students not meeting weekly 70% progress for 6 to 8 weeks. The teacher will then graph student progress of all Tier 2 students or (students not meeting at least 70% proficiency on weekly test. Tier 3 strategies are needed for students not meeting responding to Tier 2 strategies. Tier 3 will be no more than two students receiving small group instruction and will occur outside of the regular 90-minute reading block. The teacher will share 6 to 8 weeks of data with the principal during CPST meetings. The teacher will share graphed data with parents during parent-teacher conferences.</p>

		Florida Ready (Extended Learning Opportunities)			<p><b>Writing</b> Classroom teacher in 3<sup>rd</sup> through 5<sup>th</sup> grade will address the deficiency in Text-Based Writing by incorporating Key Ideas and Details strategies into writing instruction. Students will focus on supporting details and citing evidence during ELA instruction. Teachers will model using supporting details in paragraph writing activities geared toward opinion and/or informative/explanatory writing. Additionally, teachers will model editing in each writing lesson. Students will complete grammar assessments provided by Journeys weekly test.</p> <p><b>Extended Learning Opportunities (ELO)</b> Level 1 and 2 students will participate in ELO throughout the year. The students will be provided with Saturday tutoring to address reading deficiencies. Additional reading support will be offered at least 2 days per week using before school tutoring as a large percentage of students use our school bus transportation and may be unable to attend after-school tutoring. Teachers already on staff will provide tutoring in both extended learning opportunities.</p> <p><b>Cross-Curricular Integration of Social Studies/Science</b> Teachers will use Social Studies Weekly and Science Fusion/STEMscopes to increase students' comprehension in literature and informational text. Teachers will integrate reading strategies with the Florida Standards for Science and Social Studies.</p>
ESOL	September-June	<p>Journey's ELL Language Support</p> <p>ELL Component Guide</p> <p>Continental-Practice Exercises Basic English and Vocabulary Links for English Development.</p>	<p>FAIR ACCESS for ELLs 2.0</p> <p>Journey's Weekly Assessments which include decoding, vocabulary and comprehension.</p>	<p>Classroom Teacher</p> <p>Instructional Coach</p> <p>Principal</p> <p>ESOL Director</p> <p>ESOL Contact</p>	<p>Teachers will use the ESOL Instructional Strategies Matrix for all ELL levels in all lesson plans for reading to provide appropriate scaffolding when teaching ELL's.</p> <p>ESOL students participate in all remedial activities for Literacy. General education teachers and ESOL contact will collaborate, using assessment data to inform their instruction. They will identify skills the ESOL contact could pre-teach so that ESOL students are more likely to succeed in class.</p> <p>Students will participate in small groups. Teachers will use InSync Education to supplement classroom instruction for ELL in Level 3 or 4.</p> <p><b>Pull Outs</b> ELL level 1 and 2 students will be pulled out from their special area classes to receive small group instruction to reinforce how to summarize the key supporting details and ideas of a text.</p> <p><b>Extended Learning Opportunities (ELO)</b></p>



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

					<p>ELL students who are Level 1 and 2 on the FSA ELA will also participate in ELO throughout the year. The students will be provided with Saturday tutoring to address reading deficiencies.</p> <p><b>ELlevation Strategies for Teachers</b>                  Teachers will have access to researched-based instructional activities that they can incorporate into any existing lesson to skillfully differentiate instruction for all ELLs. This will take place from November to June.</p>
ESE	September-June	Intervention Materials from Journeys Curriculum	<p>FAIR ( 3x per year)</p> <p>Journeys Comprehension Test with accommodations</p>	ESE Specialist Classroom Teacher	<p>SWD participate in all remedial activities for Literacy in addition to the services they receive as per their IEP to target IEP Goals and gap skills. All service providers working with SWD will receive a copy of their IEP, in order to provide appropriate accommodations. General education teachers and ESE Specialist will collaborate, using assessment data to inform their instruction.</p> <p><b>Extended Learning Opportunities (ELO)</b>                  SWD who are Level 1 and 2 on the FSA ELA will be included in all ELO's throughout the year. Additionally, SWD will be offered Saturday tutoring to address reading deficiencies.</p> <p>Currently, the school does not have any Gifted students. Should a gifted student join our school, our plan is to group them with the high achieving students. This will give them the opportunity for extension or enrichment activities.</p>

*\*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.*

**Deficiency:**

**Based on FSA ELA student achievement data, students in grade(s) 6-8 are deficient in Key Ideas and Details with 68% deficiency in 6<sup>th</sup> grade, 56% deficiency in 7<sup>th</sup> grade, and 54% deficiency in 8<sup>th</sup> grade.**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
ELA	September - June	<p>Collections (Tier 1)</p> <p>INSIDE A, B, C (Tier 2)</p> <p>REWARDS (Tier 3) Every 6 weeks as needed.</p> <p>Florida Ready (Extended Learning Opportunities)</p>	<p>FAIR</p> <p><u>Collections Test:</u> Bi-Weekly Test</p> <p><u>Inside Tests</u> Placement Quick Checks Reading Level Gains</p> <p>Rewards Test Fluency Pretest/Posttest Unit Check ups</p>	<p>Classroom Teacher</p> <p>Instructional Coach</p> <p>Principal</p>	<p>The school will keep track of student deficiencies using MTSS (Multi-Tiered System of Supports). Students will receive interventions through their Intensive Reading class block. The teacher will implement the RTI process and track student progress every 6 to 8 weeks in efforts to move 70% of students to Tier 1. Intervention will continue in Tier 2 with any needed modified interventions. Students not responding to Tier 2 will participate in Tier 3 intensive intervention. Struggling students will continue to receive instruction in Tier 1 and Tier 2 in addition to Tier 3 support.</p> <p>Teacher will implement monitoring system using a spreadsheet provided by the coaches. Teachers in 6<sup>th</sup> -8<sup>th</sup> will use INSIDE and REWARDS during (Intensive Reading) block. The teacher will track comprehension assessments provided by the program on a bi-weekly basis.</p> <p><b>PLC's</b> Teachers will address benchmark deficiencies during PLC meetings for 6<sup>th</sup> -8<sup>th</sup> grade. The teacher will collect data according to standard objectives using the Florida Standards. Teachers will use the CARE Cycle (Curriculum, Assessment, Remediation, and Enrichment) to collaborate and plan a 6 week unit of study for (Key Idea and Details). Teachers in 6-8 will collaboratively agree on a formative assessment to document progress. Teachers will remediate students who do not meet a proficiency level of 70% by using an alternate strategy located in the teacher guide of the REWARDS to tier instruction. Students who meet proficiency will receive enrichment in comprehension.</p> <p><b>Data Chats</b> Bi-Weekly data chats will be held with 6-8 ELA and Intensive reading teachers to identify learning gaps to focus on during small-group instruction. Teachers will meet with the principal to discuss how to target student groups who are not meeting proficiency standards. Decisions will be made regarding student placement and interventions based on data collected through progress monitoring.</p> <p><b>RTI</b></p>

				<p>ELA and Intensive Reading teachers will implement the RTI process and use INSIDE passages to test proficiency with Fidelity. The teacher will graph student progress of all Tier 2 students, and determine if Tier 3 strategies are needed with data gathered within 6-8weeks. Tier 3 will be no more than two students receiving small group instruction and will be in addition to the scheduled ELA class block. Students will receive an additional 45 minutes of support from their Intensive Reading Teacher. The teacher will share 6 to 8 weeks of data with the principal during CPST meetings. The teacher will share graphed data with parents during parent-teacher conferences.</p> <p><b>Writing</b> Teacher will address the deficiency in Text-Based Writing by incorporating Key Ideas and Details strategies into writing instruction provided by core curriculum. Students will focus on supporting details and citing evidence during ELA and Intensive Reading Block. Teachers will model using supporting details in paragraph writing activities.</p> <p>Middle Grade Band Modeling will include:</p> <ul style="list-style-type: none"> <li>• Grade 6 - Informative/Explanatory</li> <li>• Grade 7 - Argumentation</li> <li>• Grade 8 - Informative/Explanatory</li> </ul> <p><b>Cross Curricular Activities</b> Middle school teachers in subject areas other than reading will provide additional standards practice in Key Idea and Details across 6-8 grade level classes. Teachers will incorporate finding supportive evidence, and drawing conclusions about important and relevant details and during the instructional block in text related to Global Studies, Science, Civics, History and/or Health/PE. Additionally, teachers will incorporate “Writing Across the Curriculum,” at least 30 minutes per week.</p> <p><b>Extended Learning Opportunities (ELO)</b> Level 1 and 2 students will participate in ELO throughout the year. The students will be provided with Saturday tutoring to address reading deficiencies. Additional reading support will be offered at least 2 days per week using before school tutoring as a large percentage of students use our school bus transportation and may be unable to attend after-school tutoring. Teachers already on staff will provide tutoring in both extended learning opportunities.</p>
--	--	--	--	--

<p>ESOL</p>	<p>September-June</p>	<p>Collections (Tier 1) INSIDE (Tier 2) REWARDS (Tier 3)</p> <p>INSIDE ELL Component Continental-Practice Exercises Basic English and Vocabulary Links for English Development</p>	<p>FAIR</p> <p>ACCESS for ELLs 2.0</p> <p>INSIDE bi-weekly vocabulary and comprehension test</p>	<p>Classroom Teacher</p> <p>Instructional Coach</p> <p>Principal</p> <p>ESOL Coordinator ESOL Instructor</p>	<p>Teachers will use the ESOL Instructional Strategies Matrix for all ELL levels in all lesson plans for reading to provide appropriate scaffolding when teaching ELL's.</p> <p>ESOL students participate in all remedial activities for Literacy. General education teachers and ESOL contact will collaborate, using assessment data to inform their instruction. They will identify skills the ESOL contact could pre-teach so that ESOL students are more likely to succeed in class.</p> <p>Students will participate in small groups. Teachers will use InSync Education to supplement classroom instruction for ELL in Level 3 or 4.</p> <p><b>Pull Outs</b> ELL level 1 and 2 students will be pulled out from their special area classes to receive small group instruction to reinforce how to summarize the key supporting details and ideas of a text.</p> <p><b>ELlevation Strategies for Teachers</b> Teachers will have access to researched-based instructional activities that they can incorporate into any existing lesson to skillfully differentiate instruction for all ELLs. This will take place from November to June.</p> <p><b>Extended Learning Opportunities (ELO)</b> ELL students who are Level 1 and 2 on the FSA ELA will also participate in ELO throughout the year. The students will be provided with Saturday tutoring to address reading deficiencies.</p>
<p>ESE</p>	<p>September-June</p>	<p>Collections (Tier 1)</p> <p>INSIDE A, B, C (Tier 2)</p> <p>REWARDS (Tier 3)</p>	<p>FAIR</p> <p><u>Collections Test:</u></p> <p>Bi-Weekly Test</p> <p><u>Inside Tests</u> Placement Quick Checks Reading Level Gains</p> <p>Rewards Test</p>	<p>Classroom Teacher</p> <p>Instructional Coach</p> <p>Principal</p> <p>ESE Instructor</p>	<p>SWD participate in all remedial activities for Literacy in addition to the services they receive as per their IEP to target IEP Goals and gap skills. All service providers working with SWD will receive a copy of their IEP, in order to provide appropriate accommodations. General education teachers and ESE Specialist will collaborate, using assessment data to inform their instruction.</p> <p>Teachers in 6-8 will follow IEP accommodations per each student. SWD will be included in all small group lessons and interventions.</p> <p>Currently, the school does not have any Gifted students. Should a gifted student join our school, our plan is to group them with the high achieving students. This will give them the opportunity for extension or enrichment activities.</p> <p><b>Extended Learning Opportunities (ELO)</b></p>

			Fluency Pretest/Posttest Unit Check ups		SWD who are Level 1 and 2 on the FSA ELA will be included in all ELO's throughout the year. Additionally, SWD will be offered Saturday tutoring to address reading deficiencies.

*\*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.*

**Deficiency:**

**Based on FSA ELA student achievement data, students in grade(s) 6-8 are deficient in Craft and Structure with 54% deficiency in 6<sup>th</sup> grade, 50% deficiency in 7<sup>th</sup> grade, and 46% deficiency in 8<sup>th</sup> grade.**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
ELA	September - June	<p>Collections (Tier 1)</p> <p>INSIDE A, B, C (Tier 2)</p> <p>REWARDS (Tier 3) 6 weeks</p> <p>Florida Ready (Extended Learning Opportunities)</p>	<p>FAIR</p> <p><u>Collections Test:</u> Bi-Weekly Test</p> <p><u>Inside Tests</u> Placement Quick Checks Reading Level Gains</p> <p>Rewards Test</p> <p>Fluency Pretest/Posttest Unit Check ups</p>	<p>Classroom Teacher</p> <p>Instructional Coach</p> <p>Principal</p>	<p>The school will keep track of student deficiencies using MTSS (Multi-Tiered System of Supports). Students will receive interventions through their Intensive Reading class block. The teacher will implement the RTI process and track student progress every 6 to 8 weeks in efforts to move 70% of students to Tier 1. Intervention will continue in Tier 2 with any needed modified interventions. Students not responding to Tier 2 will participate in Tier 3 intensive intervention. Struggling students will continue to receive instruction in Tier 1 and Tier 2 in addition to Tier 3 support.</p> <p>Teacher will implement monitoring system using a spreadsheet provided by the coaches. Teachers in 6<sup>th</sup> -8<sup>th</sup> will use INSIDE and REWARDS during (Intensive Reading) block. The teacher will track comprehension assessments provided by the program on a bi-weekly basis.</p> <p><b>PLC's</b> Teachers will address benchmark deficiencies during PLC meetings for 6<sup>th</sup> -8<sup>th</sup> grade. The teacher will collect data according to standard objectives using the Florida Standards. Teachers will use the CARE Cycle (Curriculum, Assessment, Remediation, and Enrichment) to collaborate and plan a 6 week unit of study for (Craft and Structure). Teachers in 6-8 will collaboratively agree on a formative assessment to document progress. Teachers will remediate students who do not meet a proficiency level of 70% by using an alternate strategy located in the teacher guide of the REWARDS to tier instruction. Students who meet proficiency will receive enrichment in comprehension.</p>

				<p><b>Data Chats</b>                  Bi-Weekly data chats will be held with 6-8 ELA and Intensive reading teachers to identify learning gaps to focus on during small-group instruction. Teachers will meet with the principal to discuss how to target student groups who are not meeting proficiency standards. Decisions will be made regarding student placement and interventions based on progress monitoring data.</p> <p><b>RTI</b>                  ELA and Intensive Reading teachers will implement the RTI process and use INSIDE passages to test proficiency with Fidelity. The teacher will graph student progress of all Tier 2 students, and determine if Tier 3 strategies are needed with data gathered within 6-8weeks. Tier 3 will be no more than two students receiving small group instruction and will occur outside of the regular 90-ELA class block. The teacher will share 6 to 8 weeks of data with the principal during CPST meetings. The teacher will share graphed data with parents during parent-teacher conferences.</p> <p><b>Writing</b>                  Teachers in 6<sup>th</sup> -8<sup>th</sup> grade will address the deficiency in Text-Based Writing by incorporating (Craft and Structure) benchmark strategies into writing instruction. Teachers will use strategies such as modeling to teach writing structures of poetry, plays, and writing sentences from different points of view. Teachers will model using figurative language, as well as, incorporate editing in each writing lesson.</p> <p>Middle Grade Band Modeling will include:</p> <ul style="list-style-type: none"> <li>• Grade 6 - Informative/Explanatory</li> <li>• Grade 7 - Argumentation</li> <li>• Grade 8 - Informative/Explanatory</li> </ul> <p><b>Extended Learning Opportunities (ELO)</b>                  Level 1 and 2 students will participate in ELO throughout the year. The students will be provided with Saturday tutoring to address reading deficiencies. Additional reading support will be offered at least 2 days per week using before school tutoring as a large percentage of students use our school bus transportation and may be unable to attend after-school tutoring. Teachers already on staff will provide tutoring in both extended learning opportunities.</p>
--	--	--	--	--

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

ESOL	September-June	<p>Collections (Tier 1) INSIDE (Tier 2) REWARDS (Tier 3)</p> <p>INSIDE ELL Component Continental-Practice Exercises Basic English and Vocabulary Links for English Development</p>	<p>FAIR</p> <p>ACCESS for ELLs 2.0</p> <p>INSIDE bi-weekly vocabulary and comprehension test</p>	<p>Classroom Teacher</p> <p>Instructional Coach</p> <p>Principal</p> <p>ESOL Coordinator ESOL Instructor</p>	<p>Teachers will use the ESOL Instructional Strategies Matrix for all ELL levels in all lesson plans for reading to provide appropriate scaffolding when teaching ELL's.</p> <p>ESOL students participate in all remedial activities for Literacy. General education teachers and ESOL contact will collaborate, using assessment data to inform their instruction. They will identify skills the ESOL Contact could pre-teach so that ESOL students are more likely to succeed in class.</p> <p>Students will participate in small groups. Teachers will use InSync Education to supplement classroom instruction for ELL in Level 3 or 4.</p> <p><b>Pull Outs</b> Students will be pulled out from their special area classes to receive small group instruction to help interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.</p> <p><b>ELlevation Strategies for Teachers</b> Teachers will have access to researched-based instructional activities that they can incorporate into any existing lesson to skillfully differentiate instruction for all ELLs. This will take place from November to June.</p> <p><b>Extended Learning Opportunities (ELO)</b> Level 1 and 2 students will participate in ELO throughout the year. The students will be provided with Saturday tutoring to address reading deficiencies.</p>
ESE	September-June	<p>Collections (Tier 1)</p> <p>INSIDE A, B, C (Tier 2)</p> <p>REWARDS (Tier 3)</p>	<p>FAIR</p> <p><u>Collections Test:</u> Bi-Weekly Test</p> <p><u>Inside Tests</u> Placement Quick Checks Reading Level Gains</p> <p>Rewards Test Fluency Pretest/Posttest Unit Check ups</p>	<p>Classroom Teacher</p> <p>Instructional Coach</p> <p>Principal</p> <p>ESE Instructor</p>	<p>SWD participate in all remedial activities for Literacy in addition to the services they receive as per their IEP to target IEP Goals and gap skills. Access to IEP given to all the student's teachers who in turn provide appropriate accommodations. General education teachers and ESE Specialist will collaborate, using assessment data to inform their instruction.</p> <p>Teachers in 6-8 will follow IEP accommodations per each student. SWD will be included in all small group lessons and interventions.</p> <p>Currently, the school does not have any Gifted students. Should a gifted student join our school, our plan is to group them with the high achieving students. This will give them the opportunity for extension or enrichment activities.</p>

\*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.

**Deficiency:**

**Based on FSA ELA student achievement data, students in grade(s) 6-8 are deficient in Integration of Knowledge and Ideas, with 75% deficiency in 6<sup>th</sup> grade, 50% deficiency in 7<sup>th</sup> grade, and 53% deficiency in 8<sup>th</sup> grade.**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
ELA	September - June	<p>Collections (Tier 1)</p> <p>INSIDE A, B, C (Tier 2)</p> <p>REWARDS (Tier 3) 6 weeks</p> <p>Florida Ready (Extended Learning Opportunities)</p>	<p>FAIR</p> <p><u>Collections Test:</u> Placement, Cluster</p> <p><u>Inside Tests</u> Placement Quick Checks Reading Level Gains</p> <p>Rewards Test Fluency Pretest/Posttest Unit Check ups</p>	<p>Classroom Teacher</p> <p>Instructional Coach</p> <p>Principal</p>	<p>The school will keep track of student deficiencies using MTSS (Multi-Tiered System of Supports). Students will receive interventions through their Intensive Reading class block. The teacher will implement the RTI process and track student progress every 6 to 8 weeks in efforts to move 70% of students to Tier 1. Intervention will continue in Tier 2 with any needed modified interventions. Students not responding to Tier 2 will participate in Tier 3 intensive intervention. Struggling students will continue to receive instruction in Tier 1 and Tier 2 in addition to Tier 3 support.</p> <p>Teacher will implement monitoring system using a spreadsheet provided by the coaches. Teachers in 6<sup>th</sup> -8<sup>th</sup> will use INSIDE and REWARDS during (Intensive Reading) block. The teacher will track comprehension assessments provided by the program on a bi-weekly basis.</p> <p><b>PLC's</b> Teachers will address benchmark deficiencies during PLC meetings for 6<sup>th</sup> -8<sup>th</sup> grade. The teacher will collect data according to standard objectives using the Florida Standards. Teachers will use the CARE Cycle (Curriculum, Assessment, Remediation, and Enrichment) to collaborate and plan units of study for (Integration of Knowledge and Ideas) Teachers in 6-8 will collaboratively agree on a formative assessment to document progress. Teachers will remediate students who do not meet a proficiency level of 70% by using an alternate strategy located in the teacher guide of the REWARDS to tier instruction. Students who meet proficiency will receive enrichment in comprehension.</p> <p><b>Data Chats</b> Bi-Weekly data chats will be held with 6-8 ELA and Intensive reading teachers to identify learning gaps to focus on during small-group instruction. Teachers will meet with the principal to discuss how to target student groups who are not meeting proficiency standards. Decisions will be made regarding student placement and interventions.</p>



					<p><b>RTI</b> Teachers will implement the RTI process and use INSIDE passages to test proficiency with Fidelity. The teacher will graph student progress of all Tier 2 students, and determine if Tier 3 strategies are needed with data gathered within 6-8weeks. Tier 3 will be no more than two students receiving small group instruction and will occur outside of the regular 90-minute reading block The teacher will share 6 to 8 weeks of data with the principal during CPST meetings. The teacher will share graphed data with parents during parent-teacher conferences.</p> <p><b>Writing</b> Teachers in 6<sup>th</sup>-8<sup>th</sup> grade will address the deficiency in Text-Based Writing by incorporating (Integration of Knowledge and Ideas) benchmark strategies into writing instruction. ELA/Reading teachers will use strategies such as modeling to teach essay writing. Teachers will practice using paired text with students provided by the Collections curriculum. Teachers will use compare and contrast, and using citing evidence strategies to teach writing skills. Additionally, teachers will incorporate editing in each writing lesson.</p> <p>Middle Grade Band Modeling will include:</p> <ul style="list-style-type: none"> <li>• Grade 6 - Informative/Explanatory</li> <li>• Grade 7 - Argumentation</li> <li>• Grade 8 - Informative/Explanatory</li> </ul> <p><b>Extended Learning Opportunities (ELO)</b> Level 1 and 2 students will participate in ELO throughout the year. The students will be provided with Saturday tutoring to address reading deficiencies. Additional reading support will be offered at least 2 days per week using before school tutoring as a large percentage of students use our school bus transportation and may be unable to attend after-school tutoring. Teachers already on staff will provide tutoring in both extended learning opportunities.</p>
ESOL	September-June	Collections (Tier 1) INSIDE (Tier 2) REWARDS (Tier 3)  INSIDE ELL Component Continental-Practice Exercises Basic English	FAIR  ACCESS for ELLs 2.0  INSIDE bi-weekly vocabulary and comprehension test	Classroom Teacher  Instructional Coach  Principal	Teachers will use the ESOL Instructional Strategies Matrix for all ELL levels in all lesson plans for reading to provide appropriate scaffolding when teaching ELL's  ESOL students participate in all remedial activities for Literacy. General education teachers and ESOL contact will collaborate, using assessment data to

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

		and Vocabulary Links for English Development		ESOL Coordinator ESOL Instructor	<p>inform their instruction. They will identify skills the ESOL Contact could pre-teach so that ESOL students are more likely to succeed in class.</p> <p>Students will participate in small groups. Teachers will use InSync Education to supplement classroom instruction for ELL in Level 3 or 4.</p> <p><b>Pull Outs</b> Students will be pulled out from their special area classes to receive small group instruction to help interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.</p> <p><b>ELlevation Strategies for Teachers</b> Teachers will have access to researched-based instructional activities that they can incorporate into any existing lesson to skillfully differentiate instruction for all ELLs. This will take place from November to June.</p> <p><b>Extended Learning Opportunities (ELO)</b> ELL students who are Level 1 and 2 on the FSA ELA will also participate in ELO throughout the year. The students will be provided with Saturday tutoring to address reading deficiencies.</p>
ESE	September-June	<p>Collections (Tier 1)</p> <p>INSIDE A, B, C (Tier 2)</p> <p>REWARDS (Tier 3)</p>	<p>FAIR</p> <p><u>Collections Test:</u> Placement, Cluster</p> <p><u>Inside Tests</u> Placement Quick Checks Reading Level Gains</p> <p>Rewards Test Fluency Pretest/Posttest Unit Check ups</p>	<p>Classroom Teacher</p> <p>Instructional Coach</p> <p>Principal</p> <p>ESE Instructor</p>	<p>SWD participate in all remedial activities for Literacy in addition to the services they receive as per their IEP to target IEP Goals and gap skills. Access to IEP given to all the student's teachers who in turn provide appropriate accommodations. General education teachers and ESE Specialist will collaborate, using assessment data to inform their instruction.</p> <p>Teachers in 6-8 will follow IEP accommodations per each student. SWD will be included in all small group lessons and interventions.</p> <p>Currently, the school does not have any Gifted students. Should a gifted student join our school, our plan is to group them with the high achieving students. This will give them the opportunity for extension or enrichment activities.</p>

\*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.

**Deficiency:**

**Based on AP3 i-Ready Math Diagnostic Data, students in grade(s) K-2nd are over 65% deficient in all domains including: Numbers and Operations, Algebraic Thinking and Measurement and Geometry**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Math	September - June	<p>GO Math –MAFS (Tier 1)</p> <p>Go Math- FL MAFS Reteach Book (Tier 2)</p> <p>GO Math- RTI Intensive Intervention Skill Packs (Tier 3)</p>	<p>Formative math Assessments</p> <p>GO Math Chapter Checkpoints Weekly</p> <p>GO Math Chapter Test</p>	<p>Classroom Teacher</p> <p>Instructional Coach</p> <p>Principal</p>	<p>The school will implement data tracking by standards. The teacher will implement standards monitoring using spreadsheets provided by the coaches. Teachers in grade K-2nd will use differentiated instruction. Small group rotations must include teacher-led activities at least 3 times per week.</p> <p><b>Data Chats</b> Bi-Weekly data chats will be held with K-2<sup>nd</sup> teachers to focus on grouping students to achieve proficiency. Teachers will meet with the principal to review data and student groups who are not meeting proficiency standards. Decisions will be made to provide alternative teaching strategies or programs. Teacher and principal will analyze data on a bi-weekly basis.</p> <p><b>Explicit Instruction</b> Teachers will follow a modeled approach to teaching math. Teachers will provide explicit steps to introduce each topic and gradually release to model problem-solving using the following strategies:</p> <ul style="list-style-type: none"> <li>• Read the problem</li> <li>• Think about the best way to solve the problem</li> <li>• Solve the problem using numbers, words and pictures.</li> </ul> <p><b>RTI</b> Teachers will implement the RTI process and use GO-Math Reteach Book to remediate struggling students not meeting 70% proficiency. Six to eight weeks of data will be used to determine if student(s) should move to Tier 2. The teacher will graph student progress of all Tier 2 students and determine, based on data trend if Tier 3 strategies are needed. Tier 3 will be no more than two students receiving small group instruction and will occur outside of the regular 60-minute math block. The teacher will share 6 to 8 weeks of data with the principal during CPST meetings. The teacher will share graphed data with parents during parent-teacher conferences.</p> <p><b>Professional Development</b> The Math Coach will attend training and meetings provided by the district.</p>

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

					<p>The math coach will provide on-site professional development for K-2<sup>nd</sup> math teachers. Each domain will be address specifically in 60 minute PD, to be completed in accordance to the math pacing guide and focus calendar.</p> <p>Professional development activities will include the following:</p> <ul style="list-style-type: none"> <li>• Using Manipulatives</li> <li>• Differentiating Instruction</li> <li>• Teaching Numbers and Operations</li> <li>• Teaching Algebraic Thinking</li> <li>• Teaching Measurement and Geometry</li> </ul>
ESOL	September- June	GO Math ELL Activity Guide by grade level	<p>Formative math Assessments</p> <p>GO Math Chapter Checkpoints</p> <p>Go Math Chapter Test</p>	<p>Classroom Teacher</p> <p>Principal</p> <p>ESOL Director ESOL Contact</p>	<p>Teachers will use the ESOL Instructional Strategies Matrix for all ELL levels in all lesson plans for math to provide appropriate scaffolding when teaching ELL's. Additionally, ELL students will participate in any small groups or remedial activities.</p> <p><b>Pull Outs</b> ELL students with an Access level 1, 2 and 3 will be pulled from their special area classes twice a week for 30 minutes to receive small group instruction to help develop Mathematical vocabulary. ESOL contact will collaborate with the general education teacher to provide pre-skills to ELL students per chapter topic.</p> <p><b>ELlevation Strategies for Teachers</b> Teachers will have access to researched-based instructional activities that they can incorporate into any existing lesson to skillfully differentiate instruction for all ELLs. This will take place from November to June.</p>
ESE	September - June	GO-Math Re-teach Book, GO Math intervention Book	<p>Formative math Assessments</p> <p>GO Math Chapter Checkpoints</p> <p>GO Math Chapter Test</p>	<p>Classroom Teacher</p> <p>Math Coach</p> <p>Principal ESE Specialist</p>	<p>SWD participate in all remedial activities for Math in addition to the services they receive as per their IEP to target IEP Goals and gap skills. All teachers providing instruction to SWD will be given their IEP in order to provide the appropriate accommodations. General education teachers and ESE Specialist will collaborate, using assessment data to inform their instruction.</p> <p>Currently, the school does not have any Gifted students. Should a gifted student join our school, our plan is to group them with the high achieving students. This will give them the opportunity for extension or enrichment activities.</p>

\*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.

**Deficiency:**

**Based on FSA Math student data, over 50% of students in 3<sup>rd</sup> -5<sup>th</sup> grade are deficient in the cluster of Measurement, Data, and Geometry**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Math	September - June	<p>GO Math –MAFS (Tier 1)</p> <p>Go Math- FL MAFS Reteach Book (Tier 2)</p> <p>GO Math- RTI Intensive Intervention Skill Packs (Tier 3)</p> <p>Coach and/or Florida Ready(Tutoring)</p>	<p>Formative math Assessments Bi-Weekly</p> <p>GO Math Chapter Checkpoints Weekly</p> <p>GO Math Chapter Test</p>	<p>Classroom Teacher</p> <p>Instructional Coach</p> <p>Principal</p>	<p>The school will implement data tracking by standards. The teacher will implement standards monitoring using spreadsheets provided by the coaches. Teachers in grade 3-5 will use differentiated instruction.</p> <p><b>Explicit Instruction</b> Teachers will provide explicit steps to introduce each topic and gradually release problem-solving methods to students using the following strategies:</p> <ul style="list-style-type: none"> <li>• Step-by-Step process</li> <li>• Student engages in note taking</li> <li>• Guided interactive instruction</li> <li>• Independent practice</li> <li>• Teacher led groups</li> <li>• Collaborative groups</li> </ul> <p>Teachers will also teach students to use the following strategies within the daily math block:</p> <ul style="list-style-type: none"> <li>• Read the problem</li> <li>• Think about the best way to solve the problem</li> <li>• Solve the problem using numbers, words, and models.</li> </ul> <p><b>Data Chats</b> Bi-Weekly data chats will be held with 3-5 teachers to focus on grouping students to achieve proficiency. Teachers will meet with the principal to review data and student groups who are not meeting proficiency standards. Decisions will be made to provide alternative teaching strategies or programs.</p> <p><b>RTI</b> Teachers will implement the RTI process and use GO-Math Reteach Book to remediate struggling students not meeting 70% proficiency. Six to eight weeks of data will be used to determine if student(s) should move to Tier 2. The teacher will graph student progress of all Tier 2 students and determine, based on data trend if Tier 3 strategies are needed. Tier 3 will be no more than two students receiving small group instruction and will occur outside of the regular 60-minute math block. The teacher will share 6 to 8 weeks of data with the</p>

					<p>principal during CPST meetings. The teacher will share graphed data with parents during parent-teacher conferences.</p> <p><b>Professional Development</b> The Math Coach will attend training and meetings provided by the district. The math coach will provide on-site professional development for 3<sup>rd</sup> -5<sup>th</sup> math teachers and focus on Measurement, Data, and Geometry.</p> <p><b>Extended Learning Opportunities (ELO)</b> Level 1 and 2 students will participate in ELO throughout the year. The students will be provided with Saturday tutoring to address Math deficiencies. Additional math support will be offered on a 2-days per week schedule, using before school tutoring, as a large percentage of students use our school bus transportation and may be unable to attend after-school tutoring. Teachers already on staff will provide tutoring in both extended learning opportunities.</p>
ESOL	September-June	ESOL Component of GO Math by grade level	<p>Formative math Assessments</p> <p>GO Math Chapter Checkpoints</p> <p>GO Math Chapter Test</p>	<p>Classroom Teacher</p> <p>Principal</p> <p>ESOL Director ESOL Contact</p>	<p>Teachers will use the ESOL Instructional Strategies Matrix for all ELL levels in all lesson plans for math to provide appropriate scaffolding when teaching ELL's. Additionally, ELL students will participate in any small groups or remedial activities.</p> <p><b>Pull Outs</b> ELL students with an Access level 1, 2 and 3 will be pulled from their special area classes twice a week for 30 minutes to receive small group instruction to help develop Mathematical vocabulary. ESOL contact will collaborate with the general education teacher to provide pre-skills to ELL students per chapter topic.</p> <p><b>ELLevation Strategies for Teachers</b> Teachers will have access to researched-based instructional activities that they can incorporate into any existing lesson to skillfully differentiate instruction for all ELLs. This will take place from November to June.</p> <p><b>Extended Learning Opportunities (ELO)</b> ELL students who are Level 1 and 2 on the FSA ELA will also participate in ELO throughout the year. The students will be provided with Saturday tutoring to address math deficiencies.</p>
ESE	September - June	Coach Series	Formative math Assessments	Classroom Teacher	SWD participate in all remedial activities for Math in addition to the services they receive as per their IEP to target IEP Goals and gap skills. All teachers providing instruction to SWD will be given their IEP in order to provide the

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

		GO-Math Re-teach Book, GO Math intervention Book	GO Math Chapter Checkpoints  GO Math Chapter Test	Math Coach  Principal ESE Specialist	<p>appropriate accommodations. General education teachers and ESE Specialist will collaborate, using assessment data to inform their instruction.</p> <p><b>Extended Learning Opportunities (ELO)</b> SWD who are Level 1 and 2 on the FSA Math will be included in all ELO's throughout the year. Additionally, SWD will be offered Saturday tutoring to address math deficiencies.</p> <p>Currently, the school does not have any Gifted students. Should a gifted student join our school, our plan is to group them with the high achieving students. This will give them the opportunity for extension or enrichment activities.</p>
--	--	--	---	---	---

*\*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.*

**Deficiency:**

**Based on FSA Math student data, over 50% of students in 3<sup>rd</sup> -5<sup>th</sup> grade are deficient in Fraction cluster topics**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Math	September - June	<p>GO Math –MAFS (Tier 1)</p> <p>Go Math- FL MAFS Reteach Book (Tier 2)</p> <p>GO Math- RTI Intensive Intervention Skill Packs (Tier 3)</p> <p>Coach and/or Florida Ready(Tutoring)</p>	<p>Formative math Assessments Bi-Weekly</p> <p>GO Math Chapter Checkpoints Weekly</p> <p>GO Math Chapter Test</p>	<p>Classroom Teacher</p> <p>Instructional Coach</p> <p>Principal</p>	<p>The school will implement data tracking by standards. The teacher will implement standards monitoring using spreadsheets provided by the coaches. Teachers in grade 3-5 will use differentiated instruction.</p> <p><b>Explicit Instruction</b></p> <p>Teachers will provide explicit steps to introduce each topic and gradually release problem-solving methods to students using the following strategies:</p> <ul style="list-style-type: none"> <li>• Step-by-Step process</li> <li>• Student engages in note taking</li> <li>• Guided interactive instruction</li> <li>• Independent practice</li> <li>• Teacher led groups</li> <li>• Collaborative groups</li> </ul> <p>Teachers will also teach students to use the following strategies within the daily math block:</p> <ul style="list-style-type: none"> <li>• Read the problem</li> </ul>

					<ul style="list-style-type: none"> <li>• Think about the best way to solve the problem</li> <li>• Solve the problem using numbers, words, and models.</li> </ul> <p><b>Data Chats</b> Bi-Weekly data chats will be held with 3-5 teachers to focus on grouping students to achieve proficiency. Teachers will meet with the principal to review data and student groups who are not meeting proficiency standards. Decisions will be made to provide alternative teaching strategies or programs.</p> <p><b>RTI</b> Teachers will implement the RTI process and use GO-Math Reteach Book to remediate struggling students not meeting 70% proficiency. Six to eight weeks of data will be used to determine if student(s) should move to Tier 2. The teacher will graph student progress of all Tier 2 students and determine, based on data trend if Tier 3 strategies are needed. Tier 3 will be no more than two students receiving small group instruction and will occur outside of the regular 60-minute math block. The teacher will share 6 to 8 weeks of data with the principal during CPST meetings. The teacher will share graphed data with parents during parent-teacher conferences.</p> <p><b>Professional Development</b> The Math Coach will attend training and meetings provided by the district. The math coach will provide on-site professional development for 3<sup>rd</sup> -5<sup>th</sup> math teachers and focus on teacher fraction concepts</p> <p>The math coach will provide teachers a PPT presentation on teaching beginning, intermediate and advanced fraction concepts. Teachers will be trained on providing concept attainment and concept development. This will ensure teachers are going from simple to complex according to Webs Depth of Knowledge chart.</p> <p><b>Extended Learning Opportunities (ELO)</b> Level 1 and 2 students will participate in ELO throughout the year. The students will be provided with Saturday tutoring to address Math deficiencies. Additional math support will be offered on a 2-days per week schedule, using before school tutoring, as a large percentage of students use our school bus transportation and may be unable to attend after-school tutoring. Teachers already on staff will provide tutoring in both extended learning opportunities.</p>
ESOL	September-June	ESOL Component of GO Math by grade level	Formative math Assessments	Classroom Teacher	Teachers will use the ESOL Instructional Strategies Matrix for all ELL levels in all lesson plans for math to provide appropriate scaffolding when teaching



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

			<p>GO Math Chapter Checkpoints</p> <p>GO Math Chapter Test</p>	<p>Principal</p> <p>ESOL Director</p> <p>ESOL Contact</p>	<p>ELL's. Additionally, ELL students will participate in any small groups or remedial activities.</p> <p><b>Pull Outs</b> ELL students with an Access level 1, 2 and 3 will be pulled from their special area classes twice a week for 30 minutes to receive small group instruction to help develop Mathematical vocabulary. ESOL contact will collaborate with the general education teacher to provide pre-skills to ELL students per chapter topic.</p> <p><b>ELlevation Strategies for Teachers</b> Teachers will have access to researched-based instructional activities that they can incorporate into any existing lesson to skillfully differentiate instruction for all ELLs. This will take place from November to June.</p> <p><b>Extended Learning Opportunities (ELO)</b> ELL students who are Level 1 and 2 on the FSA ELA will also participate in ELO throughout the year. The students will be provided with Saturday tutoring to address math deficiencies.</p>
ESE	September - June	Coach Series GO-Math Re-teach Book, GO Math intervention Book	<p>Formative math Assessments</p> <p>GO Math Chapter Checkpoints</p> <p>GO Math Chapter Test</p>	<p>Classroom Teacher</p> <p>Math Coach</p> <p>Principal ESE Specialist</p>	<p>SWD participate in all remedial activities for Math in addition to the services they receive as per their IEP to target IEP Goals and gap skills. All teachers providing instruction to SWD will be given their IEP in order to provide the appropriate accommodations. General education teachers and ESE Specialist will collaborate, using assessment data to inform their instruction.</p> <p><b>Extended Learning Opportunities (ELO)</b> SWD who are Level 1 and 2 on the FSA Math will be included in all ELO's throughout the year. Additionally, SWD will be offered Saturday tutoring to address math deficiencies.</p> <p>Currently, the school does not have any Gifted students. Should a gifted student join our school, our plan is to group them with the high achieving students. This will give them the opportunity for extension or enrichment activities.</p>

*\*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.*

**Deficiency:**

**Based on FSA Math student data, grade 3-5 students are deficient in the cluster of Operations and Algebraic Thinking. Third grade reflects 57% deficiency, 4<sup>th</sup> grade 45% deficiency, and grade 5 reflects 63% deficiency**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
Math	September - June	<p>GO Math –MAFS (Tier 1)</p> <p>Go Math- FL MAFS Reteach Book (Tier 2)</p> <p>GO Math- RTI Intensive Intervention Skill Packs (Tier 3)</p> <p>Performance Coach and/or Florida Ready Tool-Kit (Tutoring)</p>	<p>Formative math Assessments Bi-Weekly</p> <p>GO Math Chapter Checkpoints Weekly</p> <p>GO Math Chapter Test Bi-Weekly</p>	<p>Classroom Teacher</p> <p>Instructional Coach</p> <p>Principal</p>	<p>The school will implement data tracking by standards. The teacher will implement standards monitoring using spreadsheets provided by the coaches. Teachers in grade 3-5 will use differentiated instruction.</p> <p><b>Explicit Instruction</b> Teachers will provide explicit steps to introduce each topic and gradually release problem-solving methods to students using the following strategies:</p> <ul style="list-style-type: none"> <li>• Step-by-Step process</li> <li>• Student engages in note taking</li> <li>• Guided interactive instruction</li> <li>• Independent practice</li> <li>• Teacher-led groups</li> <li>• Collaborative groups</li> </ul> <p>Teachers will also teach students to use the following strategies within the daily math block:</p> <ul style="list-style-type: none"> <li>• Read the problem</li> <li>• Think about the best way to solve the problem</li> <li>• Solve the problem using numbers, words, and models.</li> </ul> <p><b>Data Chats</b> Bi-Weekly data chats will be held with 3-5 teachers to focus on grouping students to achieve proficiency. Teachers will meet with the principal to review data and student groups who are not meeting proficiency standards. Decisions will be made to provide alternative teaching strategies.</p> <p><b>RTI</b> Teachers will implement the RTI process and use GO-Math Reteach Book to remediate struggling students not meeting 70% proficiency. Six to eight weeks of data will be used to determine if student(s) should move to Tier 2. The teacher will graph student progress of all Tier 2 students and determine, based on data trend if Tier 3 strategies are needed. Tier 3 will be no more than two students receiving small group instruction and will occur outside of the regular</p>

					<p>60-minute math block. The teacher will share 6 to 8 weeks of data with the principal during CPST meetings. The teacher will share graphed data with parents during parent-teacher conferences.</p> <p><b>Professional Development</b> The math coach will provide on-site professional development for 3<sup>rd</sup> -5<sup>th</sup> math teachers and focus on Operations and Algebraic Thinking. Teachers will be trained on providing students with strategies to learn the four basic operations in math. Teachers will use RtI professional development to facilitate Tier 2 and 3 strategies in the classroom that will narrow learning gaps Operations and Algebraic Thinking.</p> <p><b>Extended Learning Opportunities (ELO)</b> Level 1 and 2 students will participate in ELO throughout the year. The students will be provided with Saturday tutoring to address Math deficiencies. Additional math support will be offered on a 2-days per week schedule, using before school tutoring, as a large percentage of students use our school bus transportation and may be unable to attend after-school tutoring. Teachers already on staff will provide tutoring in both extended learning opportunities.</p>
ESOL	September- June	ESOL Component of GO Math by grade level	<p>Formative math Assessments</p> <p>GO Math Chapter Checkpoints</p> <p>GO Math Chapter Test</p>	<p>Classroom Teacher</p> <p>Principal</p> <p>ESOL Director</p> <p>ESOL Contact</p>	<p>Teachers will use the ESOL Instructional Strategies Matrix for all ELL levels in all lesson plans for math to provide appropriate scaffolding when teaching ELL's. Additionally, ELL students will participate in any small groups or remedial activities.</p> <p><b>Pull Outs</b> ELL students with an Access level 1, 2 and 3 will be pulled from their special area classes twice a week for 30 minutes to receive small group instruction to help develop Mathematical vocabulary.</p> <p><b>ELlevation Strategies for Teachers</b> Teachers will have access to researched-based instructional activities that they can incorporate into any existing lesson to skillfully differentiate instruction for all ELLs. This will take place from November to June.</p> <p><b>Extended Learning Opportunities (ELO)</b> ELL students who are Level 1 and 2 on the FSA ELA will also participate in ELO throughout the year. The students will be provided with Saturday tutoring to address math deficiencies.</p>

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

ESE	September - June	Coach Series GO-Math Re-teach Book, GO Math intervention Book	Formative math Assessments GO Math Chapter Checkpoints GO Math Chapter Test	Classroom Teacher Math Coach Principal ESE Specialist	<p>SWD participate in all remedial activities for Math in addition to the services they receive as per their IEP to target IEP Goals and gap skills. All teachers providing instruction to SWD will be given their IEP in order to provide the appropriate accommodations. General education teachers and ESE Specialist will collaborate, using assessment data to inform their instruction.</p> <p><b>Extended Learning Opportunities (ELO)</b> SWD who are Level 1 and 2 on the FSA Math will be included in all ELO's throughout the year. Additionally, SWD will be offered Saturday tutoring to address math deficiencies.</p> <p>Currently, the school does not have any Gifted students. Should a gifted student join our school, our plan is to group them with the high achieving students. This will give them the opportunity for extension or enrichment activities.</p>

\*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.

**Deficiency:**

**Based on FSA Math student data, over 60% of students in 6<sup>th</sup> -8<sup>th</sup> grade are deficient in Expression and Equations, with 64% deficiency in 6<sup>th</sup> grade, 72% deficiency in 7<sup>th</sup> grade, and 69% deficiency in 8<sup>th</sup> grade.**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Math	September - June	Florida Go Math, Mathematics 1 Mathematics 2 Pre-Algebra (Tier 1)  Go Math-Lesson Reteach (PDF) (Tier 2 &3)	Go Math-Module Quiz/ Unit Test/ Bi-Weekly	Classroom Teacher Instructional Coach Principal	<p>The school will implement data tracking by standards. The teacher will implement standards monitoring using spreadsheets provided by the coaches. Teachers in grade 6-8 will use differentiated instruction.</p> <p><b>Data Chats</b> Bi-Weekly data chats will be held with 6-8 teachers to focus on grouping students to achieve proficiency. Teachers will meet with the principal to review data and student groups who are not meeting standards proficiency. Decisions will be made to provide alternative teaching strategies or additional resources from the core curriculum.</p> <p><b>Intensive Instruction</b> The school will implement an Intensive Math block in addition to the regular core math block. Students will practice pre-skills related to math modules in the</p>

		<p>Florida Go Math Student Edition Module: Are You Ready Skills Worksheets (Intensive Math) Tier 3</p> <p>Performance Coach-Math Series (Tutoring)</p> <p>Florida Ready Toolkit – Math (Tutoring)</p>	<p>Go Math Assessments Readiness</p> <p>Formative Assessments</p>	<p>regular core classes. Students will participate in basic skills practice to fill gaps in the four operations, which is related to solving expressions and equations</p> <p><b>Explicit Instruction</b> Teachers will provide explicit steps to introduce each topic in the cluster of Expressions and Equations and gradually release problem-solving methods to students using the following strategies:</p> <ul style="list-style-type: none"> <li>• Step-by-Step process</li> <li>• Student engages in note taking</li> <li>• Guided interactive instruction</li> <li>• Independent practice</li> <li>• Teacher led groups</li> <li>• Collaborative groups</li> </ul> <p>Teachers will also teach students to use the following strategies within the daily math block:</p> <ul style="list-style-type: none"> <li>• Read the problem</li> <li>• Think about the best way to solve the problem</li> <li>• Solve the problem using numbers, words, and models.</li> </ul> <p><b>RTI:</b> Six to eight grade Math teachers will implement the RTI process and use Go Math- Reteach PDF worksheets to remediate struggling students not meeting 70% proficiency. Six to eight weeks of data will be used to determine if student(s) should move to Tier 2. The teacher will graph student progress of all Tier 2 students and determine, based on data trend if Tier 3 strategies are needed. Tier 3 will be no more than two students receiving small group instruction using Go Math- Are You Ready Skills Worksheets and will occur outside of the regular 90-minute math block. The teacher will share 6 to 8 weeks of data with the principal during CPST meetings. The teacher will share graphed data with parents during parent-teacher conferences.</p> <p><b>Professional Development</b> The Math Coach will attend training and meetings provided by the district. The math coach will provide on-site professional development for 6<sup>th</sup> -8<sup>th</sup> math teachers and focus on Expressions and Equations within the content limits of each grade level.</p> <p><b>Extended Learning Opportunities (ELO)</b> Level 1 and 2 students will participate in ELO throughout the year. The students will be provided with Saturday tutoring to address Math deficiencies. Additional math support will be offered on a 2-days per week schedule, using before school</p>
--	--	---	---	---

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

					tutoring, as a large percentage of students use our school bus transportation and may be unable to attend after-school tutoring. Teachers already on staff will provide tutoring in both extended learning opportunities.
ESOL	September- June	Go Math- Success for English Learners (Lesson PDF)	Go Math-Module Quiz/ Unit Test/  Go Math Assessments Readiness  Formative Assessments	Classroom Teacher  Math Coach  ESOL Director ESOL Contact	<p>Teachers will use the ESOL Instructional Strategies Matrix for all ELL levels in all lesson plans for math to provide appropriate scaffolding when teaching ELL's. Additionally, ELL students will participate in any small groups or remedial activities.</p> <p><b>Pull Outs</b> ELL students with an Access level 1, 2 and 3 will be pulled from their special area classes twice a week for 50 minutes to receive small group instruction to help develop Mathematical vocabulary.</p> <p><b>ELLevation Strategies for Teachers</b> Teachers will have access to researched-based instructional activities that they can incorporate into any existing lesson to skillfully differentiate instruction for all ELLs. This will take place from November to June.</p> <p><b>Extended Learning Opportunities (ELO)</b> ELL students who are Level 1 and 2 on the FSA ELA will also participate in ELO throughout the year. The students will be provided with Saturday tutoring to address math deficiencies.</p>
ESE	September - June	Student Edition Module: Are You Ready Skills Worksheets  GO-Math Reteach lessons  Performance Coach Series (Tutoring)	Formative math Assessments  GO Math Chapter Checkpoints  GO Math Chapter Test	Classroom Teacher  Math Coach  Principal ESE Specialist	<p>SWD participate in all remedial activities for Math in addition to the services they receive as per their IEP to target IEP Goals and gap skills. All teachers providing instruction to SWD will be given their IEP in order to provide the appropriate accommodations. General education teachers and ESE Specialist will collaborate, using assessment data to inform their instruction.</p> <p><b>Extended Learning Opportunities (ELO)</b> SWD who are Level 1 and 2 on the FSA Math will be included in all ELO's throughout the year. Additionally, SWD will be offered Saturday tutoring to address math deficiencies.</p> <p>Currently, the school does not have any Gifted students. Should a gifted student join our school, our plan is to group them with the high achieving students. This will give them the opportunity for extension or enrichment activities.</p>

*\*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.*

**Deficiency:**

**Based on FSA Math student data, students in 6<sup>th</sup> and 7<sup>th</sup> grade are deficient in Ratio and Proportions, with 56% deficiency in 6<sup>th</sup> grade, and 66% deficiency in 7<sup>th</sup> grade.**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Math	September - June	<p>Florida Go Math, Mathematics 1 Mathematics 2 (Tier 1)</p> <p>Go Math- Lesson Reteach (PDF) (Tier 2 &amp;3)</p> <p>Florida Go Math Student Edition Module: Are You Ready Skills Worksheets (Intensive Math) Tier 3</p>	<p>Go Math-Module Quiz/ Unit Test/ Bi-Weekly</p> <p>Go Math Assessments Readiness</p> <p>Formative Assessments</p>	<p>Classroom Teacher</p> <p>Instructional Coach</p> <p>Principal</p>	<p>The school will implement data tracking by standards. The teacher will implement standards monitoring using spreadsheets provided by the coaches. Teachers in grade 6-8 will use differentiated instruction.</p> <p><b>Data Chats</b> Bi-Weekly data chats will be held with 6<sup>th</sup> and 7<sup>th</sup> grade math teachers to focus on grouping students to achieve proficiency. Teachers will meet with the principal to review data and student groups who are not meeting standards proficiency. Decisions will be made to provide alternative teaching strategies or additional resources from the core curriculum.</p> <p><b>Explicit Instruction</b> Teachers will provide explicit steps to introduce each topic in the cluster of Ratio and Proportions and gradually release problem-solving methods to students using the following strategies:</p> <ul style="list-style-type: none"> <li>• Step-by-Step process</li> <li>• Student engages in note taking</li> <li>• Guided interactive instruction</li> <li>• Independent practice</li> <li>• Teacher led groups</li> <li>• Collaborative groups</li> </ul> <p>Teachers will also teach students to use the following strategies within the daily math block:</p> <ul style="list-style-type: none"> <li>• Read the problem</li> <li>• Think about the best way to solve the problem</li> <li>• Organize the problem</li> <li>• Solve the problem using numbers, words, and models.</li> </ul> <p><b>RTI:</b> Six to eight grade Math teachers will implement the RTI process and use Go Math- Reteach PDF worksheets to remediate struggling students not meeting 70% proficiency. Six to eight weeks of data will be used to determine if student(s) should move to Tier 2. The teacher will graph student progress of all Tier 2 students and determine, based on data trend if Tier 3 strategies are</p>

		<p>Performance Coach- Math Series (Tutoring)</p> <p>Florida Ready Toolkit – Math (Tutoring)</p>			<p>needed. Tier 3 will be no more than two students receiving small group instruction using Go Math- Are You Ready Skills Worksheets and will occur outside of the regular 90-minute math block. The teacher will share 6 to 8 weeks of data with the principal during CPST meetings. The teacher will share graphed data with parents during parent-teacher conferences.</p> <p><b>Professional Development</b> The Math Coach will attend training and meetings provided by the district. The math coach will provide on-site professional development for 6<sup>th</sup> and 7<sup>th</sup> grade math teachers with focus on the topic of Ratio &amp; Proportions within the content limits of each grade level.</p> <p><b>Extended Learning Opportunities (ELO)</b> Level 1 and 2 students will participate in ELO throughout the year. The students will be provided with Saturday tutoring to address Math deficiencies. Additional math support will be offered on a 2-days per week schedule, using before school tutoring, as a large percentage of students use our school bus transportation and may be unable to attend after-school tutoring. Teachers already on staff will provide tutoring in both extended learning opportunities.</p>
ESOL	September- June	Go Math- Success for English Learners (Lesson PDF)	<p>Go Math-Module Quiz/ Unit Test/</p> <p>Go Math Assessments Readiness</p> <p>Formative Assessments</p>	<p>Classroom Teacher</p> <p>Math Coach</p> <p>ESOL Director ESOL Contact</p>	<p>Teachers will use the ESOL Instructional Strategies Matrix for all ELL levels in all lesson plans for math to provide appropriate scaffolding when teaching ELL’s. Additionally, ELL students will participate in any small groups or remedial activities.</p> <p><b>Pull Outs</b> ELL students with an Access level 1, 2 and 3 will be pulled from their special area classes twice a week for 50 minutes to receive small group instruction to help develop Mathematical vocabulary.</p> <p><b>ELLevation Strategies for Teachers</b> Teachers will have access to researched-based instructional activities that they can incorporate into any existing lesson to skillfully differentiate instruction for all ELLs. This will take place from November to June.</p> <p><b>Extended Learning Opportunities (ELO)</b> ELL students who are Level 1 and 2 on the FSA ELA will also participate in ELO throughout the year. The students will be provided with Saturday tutoring to address math deficiencies.</p>
ESE	September - June	GO-Math Reteach lessons	Go Math-Module Quiz/ Unit Test/	Classroom Teacher	SWD participate in all remedial activities for Math in addition to the services they receive as per their IEP to target IEP Goals and gap skills. All teachers



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

		<p>Student Edition Module: Are You Ready Skills Worksheets (Tier 3)</p> <p>Performance Coach Series (Tutoring)</p>	<p>Go Math Assessments Readiness</p> <p>Formative Assessments</p>	<p>Math Coach</p> <p>Principal ESE Specialist</p>	<p>providing instruction to SWD will be given their IEP in order to provide the appropriate accommodations. General education teachers and ESE Specialist will collaborate, using assessment data to inform their instruction.</p> <p><b>Extended Learning Opportunities (ELO)</b> SWD who are Level 1 and 2 on the FSA Math will be included in all ELO's throughout the year. Additionally, SWD will be offered Saturday tutoring to address math deficiencies.</p> <p>Currently, the school does not have any Gifted students. Should a gifted student join our school, our plan is to group them with the high achieving students. This will give them the opportunity for extension or enrichment activities.</p>
--	--	--	---	---	--

\*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.

**Deficiency:**

**Based on FSA Math student data, students in 6<sup>th</sup> - 8<sup>th</sup> grade are deficient in the Geometry cluster, with 82% deficiency in 6<sup>th</sup> grade, and 81% deficiency in 7<sup>th</sup> grade, and 77% deficiency in 8<sup>th</sup> grade**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
Math	September - June	<p>Florida Go Math, Mathematics 1 Mathematics 2 (Tier 1)</p> <p>Go Math- Lesson Reteach (PDF) (Tier 2 &amp;3)</p>	<p>Go Math-Module Quiz/ Unit Test/ Bi-Weekly</p> <p>Go Math Assessments Readiness</p>	<p>Classroom Teacher</p> <p>Instructional Coach</p> <p>Principal</p>	<p>The school will implement data tracking by standards. The teacher will implement standards monitoring using spreadsheets provided by the coaches. Teachers in grade 6-8 will use differentiated instruction.</p> <p><b>Data Chats</b> Bi-Weekly data chats will be held with 6<sup>th</sup> -8<sup>th</sup> grade math teachers to focus on grouping students to achieve proficiency. Teachers will meet with the principal to review data and student groups who are not meeting standards proficiency. Decisions will be made to provide alternative teaching strategies or additional resources from the core curriculum.</p> <p><b>Explicit Instruction</b> Teachers will provide explicit steps to introduce each topic in the cluster of Geometry and gradually release problem-solving methods to students using the following strategies:</p> <ul style="list-style-type: none"> <li>• Step-by-Step process</li> <li>• Student engages in note taking</li> </ul>

		<p>Florida Go Math Student Edition Module: Are You Ready Skills Worksheets (Intensive Math)</p> <p>Coach-Math Series (Tutoring)</p> <p>Florida Ready–Math (Tutoring)</p> <p>Florida Ready–Math (Tutoring)</p>			<ul style="list-style-type: none"> <li>• Guided interactive instruction</li> <li>• Independent practice</li> <li>• Teacher led groups</li> <li>• Collaborative groups</li> </ul> <p>Teachers will also teach students to use the following strategies within the daily math block:</p> <ul style="list-style-type: none"> <li>• Read the problem</li> <li>• Think about the best way to solve the problem</li> <li>• Solve the problem using a formula or FSA Math Reference Sheet</li> </ul> <p><b>RTI:</b> Six to eight grade Math teachers will implement the RTI process and use Go Math- Reteach PDF worksheets to remediate struggling students not meeting 70% proficiency. Six to eight weeks of data will be used to determine if student(s) should move to Tier 2. The teacher will graph student progress of all Tier 2 students and determine, based on data trend if Tier 3 strategies are needed. Tier 3 will be no more than two students receiving small group instruction using Go Math- Are You Ready Skills Worksheets and will occur outside of the regular 90-minute math block. The teacher will share 6 to 8 weeks of data with the principal during CPST meetings. The teacher will share graphed data with parents during parent-teacher conferences.</p> <p><b>Professional Development</b> The Math Coach will attend training and meetings provided by the district. The math coach will provide on-site professional development for 6<sup>th</sup> and 7<sup>th</sup> grade math teachers with focus on the topic of Ratio &amp; Proportions within the content limits of each grade level.</p> <p><b>Extended Learning Opportunities (ELO)</b> Level 1 and 2 students will participate in ELO throughout the year. The students will be provided with Saturday tutoring to address Math deficiencies. Additional math support will be offered on a 2-days per week schedule, using before school tutoring, as a large percentage of students use our school bus transportation and may be unable to attend after-school tutoring. Teachers already on staff will provide tutoring in both extended learning opportunities.</p>
ESOL	September-June	Go Math- Success for English Learners (Lesson PDF)	Go Math-Module Quiz/ Unit Test/	Classroom Teacher Math Coach ESOL Director ESOL Contact	<p>Teachers will use the ESOL Instructional Strategies Matrix for all ELL levels in all lesson plans for math to provide appropriate scaffolding when teaching ELL’s. Additionally, ELL students will participate in any small groups or remedial activities.</p> <p><b>Pull Outs</b></p>

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

			<p>Go Math Assessments Readiness</p> <p>Formative Assessments</p>		<p>ELL students with an Access level 1, 2 and 3 will be pulled from their special area classes twice a week for 50 minutes to receive small group instruction to help develop Mathematical vocabulary.</p> <p><b>ELlevation Strategies for Teachers</b> Teachers will have access to researched-based instructional activities that they can incorporate into any existing lesson to skillfully differentiate instruction for all ELLs. This will take place from November to June.</p> <p><b>Extended Learning Opportunities (ELO)</b> ELL students who are Level 1 and 2 on the FSA ELA will also participate in ELO throughout the year. The students will be provided with Saturday tutoring to address math deficiencies.</p>
ESE	September - June	<p>GO-Math Reteach lessons Student Edition Module: Are You Ready Skills Worksheets (Tier 3)</p> <p>Performance Coach Series (Tutoring)</p>	<p>Go Math-Module Quiz/ Unit Test/</p> <p>Go Math Assessments Readiness</p> <p>Formative Assessments</p>	<p>Classroom Teacher</p> <p>Math Coach</p> <p>Principal ESE Specialist</p>	<p>SWD participate in all remedial activities for Math in addition to the services they receive as per their IEP to target IEP Goals and gap skills. All teachers providing instruction to SWD will be given their IEP in order to provide the appropriate accommodations. General education teachers and ESE Specialist will collaborate, using assessment data to inform their instruction.</p> <p><b>Extended Learning Opportunities (ELO)</b> SWD who are Level 1 and 2 on the FSA Math will be included in all ELO's throughout the year. Additionally, SWD will be offered Saturday tutoring to address math deficiencies.</p> <p>Currently, the school does not have any Gifted students. Should a gifted student join our school, our plan is to group them with the high achieving students. This will give them the opportunity for extension or enrichment activities.</p>

*\*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.*

**Deficiency:**

**Based on FSA Math student data, students in 6<sup>th</sup> - 8<sup>th</sup> grade are deficient in the cluster of Statistics & Probability, with 64% deficiency in 6<sup>th</sup> grade, and 57% deficiency in 7<sup>th</sup> grade, and 61% deficiency in 8<sup>th</sup> grade**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
Math	September - June	<p>Florida Go Math, Mathematics 1 Mathematics 2 (Tier 1)</p> <p>Go Math-Lesson Reteach (PDF) (Tier 2 &amp;3)</p> <p>Florida Go Math Student Edition Module: Are You Ready Skills Worksheets (Intensive Math) (Tier 3)</p> <p>Performance Coach-Math Series (Tutoring)</p>	<p>Go Math-Module Quiz/ Unit Test/ Bi-Weekly</p> <p>Go Math Assessments Readiness</p>	<p>Classroom Teacher</p> <p>Instructional Coach</p> <p>Principal</p>	<p>The school will implement data tracking by standards. The teacher will implement standards monitoring using spreadsheets provided by the coaches. Teachers in grade 6-8 will use differentiated instruction.</p> <p><b>Data Chats</b> Bi-Weekly data chats will be held with 6<sup>th</sup> -8<sup>th</sup> grade math teachers to focus on grouping students to achieve proficiency. Teachers will meet with the principal to review data and student groups who are not meeting standards proficiency. Decisions will be made to provide alternative teaching strategies or additional resources from the core curriculum.</p> <p><b>Explicit Instruction</b> Teachers will provide an instructional scaffold for students to learn Statistics and Probability concepts. Teachers will implement gradual release problem-solving methods with students using the following strategies:</p> <ul style="list-style-type: none"> <li>• Step-by-Step process</li> <li>• Student engages in note taking</li> <li>• Guided interactive instruction</li> <li>• Independent practice</li> <li>• Teacher led groups</li> <li>• Collaborative groups</li> </ul> <p>Teachers will also teach students to use the following strategies within the daily math block:</p> <ul style="list-style-type: none"> <li>• Read the problem</li> <li>• Think about the best way to solve the problem</li> </ul> <p><b>RTI:</b> Six to eight grade Math teachers will implement the RTI process and use Go Math- Reteach PDF worksheets to remediate struggling students not meeting 70% proficiency. Six to eight weeks of data will be used to determine if student(s) should move to Tier 2. The teacher will graph student progress of all Tier 2 students and determine, based on data trend if Tier 3 strategies are needed. Tier 3 will be no more than two students receiving small group</p>

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

		Florida Ready Toolkit – Math (Tutoring)			<p>instruction using Go Math- Are You Ready Skills Worksheets and will occur outside of the regular 90-minute math block. The teacher will share 6 to 8 weeks of data with the principal during CPST meetings. The teacher will share graphed data with parents during parent-teacher conferences.</p> <p><b>Professional Development</b> The Math Coach will attend training and meetings provided by the district. The math coach will provide on-site professional development for 6<sup>th</sup> and 7<sup>th</sup> grade math teachers with focus on the topic of Ratio &amp; Proportions within the content limits of each grade level.</p> <p><b>Extended Learning Opportunities (ELO)</b> Level 1 and 2 students will participate in ELO throughout the year. The students will be provided with Saturday tutoring to address Math deficiencies. Additional math support will be offered on a 2-days per week schedule, using before school tutoring, as a large percentage of students use our school bus transportation and may be unable to attend after-school tutoring. Teachers already on staff will provide tutoring in both extended learning opportunities.</p>
ESOL	September- June	Go Math- Success for English Learners (Lesson PDF)	<p>Go Math-Module Quiz/ Unit Test/ Bi-Weekly</p> <p>Go Math Assessments Readiness</p> <p>Formative Assessments</p>	<p>Classroom Teacher</p> <p>Math Coach</p> <p>ESOL Director</p> <p>ESOL Contact</p>	<p>Teachers will use the ESOL Instructional Strategies Matrix for all ELL levels in all lesson plans for math to provide appropriate scaffolding when teaching ELL’s. Additionally, ELL students will participate in any small groups or remedial activities.</p> <p><b>Pull Outs</b> ELL students with an Access level 1, 2 and 3 will be pulled from their special area classes twice a week for 50 minutes to receive small group instruction to help develop Mathematical vocabulary.</p> <p><b>ELLevation Strategies for Teachers</b> Teachers will have access to researched-based instructional activities that they can incorporate into any existing lesson to skillfully differentiate instruction for all ELLs. This will take place from November to June.</p> <p><b>Extended Learning Opportunities (ELO)</b> ELL students who are Level 1 and 2 on the FSA ELA will also participate in ELO throughout the year. The students will be provided with Saturday tutoring to address math deficiencies.</p>
ESE	September - June	Performance Coach Series GO-Math Reteach lessons	Go Math-Module Quiz/ Unit Test/	<p>Classroom Teacher</p> <p>Math Coach</p>	<p>SWD participate in all remedial activities for Math in addition to the services they receive as per their IEP to target IEP Goals and gap skills. All teachers providing instruction to SWD will be given their IEP in order to provide the</p>

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

		Are You Ready Skills Worksheets	Go Math Assessments Readiness  Formative Assessments	Principal ESE Specialist	appropriate accommodations. General education teachers and ESE Specialist will collaborate, using assessment data to inform their instruction.  <b>Extended Learning Opportunities (ELO)</b> SWD who are Level 1 and 2 on the FSA Math will be included in all ELO's throughout the year. Additionally, SWD will be offered Saturday tutoring to address math deficiencies.  Currently, the school does not have any Gifted students. Should a gifted student join our school, our plan is to group them with the high achieving students. This will give them the opportunity for extension or enrichment activities.
--	--	---------------------------------	--	-----------------------------	---

\*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.

**Deficiency:**

**Based on FSA Math student data, students in 6<sup>th</sup> and 7<sup>th</sup> grade are deficient in the Number System, with 68% deficiency in 6<sup>th</sup> grade, and 69% deficiency in 7<sup>th</sup> grade.**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
Math	September - June	Florida Go Math, Mathematics 1 Mathematics 2 (Tier 1)  Go Math-Lesson Reteach (PDF) (Tier 2 &3)	Go Math-Module Quiz/ Unit Test/ Bi-Weekly  Go Math Assessments Readiness Bi-Weekly  Formative Assessments	Classroom Teacher  Instructional Coach  Principal	The school will implement data tracking by standards. The teacher will implement standards monitoring using spreadsheets provided by the coaches. Teachers in grade 6-8 will use differentiated instruction.  <b>Data Chats</b> Bi-Weekly data chats will be held with 6 <sup>th</sup> and 7 <sup>th</sup> grade math teachers to focus on grouping students to achieve proficiency. Teachers will meet with the principal to review data and student groups who are not meeting standards proficiency. Decisions will be made to provide alternative teaching strategies or additional resources from the core curriculum.  <b>Explicit Instruction</b> Teachers will provide explicit steps to introduce each topic in the cluster of (The Number System) and gradually release problem-solving methods to students using the following strategies: <ul style="list-style-type: none"> <li>• Step-by-Step process</li> <li>• Student engages in note taking</li> <li>• Guided interactive instruction</li> <li>• Independent practice</li> </ul>

		<p>Florida Go Math Student Edition Module: Are You Ready Skills Worksheets (Intensive Math) Tier 3</p> <p>Performance Coach- Math Series (Tutoring)</p> <p>Florida Ready Toolkit – Math (Tutoring)</p>			<ul style="list-style-type: none"> <li>• Teacher led groups</li> <li>• Collaborative groups</li> </ul> <p>Teachers will also teach students to use the following strategies within the daily math block:</p> <ul style="list-style-type: none"> <li>• Read the problem</li> <li>• Think about the best way to solve the problem</li> <li>• Organize the problem</li> <li>• Solve the problem using numbers, words, and models.</li> </ul> <p><b>RTI:</b> Six to eight grade Math teachers will implement the RTI process and use Go Math- Reteach PDF worksheets to remediate struggling students not meeting 70% proficiency. Six to eight weeks of data will be used to determine if student(s) should move to Tier 2. The teacher will graph student progress of all Tier 2 students and determine, based on data trend if Tier 3 strategies are needed. Tier 3 will be no more than two students receiving small group instruction using Go Math- Are You Ready Skills Worksheets and will occur outside of the regular 90-minute math block. The teacher will share 6 to 8 weeks of data with the principal during CPST meetings. The teacher will share graphed data with parents during parent-teacher conferences.</p> <p><b>Professional Development</b> The Math Coach will attend training and meetings provided by the district. The math coach will provide on-site professional development for 6<sup>th</sup> and 7<sup>th</sup> grade math teachers with focus on the topic of Ratio &amp; Proportions within the content limits of each grade level.</p> <p><b>Extended Learning Opportunities (ELO)</b> Level 1 and 2 students will participate in ELO throughout the year. The students will be provided with Saturday tutoring to address Math deficiencies. Additional math support will be offered on a 2-days per week schedule, using before school tutoring, as a large percentage of students use our school bus transportation and may be unable to attend after-school tutoring. Teachers already on staff will provide tutoring in both extended learning opportunities.</p>
ESOL	September-June	Go Math- Success for English Learners (Lesson PDF)	Go Math-Module Quiz/ Unit Test/  Go Math Assessments Readiness	Classroom Teacher  Math Coach  ESOL Director ESOL Contact	<p>Teachers will use the ESOL Instructional Strategies Matrix for all ELL levels in all lesson plans for math to provide appropriate scaffolding when teaching ELL’s. Additionally, ELL students will participate in any small groups or remedial activities.</p> <p><b>Pull Outs</b> ELL students with an Access level 1, 2 and 3 will be pulled from their special</p>

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

			Formative Assessments		<p>area classes twice a week for 50 minutes to receive small group instruction to help develop Mathematical vocabulary.</p> <p><b>ELlevation Strategies for Teachers</b> Teachers will have access to researched-based instructional activities that they can incorporate into any existing lesson to skillfully differentiate instruction for all ELLs. This will take place from November to June.</p> <p><b>Extended Learning Opportunities (ELO)</b> ELL students who are Level 1 and 2 on the FSA ELA will also participate in ELO throughout the year. The students will be provided with Saturday tutoring to address math deficiencies.</p>
ESE	September - June	<p>Coach Series GO-Math Reteach lessons</p> <p>Go Math -Student Edition Module: Are You Ready Skills Worksheets</p>	<p>Go Math-Module Quiz/ Unit Test/</p> <p>Go Math Assessments Readiness</p> <p>Formative Assessments</p>	<p>Classroom Teacher</p> <p>Math Coach</p> <p>Principal ESE Specialist</p>	<p>SWD participate in all remedial activities for Math in addition to the services they receive as per their IEP to target IEP Goals and gap skills. All teachers providing instruction to SWD will be given their IEP in order to provide the appropriate accommodations. General education teachers and ESE Specialist will collaborate, using assessment data to inform their instruction.</p> <p><b>Extended Learning Opportunities (ELO)</b> SWD who are Level 1 and 2 on the FSA Math will be included in all ELO's throughout the year. Additionally, SWD will be offered Saturday tutoring to address math deficiencies.</p> <p>Currently, the school does not have any Gifted students. Should a gifted student join our school, our plan is to group them with the high achieving students. This will give them the opportunity for extension or enrichment activities.</p>

*\*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.*



**Deficiency:**

**Based on NGSSS Science student achievement data, students in grade(s) 5 are 60% deficient in the Nature of Science, 56% deficient in Earth and Space Science, 50% deficient in Physical Science and 71% deficient in Life Science.**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
5 <sup>th</sup> Grade Science	September - June	<p>STEMscopes (Tier 1)</p> <p>Science Fusion Differentiated Teacher Guide (Tier 2 &amp; 3)</p>	<p>Diagnostic Assessment (3x per year)</p> <p>Science Fusion Aligned Benchmark and Lesson Quizzes Weekly</p> <p>STEMscopes Aligned Benchmark and Lesson Quizzes Weekly</p>	<p>Classroom Teacher</p> <p>Principal</p>	<p><b>Professional Development</b> Teachers will be provided with science lab resources from Science Fusion curriculum. Teachers in non-tested grade levels will attend in-house training on facilitating science labs when applicable to the curriculum. Students will receive explicit instruction using through the use of science journals. Teachers will attend science workshops on incorporating all clusters of 5<sup>th</sup> grade science provided by the STEMscopes company.</p> <p><b>Guided Discovery Labs</b> Classroom teachers will incorporate weekly labs at least 2 per week to facilitate the scientific process. The teacher will ensure that at least 1 is a major lab and the other may be a mini-lab. Teachers will create lab groups during science instruction and work to review the scientific method in depth. Teachers will model the scientific process in tandem with facilitating science labs.</p> <p><b>Curriculum Improvements</b> In order to improve science instruction, the school will purchase STEMscopes curriculum materials. The transition of curriculum will be made during the month of November in order to improve rigor and benchmark alignment. Teachers will also use CPALMS to obtain and facilitate researched-based, rigorous lessons. Teachers will also use the online component of STEMscopes to engage students with digital lessons provided by the curriculum. Teachers will target all deficient clusters of science which includes the following:</p> <p>Nature of Science-Labs/ Vocabulary Review Earth and Space Science- Models/ Projects/ Vocabulary Review Physical Science- Labs/ Vocabulary Review Life Science- Foldable/ Vocabulary Review</p> <p><b>Data Chats</b> The classroom teacher will conduct data chats with the students. The teacher will track student progress according to benchmarks and provide feedback to the principal in order to adjust instruction based on data. The principal will review student progress with data chats.</p> <p><b>Intervention</b></p>

					<p>Teacher will provide benchmark intervention in the daily curriculum to review science concepts. Teacher will review Test Design Summary to ensure all targeted benchmarks are covered. Teacher will provide small group instruction to review concepts by using reteach materials.</p> <p><b>Extended Learning Opportunities (ELO)</b> Students will have the opportunity to attend a Saturday Science Camp. The school will provide students with 2 Saturday blocks of science benchmark practice. The Science Camp will be from 9:00 a.m. to 12:00 p.m. and will incorporate labs, vocabulary engagement and practice, and hands-on activities.</p> <p><b>Science Fair</b> Students in all grade levels will participate in a Science Fair Project assignment. Science teachers will complete a model of a science project in class to guide and demonstrate the scientific method. The students will have 2 months to complete the science project and the teacher will use a school-wide rubric to monitor progress. Completed projects will be judged during the Science Fair Night and awarded will be presented. The teachers will also conduct a presentation for parents, geared toward increasing achievement in Science standardized test. Handouts with an explanation of the NGSS Science Exam and sample questions will be provided to parents in attendance.</p>
ESOL	September-June	<p><b>STEMscopes</b></p> <p>Science Fusion ELL Guide</p> <p>Continental-Practice</p> <p>Exercises Basic English and Vocabulary Links for English development.</p>	<p>STEMscopes Aligned Benchmark and Lesson Quizzes Weekly</p> <p>Science Fusion Benchmark and Lesson Quizzes Weekly</p> <p>ACCESS for ELLs 2.0</p>	<p>Classroom Teacher</p> <p>Principal</p> <p>ESOL Director ESOL Contact</p>	<p>Teachers will use the ESOL Instructional Strategies Matrix for all ELL levels in all lesson plans for math to provide appropriate scaffolding when teaching ELL's. Additionally, ELL students will participate in any small groups or remedial activities.</p> <p><b>Pull Outs</b> ELL students with an Access level 1, 2 and 3 will be pulled from their special area classes twice a week for 30 minutes to receive small group instruction to reinforce scientific vocabulary.</p> <p><b>ELlevation Strategies for Teachers</b> Teachers will have access to researched-based instructional activities that they can incorporate into any existing lesson to skillfully differentiate instruction for all ELLs. This will take place from November to June.</p> <p><b>Extended Learning Opportunities (ELO)</b> ELL students who are Level 1 and 2 on the FSA ELA will also participate in ELO throughout the year. The students will be provided with Saturday tutoring to address science deficiencies.</p>

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

ESE	September - June	Science Fusion	<p>Science STEMscopes Aligned Benchmark and Lesson Quizzes Weekly</p> <p>Science Fusion Benchmark and Lesson Quizzes Weekly</p>	<p>Classroom Teacher</p> <p>Principal</p> <p>ESE Specialist</p>	<p>Students with disabilities (SWD) will follow IEP accommodations. SWD will be included in all small group intervention. SWD will participate in extended learning opportunities provided by the school.</p> <p>Currently, the school does not have any Gifted students. Should a gifted student join our school, our plan is to group them with the high achieving students. This will give them the opportunity for extension or enrichment activities.</p>

*\*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.*

**Deficiency:**

**Based on NGSSS Science student achievement data, students in grade 8 are 45% deficient in the Nature of Science, 40% deficient in Earth and Space Science, 53% deficient in Physical Science and 40% deficient in Life Science.**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
8 <sup>th</sup> Grade Science	September - June	<p>STEMscopes (Tier 1)</p> <p>Science Fusion Differentiated Teacher Guide (Tier 2 &amp; 3)</p>	<p>Diagnostic Assessment (3x per year)</p> <p>Science Fusion</p>	<p>Classroom Teacher</p> <p>Principal</p>	<p><b>Professional Development</b> Science teachers in 6-8 will attend at least district professional development opportunities. Teachers in non-tested grade levels will attend in-house training on facilitating science labs when applicable to the curriculum. Students will receive explicit instruction using through the use of science journals. Teachers will attend science workshops on incorporating all clusters of 5<sup>th</sup> grade science content provided by the STEMscopes company.</p> <p><b>Guided Discovery Labs</b> Teachers will incorporate weekly labs at least 2 per week to facilitate the scientific process. The science teachers will ensure that at least 1 is a major lab and the other may be a mini-lab. Teachers will create lab groups during the science block and work in review the scientific method in depth. Teachers will model the scientific process in tandem with facilitating science labs.</p>

			<p>Aligned Benchmark and Lesson Quizzes/Bi-weekly</p> <p>STEMscopes Aligned Benchmark and Lesson Quizzes-Bi-weekly</p>		<p><b>Curriculum Improvements</b>                  In order to improve science instruction, the school will purchase STEMscopes curriculum materials. The transition of curriculum will be made during the month of November in order to improve rigor and benchmark alignment. Teachers will also use CPALMS to obtain and facilitate researched-based, rigorous lessons. Teachers will also use the online component of STEMscopes to engage students with digital lessons provided by the curriculum. Teachers will target all deficient clusters of science which includes the following:</p> <p>Nature of Science-Labs/ Vocabulary Review                  Earth and Space Science- Models/ Projects/ Vocabulary Review                  Physical Science- Labs/ Vocabulary Review                  Life Science- Foldable/ Vocabulary Review</p> <p><b>Data Chats</b>                  The classroom teacher will conduct data chats with the students. The teacher will track student progress according to benchmarks and provide feedback to the principal in order to adjust instruction based on data. The principal will review student progress with data chats.</p> <p><b>Intervention</b>                  The classroom teacher will provide benchmark intervention in the daily curriculum to review science concepts. The teacher will review Test Design Summary to ensure all targeted benchmarks are covered. Teacher will provide small group instruction to review concepts by using reteach materials.</p> <p><b>Extended Learning Opportunities (ELO)</b>                  Students will have the opportunity to attend “Saturday Science Camp.” The school will provide students with 2 Saturday blocks of science benchmark practice. The Science Camp will be from 9:00 a.m. to 12:00 p.m. and will incorporate labs, vocabulary engagement and practice, and hands-on activities.</p> <p><b>Science Fair</b>                  Students in all grade levels will participate in a Science Fair Project assignment. Science teachers will complete a model of a science project in class to guide and demonstrate the scientific method. The students will have 2 months to complete the science project and the teacher will use a school-wide rubric to monitor progress. Completed projects will be judged during the Science Fair Night and awarded will be presented. The teachers will also conduct a presentation for parents, geared toward increasing achievement in Science standardized test. Handouts with an explanation of the NGSS Science Exam and sample questions will be provided to parents in attendance.</p>
--	--	--	--	--	---

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

ESOL	September-June	<p>STEMscopes (Tier 1)</p> <p>Science Fusion Differentiated Teacher Guide (Tier 2 &amp; 3)</p>	<p>STEMscopes Aligned Benchmark and Lesson Quizzes</p> <p>Science Fusion Benchmark and Lesson Quizzes</p> <p>ACCESS for ELLs 2.0</p>	<p>Classroom Teacher</p> <p>Principal</p> <p>ESOL Director ESOL Contact</p>	<p>Teachers will use the ESOL Instructional Strategies Matrix for all ELL levels in all lesson plans for math to provide appropriate scaffolding when teaching ELL's. Additionally, ELL students will participate in any small groups or remedial activities.</p> <p><b>Pull Outs</b> ELL students with an Access level 1, 2 and 3 will be pulled from their special area classes twice a week for 30 minutes to receive small group instruction to reinforce scientific vocabulary.</p> <p><b>ELlevation Strategies for Teachers</b> Teachers will have access to researched-based instructional activities that they can incorporate into any existing lesson to skillfully differentiate instruction for all ELLs. This will take place from November to June.</p> <p><b>Extended Learning Opportunities (ELO)</b> ELL students who are Level 1 and 2 on the FSA ELA will also participate in ELO throughout the year. The students will be provided with Saturday tutoring to address science deficiencies.</p>
ESE	September - June	Science Fusion	<p>STEMscopes Aligned Benchmark and Lesson Quizzes</p> <p>Science Fusion Benchmark and Lesson Quizzes</p>	<p>Classroom Teacher</p> <p>Principal</p> <p>ESE Specialist</p>	<p>Students with disabilities (SWD) will follow IEP accommodations. SWD will be included in all small group intervention. SWD will participate in extended learning opportunities provided by the school.</p> <p>Currently, the school does not have any Gifted students. Should a gifted student join our school, our plan is to group them with the high achieving students. This will give them the opportunity for extension or enrichment activities.</p>

*\*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.*

**Deficiency:**

**Based on Civics EOC student achievement data, students in grade(s) 7 are 53% deficient Origins and Purposes of Law and Government, 50% deficient in Roles, Rights, and Responsibilities of Citizens, 58% deficient in Government Policies and Political Processes, and 57% deficient in Organizations and Functions of Government.**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Civics	September - June	I-Civics Civics in Practice	Diagnostic Assessment (3x per year)  Civics in Practice Bi-weekly Benchmark Quizzes/ Test	Classroom Teacher  Principal	<p><b>Cross Curriculum Teaching</b> Teachers will use Civics related concepts. ELA and Global studies teacher will compare government policies and political processes in other countries in lesson plans for 7<sup>th</sup> grade students. Reading intervention teacher will incorporate passages during reading intervention block geared toward specific civics domain.</p> <p><b>Data Chats</b> The teacher will conduct data chats with the students. Teacher will track student progress according to benchmark quizzes/test and provide feedback to the principal in order to adjust instruction based on data.</p> <p><b>Criss Strategies</b> The teacher will use a variety of Criss Strategies and Graphic Organizers in lesson plans and implement during class instruction. Teacher will use strategies according to lesson goal to ensure students organize the information presented visually. Students will be required to retain collected notes in a folder/binder section.</p> <p><b>Researched-based Projects</b> The classroom teacher will provide researched-based assignments to students in order to utilize print and electronic information based on Civics standards. Teacher will require students to use the computer lab to research civics topics using teacher suggested websites such as icivics.org. Additionally, teachers will use (integration of knowledge and ideas) reading strategies by providing specific video, and illustrations links to and prompt students to answer questions that connect to Civics standards.</p> <p><b>Spiral Review</b> The classroom teacher will facilitate a spiral review each quarter and review standards with students based on the Civics-Item Specs content. The teacher will access resources found on CPALMS for related Civics standards. The teacher will utilize Vocabulary.com to help students learn content-based vocabulary.</p>

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

ESOL	September - June	Continental-Practice Exercises Basic English and Vocabulary Links for English Development.	<p>Diagnostic Assessment (3x per year)</p> <p>Civics in Practice Benchmark Quizzes/ Test</p> <p>ACCESS for ELLs 2.0</p>	<p>Classroom Teacher</p> <p>Principal</p> <p>ESOL Director ESOL Contact</p>	<p>Teachers will use the ESOL Instructional Strategies Matrix for all ELL levels in all lesson plans for math to provide appropriate scaffolding when teaching ELL's. Additionally, ELL students will participate in any small groups or remedial activities.</p> <p><b>Pull Outs</b> ELL students with an Access level 1, 2 and 3 will be pulled from their special area classes twice a week for 50 minutes to receive small group instruction to help develop their academic vocabulary.</p> <p><b>ELLevation Strategies for Teachers</b> Teachers will have access to researched-based instructional activities that they can incorporate into any existing lesson to skillfully differentiate instruction for all ELLs. This will take place from November to June.</p>
ESE	September - June	I-Civics Civics in Practice	Benchmark Quizzes/ Test/ Bi-Weekly	<p>Classroom Teacher</p> <p>ESE</p> <p>Principal</p>	<p>Students with disabilities (SWD) will follow IEP accommodations. SWD will be included in all small group intervention or re-teach activities.</p> <p>Currently, the school does not have any Gifted students. Should a gifted student join our school, our plan is to group them with the high achieving students. This will give them the opportunity for extension or enrichment activities.</p>

### 6. Approved Educational Program

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

For the 2017-2018 school year the charter did not implement Professional Learning Communities (PLC)’s as stated in the charter contract. The school did not implement the following progress monitoring programs: Running Record Assessment-DAR and FAIR. Data-Driven Instruction (DDI) was not implemented across all subjects. Additionally, the Interim Assessment in Reading and Math Developed from the Florida Item Bank and Test Platform (BTP) was not used.

### 7. Addressing Identified Deficiencies

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

For the 2018-2019 school year the school as opted into the district’s Professional Learning Platform by creating PLC groups in My Learning Plan. Teachers had limited opportunities to attend professional development. For the 2018-2019 school year additional staff will alleviate teachers who may experience conflicts with the District training dates provided on My Learning Plan. Additionally, CAD-West Broward will participate in the FAIR offered to grades 3<sup>rd</sup> -8<sup>th</sup>. Data Driven instruction will be implemented across all grade levels and all core subjects. The school has opted into the Reading and Math Interim Assessment for 2018-2019 school year.

### 8. Barriers to Student Success

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

**Barrier:**

**The school has identified (Professional Development) as a barrier.**

Area	Timeline	Resources Needed	Person Responsible	Action Steps:
Professional Development	August-June	Staff Development Presentation	Elected staff (3-5) In-service Facilitator Curriculum Coach	-Elect In-Service Facilitator for (PLC)’s -Embed Professional Learning Communities meetings into events calendar. . -Provide training in creating SMART goals and the use of data to link to lesson plans.



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

		Monthly Staff Calendar In-house SMART Goal Training		-Establish protocols for communication. -Improve communication by using a large erasable two moth calendar where staff members can post current upcoming PD meetings, grade level meetings and data chat to reduce conflicts in scheduling and to improve staff attendance. -Mentors meet monthly with new teacher. -Provide support in understanding and analyzing data during monthly data chats with curriculum coach.
ESOL	August-December	Staff Development Training on educating ELL Students PowerPoint Presentation	ESOL Director	Teachers will attend professional development provided by the ESOL Director. The ESOL Director will provided training on using ELlevation Strategies and incorporating a variety of strategies in lesson planning.
ESE	August-December	Staff Development Training on educating ESE Students I.E.P example/ PowerPoint Presentation	ESE Specialist	Teachers will attend professional development provided by the ESE Specialist. The ESE specialist will provide training on, what an I.E.P is, reading an I.E.P., and how to educate SWD.

The school has identified (teacher turnover) as a barrier.

Area	Barrier	Person Responsible	Action Steps:
Faculty/ Staff	Teacher turnover	Principal Governing Board	Create teacher communities with-in grade levels to improve overall morale. Principal will implement team building activities in faculty meetings. Create “Faculty Spotlight” bulletin board to recognize teachers who are innovative and shared successful practices.  Increase leadership opportunities with-in the organization to promote from with-in.  Effective Marketing Strategies on a continuous basis. Increase and extend recruitment platforms such as “Indeed” or “Zip Recruiter to acquire quality candidates.

The school has identified (Parental Involvement) as a barrier.

Area	Timeline	Resources Needed	Person Responsible	Action Steps:
Parent Involvement				<b>Actions to Eliminate or Lessen This Barrier:</b>
Lack of Parent Involvement	August-June	School Climate Survey Flyer to students parent link		The school encourages the input and support of our parents as well as other internal and external stakeholders. A School Climate Survey will be sent three times during the year.

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

		website email Calendar of Family Events and Meetings	Principal Guidance Counselor Title I Liaison ESOL Contact ESE Coordinator	- The school will work diligently to keep parents informed of upcoming meetings through various forms of communication such as emails, school website, parent link, and flyers. -The school will improve parent involvement by promoting parents to attend the yearly Title I Annual meeting, all PTO meetings, and School Improvement meetings that effect the use of Title I funds within the school. -Three Parent-Teacher Conference Nights and monthly Parent Academies will be provided to increase parent participation for the working parents. -Provide flyers and notices in Spanish and/or Haitian creole. -Each student will receive a student agenda to improve communication between school and home.
ESOL	August-June	School Flyers, Parent Links, Calendar of Events Monthly Parent Calendar	ESOL Director Faculty Principal	Translators/Staff members will be available during Parent nights to accommodate the ESOL population.
ESE	August-June	School Flyers, Parent Links, Calendar of Events Monthly Parent Calendar	ESE Specialist Principal	The ESE Specialist will follow-up with parents of (SWD) to provide notification of upcoming events/workshops provided by the school and Broward County School District FDLRS (Florida Diagnostic Learning Resources System). ESE parents will be included in all parent night and volunteer activities. Parents will receive notification of all ESE Advisory Council Meetings.

**The school has identified (lack of technology) as a barrier.**

Area	Timeline	Resources Needed	Person Responsible	Action Steps:
<b>Technology</b>				<b>Actions to Eliminate or Lessen This Barrier:</b>
<b>Lack of Hardware Systems</b>	September-May	Laptop Cart Document cameras Desktop Computers	Principal IT Director Governing Board	-Use CSP grant to continue to acquire technological hardware. Equip each classroom with an updated Epson Board Projector.  -Use UNISIG funds to obtain ELMO document cameras for selected classrooms.  -Use IT to initiate a laptop cart for center rotations. IT Director will initiate (COW) (Computer On Wheels) programs with teachers. IT Director will utilize sign in sheets to track usage.

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

**9. Student Achievement Outcomes**

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

<b>Specific</b> <i>(What outcomes do you want to achieve?)</i>	<b>Measurable</b> <i>(numbers and timelines to the goal)</i>	<b>Achievable</b> <i>(based on existing figures and research)</i>	<b>Relevant/Realistic</b> <i>(goal in line with school's broader goals)</i>	<b>Timely/Timeline</b> <i>(goal measurable over specific period of time)</i>	<b>Person Responsible</b>
Increase Kindergarten Reading proficiency	Increase percentage of On- level students by 4%	Percentage of students on grade level will improve in Kindergarten from (2018= 66% to 70% in 2019)	Improving Kindergarten reading levels will create a foundation for upper grades as measured by progress monitoring data	September- May	-Principal -Literacy Coach -Classroom Teacher
Increase 1 <sup>st</sup> Grade Reading proficiency	Increase percentage of On-level students by 10%	Percentage of students on grade level will improve in 1 <sup>st</sup> Grade from (2018= 57% to 67% in 2019)	Improving 1st grade reading levels will create a foundation for upper grades as measured by progress monitoring data	September- May	-Principal -Literacy Coach -Classroom Teacher
Increase 2 <sup>nd</sup> Grade Reading proficiency	Increase percentage of On-level students by 15%	Percentage of students on grade level will improve in 2 <sup>nd</sup> Grade from (2018= 25% to 40% in 2019)	Improving 2 <sup>nd</sup> grade reading levels will create a foundation for upper grades as measured by the FSA ELA.	September- May	-Principal -Literacy Coach -Classroom Teacher
Increase grade 3 ELA proficiency	Increase proficiency percentage by 6%	Percentage of students proficient on grade level will improve in 3 <sup>rd</sup> Grade from (2018= 39% to 45% in 2019)	Improving 3rd grade reading levels will create a foundation for upper grades as measured by the FSA ELA.	September- May	-Principal -Literacy Coach -Classroom Teacher
Improve grade 4 ELA proficiency	Increase proficiency percentage by 15%	Percentage of students proficient on grade level will improve in 4th Grade from (2018= 18% to 33% in 2019)	Improving 4 <sup>th</sup> grade reading levels will create a foundation for upper grades as measured by the FSA ELA.	September- May	-Principal -Literacy Coach -Classroom Teacher
Improve grade 5 ELA proficiency	Increase proficiency percentage by 20%	Percentage of students proficient on grade level will improve in 5th Grade from (2018= 10% to 30% in 2019)	Improving 5 <sup>th</sup> grade reading levels will create a foundation for upper grades as measured by the FSA ELA.	September- May	-Principal -Literacy Coach -Classroom Teacher
Improve grade 6 ELA proficiency	Increase proficiency percentage by 10%	Percentage of students proficient on grade level will improve in 6th Grade from (2018= 20% to 30% in 2019)	Improving 6 <sup>th</sup> grade reading levels will create a foundation for upper grades as measured by the FSA ELA.	September- May	-Principal -Literacy Coach -Classroom Teacher

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

Improve grade 7 ELA proficiency	Increase proficiency percentage by 5%	Percentage of students proficient on grade level will improve in 7 <sup>th</sup> Grade from (2018= 45% to 50% in 2019)	Improving 7 <sup>th</sup> grade reading levels will create a foundation for upper grades as measured by the FSA ELA.	September- May	-Principal -Literacy Coach -Classroom Teacher
Improve grade 8 ELA proficiency	Increase proficiency percentage by 10%	Percentage of students proficient on grade level will improve in 8 <sup>th</sup> Grade from (2018= 33% to 43% in 2019)	Improving 8 <sup>th</sup> grade reading levels will create a foundation for upper grades as measured by the FSA ELA.	September- May	-Principal -Literacy Coach -Classroom Teacher
Increase Kindergarten Math proficiency	Increase percentage of on-level students by 10%	Percentage of students on grade level will improve in Kindergarten from (2018= 32% to 42% in 2019)	Improving Kindergarten math levels will create a foundation for upper grades as measured by progress monitoring data	September- May	-Principal -Math Coach -Classroom Teacher
Increase 1 <sup>st</sup> Grade Math proficiency	Increase percentage of On- level students by 10%	Percentage of students on grade level will improve in 1 <sup>st</sup> Grade from (2018= 28% to 38% in 2019)	Improving 1 <sup>st</sup> grade math levels will create a foundation for upper grades as measured by progress monitoring data	September- May	-Principal -Math Coach -Classroom Teacher
Increase 2 <sup>nd</sup> Grade Math proficiency	Increase percentage of On-level students by 10%	Percentage of students on grade level will improve in 2 <sup>nd</sup> Grade from (2018= 31% to 41% in 2019)	Improving 2 <sup>nd</sup> grade math levels will create a foundation for upper grades as measured by the FSA Math.	September- May	-Principal -Math Coach -Classroom Teacher
Increase grade 3 Math proficiency	Increase proficiency percentage by 19%	Percentage of students proficient on grade level will improve in 3 <sup>rd</sup> Grade from (2018= 11% to 30% in 2019)	Improving 3 <sup>rd</sup> grade math levels will create a foundation for upper grades as measured by the FSA Math.	September- May	-Principal -Math Coach -Classroom Teacher
Improve grade 4 Math proficiency	Increase proficiency percentage by 11%	Percentage of students proficient on grade level will improve in 4 <sup>th</sup> Grade from (2018= 29% to 40% in 2019)	Improving 4 <sup>th</sup> grade math levels will create a foundation for upper grades as measured by the FSA Math.	September- May	-Principal -Math Coach -Classroom Teacher
Improve grade 5 Math proficiency	Increase proficiency percentage by 10%	Percentage of students proficient on grade level will improve in 5 <sup>th</sup> Grade from (2018= 30% to 40% in 2019)	Improving 5 <sup>th</sup> grade math levels will create a foundation for upper grades as measured by the FSA Math.	September- May	-Principal -Math Coach -Classroom Teacher

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

Improve grade 6 Math proficiency	Increase proficiency percentage by 28%	Percentage of students proficient on grade level will improve in 6 <sup>th</sup> Grade from (2018= 12% to 40% in 2019)	Improving 6 <sup>th</sup> grade math levels will create a foundation for upper grades as measured by the FSA Math.	September- May	-Principal -Math Coach -Classroom Teacher
Improve grade 7 Math proficiency	Increase proficiency percentage by 5%	Percentage of students proficient on grade level will improve in 7 <sup>th</sup> Grade from (2018= 25% to 30% in 2019)	Improving 7 <sup>th</sup> grade math levels will create a foundation for upper grades as measured by the FSA Math.	September- May	-Principal -Math Coach -Classroom Teacher
Improve grade 8 Math proficiency	Increase proficiency percentage by 10%	Percentage of students proficient on grade level will improve in 8 <sup>th</sup> Grade from (2018= 28% to 38% in 2019)	Improving 8 <sup>th</sup> grade math levels will improve the school's overall math scores.	September- May	-Principal -Math Coach -Classroom Teacher
Improve 5 <sup>th</sup> Grade NGSSS Science proficiency	Increase proficiency percentage by 20%	Percentage of students proficient on grade level will improve in 5 <sup>th</sup> Grade from (2018= 0% to 20% in 2019)	Improving 5 <sup>th</sup> grade science levels will improve the school's overall test scores.	September- May	-Principal -Classroom Teacher
Improve 8 <sup>th</sup> Grade FCAT Science proficiency	Increase proficiency percentage by 10%	Percentage of students proficient on grade level will improve in 8 <sup>th</sup> Grade from (2018= 28% to 38% in 2019)	Improving 8 <sup>th</sup> grade Science levels will improve the school's overall test scores.	September- May	-Principal -Classroom Teacher
Improve 7 <sup>th</sup> Grade Civics EOC proficiency	Increase proficiency percentage by 10%	Percentage of students proficient on grade level will improve in 7 <sup>th</sup> Grade from (2018= 28% to 38% in 2019)	Improving 7 <sup>th</sup> grade Civics levels will improve the school's overall test scores.	September- May	-Principal -Classroom Teacher
Increase ELL (English Language Learners) ELA Proficiency scores	Increase proficiency percentage by 5%	The proficiency scores will increase from (2018= 15% to 20% in 2019)	Improving ELL students receiving proficiency will increase the school's overall learning gains and increase comprehension across all subjects.	September- May	ESOL Director ESOL Coordinator Classroom Teacher
Increase ELL WIDA ACCESS (Overall Reading Proficiency)	Increase proficiency percentage by 5%	The proficiency level (Reaching) will increase from (2018= 5% to 10% in 2019)	Improving ELL ACCESS 2.0 levels will improve the school's overall standardize assessment scores.	September- May	ESOL Director ESOL Coordinator Classroom Teacher
Increase ELL (English Language Learners) Math Proficiency scores	Increase proficiency percentage by 2%	The proficiency scores will increase from (2018= 8% to 10% in 2019)	Improving ELL students receiving proficiency will increase the school's overall learning gains.	September- May	ESOL Director ESOL Coordinator Classroom Teacher

Increase ESE (SWD) ELA Proficiency	Increase Learning gains by 2%	The number of proficiency scores will increase from (2018= 0% to 2% in 2019)	Improving ELL students receiving proficiency will increase the school's overall learning gains and increase comprehension across all subjects.	September- May	ESE Specialist Classroom Teacher Principal
Increase ESE (SWD)	Increase Learning gains by 2%	The number of proficiency scores will increase from (2018= 0% to 2% in 2019)	Improving ELL students receiving proficiency will increase the school's overall learning gains.	September- May	ESE Specialist Classroom Teacher Principal

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

### ***PART 3: Parent and Family Engagement Action Plan***

#### ***Strategies and Activities to Increase Parent Participation***

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

<b>Parent and Family Engagement Goal:</b> <i>(Based on the analysis of available parent involvement data, identify and define an area in need of improvement.)</i>					
Parent engagement will increase by 25% in grades K-8 <sup>th</sup> by June 2019. Championship Academy-West Broward will tie volunteer hours to participation meetings, as well as, increase communication of all academic related events to facilitate increase in parent participation.					
<b>Specific Action/Event</b>	<b>Timeline</b>	<b>Resources Needed</b>	<b>Evaluation Tool</b> <i>(questionnaires, sign-in sheets, etc.)</i>	<b>Person Responsible</b>	<b>Strategies and Activities to increase student Achievement</b> <i>(explain how this activity strengthens/impacts parental involvement efforts on student learning)</i>
Orientation/Teacher Meet and Greet/	Aug.	Flyers, parent link, email	Sign-in sheet	Principal Title 1 Liaison	Students and Parents Meet with Teacher and Learn School Procedures
Open House/ School information/Title 1 Annual Meeting	Sept.	Flyers, parent link, email	Sign-in sheet	Principal Title 1 Liaison Classroom Teacher	Parents learn class and grade level expectations. Title 1 information is given and parents approve the School Compact Form
Reading Under the Stars Night	Sept.	Flyers, parent link, email	Sign in sheet Increased Reading Log activity	Principal School Counselor	Teachers will demonstrate how to read and ask comprehension questions with their child. <b>ELA</b>

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

				Curriculum Specialist ELA Department Head Classroom teacher	
Parent-Teacher Conference Night	Nov. Jan. Apr.	Flyers, parent link, email	Sign-in sheet	Principal School Counselor Classroom Teacher ESOL Coordinator ESE teacher	Parents will have the opportunity to receive information on their child's academic progress. Teachers will communicate specific student data with focus on academic achievement and performance related to grade level standards.
Science Night	Jan.	Flyers, parent link, email Computer Lab Volunteer to provide child care	Sign in sheets Improved parent participation in homework Student progression	Science Department head IT Curriculum Specialist	Parents will be introduced to science vocabulary to use with child and will be exposed to grade level expectations and hands on activities. <b>Science</b>
Ace that Test Parent Academy	Feb.	Flyers, parent link, email Volunteer to provide child care	Sign in sheet Improved parent participation in homework Increased standardized test scores	Principal Curriculum Specialist Math and ELA Department Head Classroom Teacher	Parents will learn test expectations and strategies. Testing ( <b>Math, ELA, Science</b> )
Multicultural Fair	Feb.	Flyers, parent link, email Volunteers to provide donated decorations and food.	Sign in sheet Increased social studies proficiency standards	ESOL Coordinator School Counselor Global Studies Teacher	Parents will learn interesting ways to help children understand multicultural studies. <b>Social Studies</b>
Family Math Night	Mar.	Flyers, parent link, email Math games and activities	Sign in sheets Increased math proficiency	Curriculum Specialist Math Department Head	Parents learn hands on math activities to enrich math practice. <b>Math</b>

				Classroom teacher	
ESOL Leadership Council	September-June	Flyers Parent Email address for Parent Links	Questionnaire Flyers Sign in Sheet	ESOL Contact ESOL Director Global Studies Teacher	Multicultural Fair Translators during Parent Nights/Parent Conferences Parent Outreach Office
SWD (ESE)	September-June	Flyers Parent Email address for Parent Links	Flyers Sign in sheet Survey	ESE Specialist Principal	ESE teacher will ensure (SWD) are notified to attend parent events in advance with additional notices. ESE teacher will provide resources and calendar of events for Parents, to increase participation in academic activities.

### ***FPART 4: Early Warning System Data (K-12)***

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

Indicators	Grade_K__	Grade__01__	Grade__02__	Grade__03__	Grade__04__	Totals
Attendance below 90 percent	6.7	0	5.3	0.0	0.0	12
One or more suspensions	0	0	0	0.0	0.0	0
Course failure in ELA or Math	0	0	0	0.0	0.0	0
Level 1 on statewide assessment	0	0	2.6	70.0	72.2	144.8
Students exhibiting two or more indicators	0	0	2.6	0.0	0.0	2.6
	<b>Provide a detailed plan of how intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System will be implemented:</b>					

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



Indicators	Grade __05__	Grade __6__	Grade __07__	Grade 08__	Totals
Attendance below 90 percent	0.0	6.5	4.2	9.1	19.8
One or more suspensions	0.0	0.0	0.0	4.5	4.5
Course failure in ELA or Math	0.0	9.7	4.2	9.1	23
Level 1 on statewide assessment	61.9	51.6	33.3	40.9	187.7
Students exhibiting two or more indicators	0.0	9.7	0.0	4.5	14.2

**Provide a detailed plan of how intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System will be implemented:**

**Attendance:** Teachers will follow up and track excessive tardies and absences. Teachers will refer students with excessive absences and tardines to the Guidance Counselor. The Guidance Counselor will contact parent via phone call, parent letter, and/or parent conference. The letter for the parent includes a reminder about Broward Attendance Policy and truancy procedures. Following Broward County Discipline Matrix students with recurrent tardies and absences will sign an Attendance Contract. After the first quarter, the habitually absent students will meet at least twice in each marking period with the counselor in groups or individually. Students in grade K-8 will receive monthly incentives for improved attendance. The Guidance counselor will provide a certificate of attendance during the Character Education Assembly after each report card.

**Suspensions:** The school will use the character education program to lessen undesired behaviors in K-8. The school will focus on 1 character trait per month and provide incentives for good behavior. The school will continue to implement positive behavior reinforcement with Champ Bucks. Students will receive a Buck when character traits are displayed. For example, great hallway behavior, cafeteria behavior, exceptional classroom behavior and participation.

**Course failures:** in ELA or Math: The guidance counselor will follow up with middle school students in danger of failing each quarter. The teacher will distribute PMP letters in multiple ways to ensure parents are notified in order to take corrective action at home, as well as, school. The principal will address at risk students during data chats in order to take corrective action. At risk students will be provided with an intervention folder to aid in the RTI process. Folder will be monitored by the principal during data chats

**Level 1 Scores:** Level 1 students will be provided with extended learning opportunities throughout the year. Level one students will participate in small groups within the classroom to cover learning gaps with targeted intervention. Progress will be monitored to provide continuous improvement in benchmark standards.

**PART 5: MTSS/RtI Action Plan**

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

<b>Multi-Tiered Systems of Support:</b>						
<b>Support-Area Deficiency</b>	<b>Intervention Tier</b>	<b>Frequency/Duration of Intervention</b> <i>(how often and for how long will the intervention occur)</i>	<b>Timeline</b> <i>(over what span of time will the intervention take place)</i>	<b>Curriculum</b> <i>(what research-based resources will be used)</i>	<b>Progress Monitoring</b> <i>(what progress monitoring tool(s) will be used to assess the response to intervention)</i>	<b>Person Responsible</b> <i>(who will conduct/monitor the intervention)</i>
<b>Literacy K-5th</b>	<input type="checkbox"/> Small group intensive	20 minutes 3 times a week	Every 6 to 8 weeks until Tier 1 is achieved	Journeys Curriculum Intensive Guide	FAIR (3x per year)  Weekly Comprehension Test	Classroom Teacher Literacy Coach
	<input type="checkbox"/> Individual intensive	30 minutes 3 times a week	Every 6 to 8 weeks until Tier 1 is achieved	Journeys Intensive Guide	FAIR (3x per year)  Weekly Comprehension Test	Classroom Teacher Literacy Coach
<b>Literacy 6<sup>th</sup> -8<sup>th</sup></b>	<input type="checkbox"/> Small group intensive	90 minute 2-3 times a week within intensive reading block	Every 6 to 8 weeks until Tier 1 is achieved	INSIDE	Bi-Weekly Comprehension Test	Classroom Teacher Literacy Coach
	<input type="checkbox"/> Individual intensive	90 minutes 2-3 times a week	Every 6 to 8 weeks until Tier 1 is achieved	REWARDS	Bi-Weekly Phonics/ Fluency Test	Classroom Teacher Literacy Coach
<b>Math</b>	<input type="checkbox"/> Small group intensive	20 minutes 3 times a week	Every 6 to 8 weeks until Tier 1 is achieved	GO Math Re-Teach materials	GO Math Chapter Test Bi-Weekly	-Classroom Teacher Math Coach
	<input type="checkbox"/> Individual intensive	30 minutes 3 times a week	Every 6 to 8 weeks until Tier 1 is achieved	GO Math Intensive Guide	GO Math Chapter Test Bi-Weekly	-Classroom Teacher Math Coach

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

<b>Science 5<sup>th</sup> and 8<sup>th</sup></b>	<input type="checkbox"/> Small group intensive	20 minutes 2 times a week	Every 6 to 8 weeks until Tier 1 is achieved	Science Fusion STEMscopes	Diagnostic (3x per year) *Science Fusion Benchmark Weekly Test	-Classroom Teacher -Principal
	<input type="checkbox"/> Individual intensive	20 minutes 3 times a week	Every 6 to 8 weeks until Tier 1 is achieved	Science Fusion STEMscopes	Diagnostic (3x per year) * Science Fusion Benchmark Weekly Test	-Classroom Teacher -Principal
<b>Social Studies</b>	<input type="checkbox"/> Small group intensive	30 minutes 1 time per week depending on student need	Every 6 to 8 weeks until Tier 1 is achieved	Civics in Practice Curriculum	Diagnostic (3x per year) Weekly Benchmark Quiz	-Classroom Teacher -Principal
	<input type="checkbox"/> Individual intensive	30 minutes 2 times a week	Every 6 to 8 weeks until Tier 1 is achieved	Civics in Practice Curriculum	Diagnostic (3x per year) Weekly Benchmark Quiz	-Classroom Teacher -Principal
<b>Behavioral</b>	<input type="checkbox"/> Small group intensive	Counselor will complete 30 minute small groups twice per month	September-June	-Behavior Intervention Plan -Referral for community support	-Parent and Teacher questionnaires -Behavior Observations -ABC Logs	-Classroom Teacher -Counselor
	<input type="checkbox"/> Individual intensive	On-going until students meet recommendation or desired behavior	Every 6 to 8 weeks until Tier 1 is achieved	-Functional Behavior Assessment. -Behavior Intervention Plan -Referral for community support	-Parent and Teacher questionnaires -Behavior Observations -ABC Logs	Classroom Teacher -Counselor
-						
<b>Social/Emotional Learning</b>	<input type="checkbox"/> Small group intensive	Teacher will review monthly Character Trait provided by School Character Program. (10-15 Minutes of class time)	September-June	Tier 2 - Sanford Harmony Kit - Life and Social Skills Tier 3 -Sanford Harmony -Conflict Resolution	- Behavior report cards -Student Survey -Self monitoring	-Classroom Teacher -Guidance Counselor Oversee

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

	<input type="checkbox"/> Individual intensive	Once per week	Every 6 to 8 weeks until Tier 1 is achieved	-Sanford Harmony	-Behavior reports -Behavior contracts	-Guidance Counselor
ESE	<input type="checkbox"/> Small group intensive <input type="checkbox"/> Individual intensive	SWD participate in all activities for Multi-Tiered Systems of Support in addition to the services they receive as per their IEP. All stakeholders interacting with SWD will be given their IEP in order to provide the appropriate accommodations.	Every 6 to 8 weeks until Tier 1 is achieved	All applicable Curriculum depending on Support Area Deficiency	All applicable Progress Monitoring per Support-Area Deficiency	<ul style="list-style-type: none"> <li>- Classroom Teacher</li> <li>- ESE Specialist</li> <li>- Guidance Counselor</li> <li>- Literacy/Math Coach</li> <li>- Principal</li> </ul>
ESOL	<input type="checkbox"/> Small group intensive <input type="checkbox"/> Individual intensive	ELL students will participate in small group intensive and individual intensive	Every 6 to 8 weeks until Tier 1 is achieved	All applicable Curriculum depending on Support Area Deficiency	All applicable Progress Monitoring per Support-Area Deficiency	<ul style="list-style-type: none"> <li>- Classroom Teacher</li> <li>- ESOL Director</li> <li>- ESOL Contact</li> <li>- Guidance Counselor</li> <li>- Literacy/Math Coach</li> <li>- Principal</li> </ul>

**PART 6: Graduation Rate Data N/A**

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

<b>Student Measurable Outcomes</b>			
<b>Provide specific student achievement outcomes (based on student achievement data) for the following years:</b>			

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

Baseline Data 2017-18	2018-19	2019-20	2020-21
<b>In- Cohort Student Achievement Data</b>			
<b>FSA/ End Of Course Examination Scores</b>		<b>Concordance/Comparative Scores</b> (i.e. ACT, SAT, PERT):	
<b>2018 Current Level of Performance</b> (% and number of students)	<b>2019 Expected Level of Performance</b> (% and number of students)	<b>2018 Current Level of Performance</b> (% and number of students)	<b>2019 Expected Level of Performance</b> (% and number of students)
FSA-ELA /	FSA-ELA /	ACT /	ACT /
ALG. I-EOC /	ALG. I-EOC /	SAT /	SAT /
Biology-EOC /	Biology-EOC /	PERT /	PERT /
<b>Graduation Data:</b>			
2018 <b>Number</b> of Students That Graduated In-Cohort:	2018 <b>Percent</b> of Students That Graduated In-Cohort:	2019 <b>Expected Number</b> of Students That Will Graduate In-Cohort:	2019 <b>Expected Percent</b> of Students That Will Graduate In-Cohort:
<b>Post- Cohort Student Achievement Data</b>			
<b>Post-Cohort FSA/End of Course Retake Assessments:</b>		<b>Post-Cohort Concordance/Comparative Scores</b> (i.e. ACT, SAT, PERT):	
<b>2018 Current Level of Performance</b> (% and number of students)	<b>2019 Expected Level of Performance</b> (% and number of students)	<b>2018 Current Level of Performance</b> (% and number of students)	<b>2019 Expected Level of Performance</b> (% and number of students)
FSA-ELA /	FSA-ELA /	ACT /	ACT /
ALG. I-EOC /	ALG. I-EOC /	SAT /	SAT /
Biology-EOC /	Biology-EOC /	PERT /	PERT /
<b>Graduation Data:</b>			
2018 <b>Number</b> of Students That Graduated Post-Cohort:	2018 <b>Percent</b> of Students That Graduated Post-Cohort:	2019 <b>Expected Number</b> of Students That Will Graduate Post-Cohort:	2019 <b>Expected Percent</b> of Students That Will Graduate Post-Cohort:

**Graduation Rate Action Plan N/A**

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

**Strategies to Improve Graduation Rates:**  
Provide specific student achievement strategies to improve graduation rates and post-secondary college/career readiness.

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

Action Steps	Person Responsible	Resources needed	Timeline
<i>Example:                      Conduct FSA and EOC Retake assessment practice during Saturday Academy for juniors and seniors</i>	<i>Literacy Coach                      Selected Content-Area Teachers</i>	<i>FSA Reading Practice Materials                      EOC Subject-Area Practice Materials                      Reading Plus</i>	<i>November 2018-May 2019</i>
<b>Describe strategies for improving student readiness for post-secondary level based on the implementation of “Acceleration Success” programs such as AP, IB, AICE, dual enrollment, and/or Industry Certification:</b>			

**PART II: TO BE COMPLETED BY TITLE 1 SCHOOLS ONLY**

Complete School Name: <b>Championship Academy of Distinction of West Broward</b>	Principal Name: <b>Patsy Reid</b>
School Location Number: <b>5234</b>	Grade Levels Served: <b>K-8</b>

**1. COMPREHENSIVE NEEDS ASSESSMENT:**

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

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

Championship Academy of Distinction- West Broward will utilize the previous year’s FSA and progress monitoring data to conduct a comprehensive needs assessment for the school. The teachers will take into account the domains, and benchmarks in reading, math, and science which indicates a need for improvement. Additionally, the school will complete 3 major data points using beginning, middle, and end of year diagnostic data. The sources used will include progress monitoring using the (FAIR, BSA, District’s Mid-Year and End of Year Reading and Math Assessments, Benchmark Portfolio Assessment). Teachers in Kindergarten through 8<sup>th</sup> will use the RtI process to ensure students on Tier 2 and 3 are receiving targeted instruction based on data to fill learning gaps. Data will be tracked through the RtI process across all grade levels and monitored using a data section of the teacher binder. At the school level the teacher will utilize the Journeys Diagnostics, Journey’s Fluency, and Houghton Mifflin Harcourt’s GO Math Diagnostics) The teacher will use that data to drive instruction in weak areas. The school will have in place a Multi-Tiered System of Support (MTSS) which includes the principal, coaches, ESE specialist, and ESOL coordinator. The Curriculum Coaches will review lesson plans to ensure rigor, as well as monitor the data from conducted assessments. The (MTSS) coordinators will guide bi-weekly data chats with teachers to ensure the needs of students are being met academically and behaviorally. The Guidance Counselor will guide teachers through RtI process for behavioral support with in-house professional development and resources used to lessen behaviors that impede learning. Monthly meetings with the MTSS/CPST (Collaborative Problem Solving Team) will review all data and debrief teachers on how to apply or adjust interventions. The CPST will follow-up with academic and behavioral concerns and refer for evaluation if needed.

**2. STATE CERTIFIED TEACHERS**

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

The school as one entity will use alternative marketing strategies and vendors to recruit state certified teachers. The school will advertise and host Job Fairs early and often to ensure more certified teachers apply. The school will provide incentives such as referral bonuses to current employees to attract certified teachers.

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

Teachers will be offered professional growth and mentoring during employee planning and Early Release days. Additional development will take place through PLC (Professional Learning Communities). Bi-weekly follow-up activities will be in place through teacher workshops designed to improve knowledge of the curriculum content. Teachers will have the opportunity to lead grade level band of K-2, 3-5, or 6-8 for a stipend of \$1000. The instructional coaches will attend district trainings in order to transfer new strategies and techniques to teachers, for literacy, math, and science. Teachers will have the opportunity to attend off-site and on-line professional development opportunities through My Learning Plan and Sanford Harmony. New teachers will use Brainshark's provided by the Broward County School District to familiarize themselves with processes in place for Literacy, Math, ESOL, ESE, and Behavioral Support.

### **3. PARENTAL INVOLVEMENT**

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

Title I Parent meetings will be implemented in conjunction with PTO meetings, this will allow parents to have the opportunity to keep abreast of the outcomes of student achievement levels. Parents will also have an opportunity to attend additional workshops focused on academic achievement through Math Night, Science Fair Night, Literacy Night, and FSA Night. Parent will receive flyers and Parent-Links containing information about the Title 1 program sent home in multiple languages. Monthly Parent Calendars will be sent home to ensure parents are involved in school activities. Surveys will be sent out to assess, how well Title I programs and its implementation is being carried out at the school site.

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

Information will be disseminated through Title I Parent meetings, flyers, and Parent Center located in the main office. Parent notices will be sent out in multiple languages represented by the school. Parents will receive a monthly calendar of school activities, and have access to information regarding Title I activities on the school's website. Parents will have the opportunity to voice concerns regarding curriculum and instruction. Data will be presented to parents to show academic gains and losses. Three scheduled Parent-Teacher Conference Nights will take place the day report cards are issued. Parents will use agenda's provided by Title I funds to establish a home-school connection, especially for students who are academically at-risk. Home-School plans will be in place for at-risk students and/or students at risk for retention.



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

August: Open House, Annual Parent Title 1 Meeting  
September: Reading Under the Stars/Literacy Night /Title1 Meeting to discuss School-Parent Compact.  
October: Title I meeting during PTO- Review at home strategies for reading and math needs based on data collected from progress monitoring.  
November: Parent-Teacher Conference Night (5:30- 7:30)  
December: Title I Meeting during PTO meeting to discuss strategies for struggling readers and discuss extended learning opportunities  
January: Science Fair Night/ Parent-Teacher Conference Night (5:30- 7:30)  
February: Multi-Food Tasting Fair  
March: Title I Meeting & Parent Night (Math Night)  
April: Parent-Teacher Conference Night (5:30- 7:30)  
May: Review Parent Involvement Plan and School Wide-Plan suggestions for up-coming school year. Review possible summer extended learning opportunities.

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

Parents will be presented with school level data showing gains and/or loses in progress monitoring data. Curriculum and instructional strategies will be reviewed during Title I meetings that will focus on parent suggestions to increase home-school academic learning. Parents will have the opportunity to complete an online or paper/pencil survey regarding the Title I program. Parents will review survey results and have the opportunity to provide feedback and suggestions during PTO meetings.

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

Parents will have opportunities to complete volunteer hours through attendance of Title I events. Championship academy has formed partnerships the Boys and Girls Club of Lauderhill, and local businesses in the community to provide needed services.

#### **4. TRANSITIONING FROM EARLY-CHILDHOOD TO ELEMENTARY SCHOOL**

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

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

- *Allowing classroom visitations for transitioning students and their parents*

Championship Academy conducts Open House Meetings for incoming students. Through a PowerPoint presentation parents are made aware of academic expectations and readiness skills needed for Kindergarten. Championship Academy has a Public Relations employee, who meets with local preschools. Parents are then provided with school tour schedules. During the school tour parents visit classrooms and view the structure in place for teaching and learning, as well as, grade level expectations. Registration packets are given during the Open House to give parents information and requirements for our school.

## **5. COORDINATION OF SERVICES**

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

<p>Title I, Part A: Championship Academy-West Broward receives additional funds to support student achievement. Students who do not meet or exceed standards are provided with the following:</p> <ul style="list-style-type: none"> <li>• Additional Para-Professionals</li> <li>• Staff Professional Development</li> <li>• Purchase of resources, supplies or materials</li> <li>• Agendas free of cost to reinforce responsible home learning</li> </ul>
<p>Title I, Part C- Migrant: Championship Academy- West does not have any migrant students. If a migrant student enrolls the school will reach out to the Migrant Department for services and resources.</p>
<p>Title I, Part D –Neglected and Delinquent: Resources and counseling resources are provided by the Guidance Counselor. For example, students are referred to Chrysalis Health, or the Promise Program.</p>
<p>Title II – Professional Development:</p>
<p>Title III - ESOL: Resources are provided by the ESOL Director, as well as, the ESOL contact at the school site</p>
<p>Title X- Homeless: Championship Academy of Distinction- West Broward offers the resources from Broward County Public School District Student Services Department. The department has the Homeless Education Assistance Resource Team (H.E.A.R.T) for any student a lacking fixed housing situation. Championship Academy enrolls students in “transition,” and provides a 30-day grace period for submission of all enrollment documentation.</p>
<p>Supplemental Academic Instruction (SAI): Tutoring, Progress monitoring, and Coach instructional materials to improve the academic needs of the students</p>

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

Violence Prevention Programs: Resources are provided by the Guidance Counselor.
Nutrition Programs: Championship Academy participates in the National School Lunch Program to offer free or reduce cost lunches to economically disadvantaged children
Housing Programs: This is not applicable to Championship Academy-West Broward
Head Start: This is not applicable to Championship Academy-West Broward
Adult Education: This is not applicable to Championship Academy-West Broward
Career and Technical Education: West Broward offers Career Day school-wide. Additionally, career planning is offered in our middle school schedule.
Job Training: This is not applicable to Championship Academy- West Broward
Other:

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

Championship Academy will offer parents and students the opportunity to utilize the Public Library-Lauderhill Towne Centre Branch. The school's PTO (Parent Teacher Organization) offers resources for parents, for example reduced internet service for students receiving free or reduced lunch. Parents may also utilize Florida Kid Care for reduced medical insurance rates. Championship academy has also partnered with the Boys and Girls club of Lauderdale for reduced aftercare rates. The school partners with Real Time Realty Inc., for school events such as 5<sup>th</sup> and 8<sup>th</sup> grade graduation ceremony.