

2019-2020 Charter Renewal Program Review

Charter Renewal Application #000450

Innovation Charter School

Location Code: 5177

Submitted To:

Broward County Public Schools
Charter Schools Management/Support Department
Broward County Public Schools
600 SE 3rd Ave.
Fort Lauderdale, FL 33301

Phone: 754-321-2135

Fax: 754-321-2138

Submitted By:

Marisa Anderson
600 SW 3rd Street, Suite 1400 Pompano Beach, Florida 33060

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1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

GENERAL

A. School Information

School Type: **Elementary**
 Grade Levels: **[K, 1, 2, 3, 4, 5]**
 School District: **Broward**
 Neighborhood / Community:
 Organization Type:
 Sponsoring Entity: **Non-profit Organization**
 Address: **600 Sw 3rd St, Suite 1400 Pompano Beach, Florida 33060-6932**

 Phone: **(954) 715-1777**
 Fax:
 Web Site: **www.innovationcharter.net**
 Calendar Type: **- 180 instructional days**
 Educational Service **(None)**
 Provider:

B. Primary Contact Person

Name: **Marisa Anderson**
 Mailing Address: **600 SW 3rd Street, Suite 1400 Pompano Beach, Florida 33060**
 Mobile Phone:
 Alternate Phone: **954-715-1777**
 Email: **marisaanderson@innovationcharter.net**
 Current Employer: **Innovation Charter School**

C. Attendance Projections

Grade Level	Year 1 Enrollment		Year 2 Enrollment		Year 3 Enrollment		Year 4 Enrollment		Year 5 Enrollment	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
K	72	90	72	90	72	90	72	90	72	90
1	72	90	72	90	72	90	72	90	72	90
2	72	90	72	90	72	90	72	90	72	90
3	72	72	72	72	72	90	72	90	72	90
4	66	66	66	66	66	66	66	66	66	66
5	44	44	44	44	44	44	44	44	44	44
Total	398	452	398	452	398	470	398	470	398	470

D. Board Members

Name	Title	Contact Information	Current Employer

Adudu, Tylena	Board Member	P: 9547151777 M: E: tylenaadudu@innovationcharter.net	
Alexander, Susan	Emergency Contact	P: 954-715-1777 M: 954-214-4696 E: susanalexander@innovationcharter.net	Innovation Charter School
Hoskins, Tammy	Board Secretary	P: 9547151777 M: 9547151777 E: tammyhoskins@innovationcharter.net	
Johansson, Nicole	Board Treasurer	P: 9547151777 M: 9547151777 E: nicolejohansson@innovationcharter.net	
Savatelli, David	Board Member	P: 9547151777 M: E: davidsavatelli@innovationcharter.net	
Walker, Paul	Board Chairperson	P: 9547151777 M: E: paulwalker@innovationcharter.net	

CHARTER SCHOOL RENEWAL INSTRUCTIONS

1. CHARTER SCHOOL RENEWAL INSTRUCTIONS

Section Evaluation		Final Rating
<div style="background-color: #cccccc; display: inline-block; padding: 2px 5px;">No Action Required</div> Rhonda Stephanik, 11/21/19	<div style="background-color: #000000; color: white; display: inline-block; padding: 2px 10px;">No Action Required</div>	

In accordance with section 1002.33(7)(c)1, Florida Statutes, a charter school may be renewed provided that a program review demonstrates that the school has successfully fulfilled the terms of its charter agreement. Pursuant to section 1002.33(8)(a), Florida Statutes, “the sponsor shall make student academic achievement for all students the most important factor when determining whether to renew or terminate the charter. The sponsor may also choose not to renew or may terminate the charter if the sponsor finds that one of the grounds set forth below exists by clear and convincing evidence:

1. Failure to participate in the state’s education accountability system created in s. 1008.31, as required in this section, or failure to meet the requirements for student performance stated in the charter;
2. Failure to meet generally accepted standards of fiscal management;
3. Violation of law;
4. Other good cause shown.”

In conducting a renewal program review, the sponsor will focus its analysis on the school’s performance in three categories:

- Educational Performance
- Financial Performance
- Organizational Performance

The following defines specific indicators (the types/level of information and data collected) and standards (the benchmark by which such indicators are measured) that will be analyzed and evaluated within these categories. It is a school’s performance within these indicators in addition to potential on-site specific programmatic reviews that inform a charter renewal decision.

Meets the Standard: *The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.*

Partially Meets the Standard: *The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.*

Does not Meet the Standard: *The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the*

issue in concept or ability to meet the requirement in practice.

Furthermore, should a charter school meet the standards for renewal, the Sponsor will also review future Educational, Financial and Organizational Plans submitted as part of this documentation for the term of its subsequent contract. Any modifications/amendments proposed to the current charter agreement that would take effect over the subsequent contract term will be negotiated using the SBBC contract template.

Important Reminders

- All renewal documents must be submitted electronically, into Charter.Tools, by Friday, November 1, 2019. Only electronic documents submitted in Charter.Tools will be accepted.
- Please use the template provided in Charter.Tools to complete the Renewal Program Review.
- All attachments are to be included in the attachment section. **DO NOT UPLOAD THE REQUESTED DOCUMENTS AFTER EACH SECTION.**
- Only those who are identified as Authorized Users will be able to access the Renewal Program Review in Charter.Tools. If you wish to have access to complete the Renewal Program Review, please contact Shannon Gary to request an Authorized User Form and have a Governing Board Member sign off on it.

NOTE: Renewal Program Reviews will be reviewed and evaluated as submitted; additional documents will not be accepted after November 1, 2019.

Attachments

Section 1: CHARTER SCHOOL RENEWAL INSTRUCTIONS

– No Attachments –

SECTION BREAKDOWN

1. SECTION BREAKDOWN

Section Evaluation

– *Not Rated* –

– *No Final Rating* –

Executive Summary

Educational Performance

Federal and State Accountability

Mission-Specific Accountability

Educational Program Implementation

Financial Performance

Financial Management

Financial Viability

Organizational Performance

Student Enrollment and Conduct

Facilities

Governance, Staff and Parents

Attachments

Educational Performance

Financial Performance

Organizational Performance

Attachments

Section 1: SECTION BREAKDOWN

– No Attachments –

CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

1. COVER SHEET

Section Evaluation	
Complete Rhonda Stephanik, 11/21/19	Final Rating Complete

CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

NAME OF CHARTER SCHOOL SEEKING RENEWAL:

Innovation Charter School

CHARTER SCHOOL LOCATION NUMBER: 5177 **GRADESERVED:** K, 1, 2, 3, 4, 5.

DATE: 8/27/19

This School has been designated a High Performing Charter School pursuant to s. 1002.331, Florida Statutes. YES ___ NO X

This School has been designated a School of Excellence pursuant to s. 1003.631, Florida Statutes. YES ___ NO X

NAME OF NON-PROFIT: Innovation Charter School

Provide the name of the person who will serve as the primary contact for this renewal document. The primary contact should serve as the contact for follow-ups, interviews, and notices regarding the renewal process.

NAME OF CONTACT PERSON: Susan Alexander

TITLE/RELATIONSHIP TO NON-PROFIT: School Principal

MAILING ADDRESS: 600 SW 3rd ST, Suite 1400, Pompano Beach, FL 33060

PRIMARY TELEPHONE: (954)715-1777 ALTERNATE TELEPHONE: ()

E-MAIL ADDRESS: susanalexander@innovationcharter.net

NAME OF EDUCATION SERVICE PROVIDER (if any):

I certify that I have the authority to submit this document and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the renewal process or revocation after award. I understand that incomplete documentation will not be considered. The person named as the contact person for the program review is authorized to serve as the primary contact for this evaluation on behalf of the organization.

Printed Name

Position/Title

Signature

Date

Attachments

Section 1: COVER SHEET

1.1	Signed Cover Sheet	Anderson, Marisa, 11/1/19 6:54 PM	PDF / 56.957 KB
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EXECUTIVE SUMMARY

1. Executive Summary

Section Evaluation		Final Rating
Complete	Adrienne Reynolds, 11/6/19	Complete
Complete	Allisyn Axelrod, 11/12/19	
Complete	Donna Haynes, 11/18/19	
Complete	Reynaldo Tunnermann, 11/18/19	
Complete	Sean Brown, 11/19/19	
Complete	Cecilia Zereceda, 11/19/19	
Complete	Lourdes Panizo, 11/19/19	
Complete	Terri Coyle, 11/19/19	
Complete	Kim Punzi-Elabiary, 11/20/19	
Complete	Laurie Steinberg, 11/21/19	
Complete	Rhonda Stephanik, 11/21/19	
Complete	Sarah Decotis, 11/22/19	
Complete	Tanya Hutkowski, 11/24/19	
Complete	Celina Chavez, 11/25/19	
Complete	Leyda Sotolongo, 11/25/19	
Complete	Matt Schroeder, 11/25/19	
Complete	Debbie-Ann Scott, 11/25/19	
Complete	Hanne Rega, 11/26/19	
Complete	Jill Young, 11/27/19	
Complete	Brenda Santiago, 12/2/19	

At Innovation Charter School, we understand that each child is unique and learns differently. Each child is developing at his/her own rate. This is reinforced this in the classroom everyday with professionals who believe that all children can succeed. To support this learning environment, our teachers and staff members know that they hold the tools to facilitate student learning to the level of mastery and life application. Therefore, we use real-time data, provided to our teachers with accurate and timely information to shape differentiation. We understand that the role of the teacher is interactive, facilitating academic student activities. We are proud to say that our school is making significant progress with growth and consistency toward developing and nurturing a collaborative community of learners with successful education models to impact tomorrow's world today.

Our vision at Innovation Charter School of Pompano Beach, Florida is simple: We will serve the children and families of our culturally diverse community by facilitating each student's path of learning through a dynamic curriculum, in a welcoming learning environment through interactive, interdisciplinary teaching strategies, methodologies, and techniques. Our pedagogy is rooted in Piaget and Vygotsky's theories of constructivism in that learners build meaning based on their previous experiences and the body of knowledge gained from those experiences. The teachers and support staff will help build further, deeper understanding as each learning experience will lend itself to drawing from the varied, personal experiences of all engaged, as well as the resources and curriculum related to the task at hand.

Operationally, Innovation Charter School has grown in numbers from our initial student count of 233 students in our first year of operation to our current student count of 464 students. The growth is welcomed, and we are honored that parents continue to choose Innovation Charter School to help educate their child(ren). We have learned that with this growth comes growing pains and operational adjustments. Many of our students live in lower socioeconomic areas and are native speakers of other languages, which data shows, often times lead to more challenges in academic environments. Adjusting our "sail to the wind" has been our primary focus through the years to engage all learners and meet the needs of each student. We are continuously building a collaborative and comprehensive program for our subgroups to successfully meet the needs of our students.

With that being said, we are working toward meeting the grade expectation of a "C" or higher for the next 5 years (pending renewal approval), beginning with a schoolwide emphasis on the 4 areas of improvement (Attendance, Science, Math, and ELA), as discussed in our State-mandated School Improvement Plan (SIP), and each focusing on our subgroups - ELL, SWDS, HSP, BLK, FRL. Emphasis will be to refocus our standards-based lessons with the guidance of a new Curriculum Coordinator, implement effective small group instruction, monitor student progress more closely to impact data driven instruction, and consistently execute reading intervention.

"To develop and nurture" our Innovation Charter School students, Responsive Classroom has been implemented as our social and emotional learning program. Our goal is a welcoming, friendly environment for visitors, families, students, and employees. The implementation of Responsive Classroom for our Social Emotional Learning program complements our "nurturing" environment by providing an avenue for our children to build self-confidence and healthy relationships in a caring environment that emphasizes respect, responsibility, diligence, and caring.

On a daily basis, Innovation Charter School teachers facilitate classroom State-approved instruction and observe students. This daily observation, whether on the playground or in a small group, provides information used to inform and guide instructional planning and practice aligned with Florida Standards as well as Next Generation Sunshine State Standards. As reflective with any child but especially with our demographic, family life will have its challenges ultimately

impacting student performance. Some students perform academically better on a daily basis than on a summative (formal) assessment. Students know when the “pressure” builds. Our morning meetings with students help to diffuse some of the emotional and social concerns with pertinent and planned conversation, but these influences still impact, inform and guide instructional planning focused on successfully showing understanding of each standards-based skill. Therefore, we have built a culture where our teachers become “in-tune” with their student to help identify learning styles, determine individual student academic motivators, and make academic adjustments as needed.

We look forward to a continuous relationship with our community of learners.

Attachments

Section 1: Executive Summary

– No Attachments –

EDUCATIONAL PERFORMANCE

1. FEDERAL AND STATE ACCOUNTABILITY

Section Evaluation		Final Rating
Partially Meets the Standard 11/6/19	Adrienne Reynolds,	Partially Meets the Standard

A. Explain the charter school’s current School Improvement Status.

- **How has the school met the standards required for federal and state accountability?**

Innovation Charter School (ICS) has grown in numbers from our initial student enrollment of 233 students in our first year of operation to our current student population of 464 students. The growth is welcomed, and we are honored that parents continue to choose ICS to help educate their child(ren). We have learned that with this growth comes growing pains and operational adjustments. The majority of our students live in lower socioeconomic areas and are native speakers of other languages, which data shows may lead to more challenges in academic environments. Our primary focus through the years has been to engage all learners and meet the needs of each student. Through the years these challenges have been reflected in our state-issued school grade.

In the first 2 years of operation, Innovation Charter School progressed from a State designated “F” rating (2015-2016) to a “C” rating (2016-2017). In our third year, as per State designation, a letter “C” grade was assigned to ICS (2017-2018). Most recently, the State issued ICS a school grade of “D”. All staff and stakeholders at ICS are working towards meeting the letter grade expectation of a “C” or higher in accordance with federal and state accountability. Schoolwide emphasis has been placed on 4 critical areas for improvement: Attendance, Science, Math, and ELA. Strategies to accomplish this goal are outlined in our State-mandated School Improvement Plan (SIP) and throughout this renewal application. Our subgroups - English Language Learners (ELL), Students with Disabilities (SWD), Hispanic (HSP), Black (BLK), Free and Reduced Lunch (FRL) will receive strategic instruction to ensure higher achievement. Under the direction of a new Curriculum Coordinator, emphasis will be placed in critical areas to refocus our standards-based lessons, implement effective small group instruction, monitor student progress to impact data-driven instruction, and consistently execute reading intervention.

- **If the charter school has not met these standards, what measures will be implemented for improvement?**

To improve meeting all federal and state standards at ICS the following measures are being implemented:

Track Attendance - ICS encourages all students to attend school on a regular basis. Each day a student attends school, he/she will have opportunities to develop personal, social, and academic

skills. All stakeholders are encouraged to participate and to commit to work in unison on this endeavor. ICS began using Pinnacle/Gradebook in August 2018, as Pinnacle features cross-platform integration with TERMS. Pinnacle/Gradebook automatically generates documented attendance showing a “P” for present next to each student’s name/ID number. ICS also has hard copies on file for the FTE weeks for 2018-2019 and for the most recent 2019-2020 FTE week and will continue to keep hard copies in the future, stored securely.

According to our 2018-2019 attendance data, the data shows 15% of our student body is below 90% attendance. Kindergarten showed the highest percentage of attendance problems where 23% of students were below a 90% attendance record.

The ICS Attendance Policy that complies with the Broward County Schools Policy is being reinforced through various means to ensure parents and students understand the importance of attending school. This creates a framework for training parents and rewarding children for perfect attendance. We know that compliance in attendance for students help to maximum active learning.

To track cumulative absences, the School Office will contact parents of students who are absent on a daily basis if parents do not notify the school office. The guidelines for cumulative absences (absences, early leaves, tardies) are as following:

3 absences – teacher contact

5 absences – warning letter

7 absences – meeting with the parent (attendance contract)

10 absences – home visit/social worker

15 absences – Administrative team decision to report for truancy

(A child will be considered tardy if he comes to school after 8:00 am.)

Also, a weekly attendance report will provide information to chart students with attendance concerns and interventions. The Attendance Review Team consisting of the Multi-tiered Systems of Support/Response to Intervention (MTSS/RtI) Coordinator, Registrar, Social Worker and Student Services Coordinator will assess attendance reports weekly and implement strategic steps aligning with our attendance policy for intervention, such as: contact the parent, conference with the parent, create a preventative plan with remediation options, determine excused and unexcused documentation, conference with student and provide support team accountability.

Restructure the Planning and Implementation of Lessons- To impact learning, ICS’s team of instructors will rework lesson presentation and student participation. The method of Gradual Release will be used in core subjects such as reading, science, and math. Gradual Release emphasizes more teacher modeling (I DO), student engagement (We DO), and student practice (You DO) as referenced in *Journeys* and *GOMath*. The planning includes unpacking the standards, breaking the standards into small pieces for doable objectives, and mapping out the graphic organizer to include Gradual Release. Although we have standards-based instruction in progress, restructuring the implementation of curriculum as per our recently hired, highly-qualified Curriculum Coach with fourteen years of coaching experience will assist grade-level teams to design and plan the standards-based curriculum, determine formative and summative assessment, and plan engaging learning experiences. Our students will form enduring understandings and essential questions will guide their learning. This restructuring of the lesson will impact student learning.

Create an Extended Hour Intervention Plan - Creating a plan that meets the needs of every learner for intervention time will impact the Extended Hour and implement key components per student levels using a variety of resources including *Journey's Toolkit*, *iReady* resources, and instructional lessons, and *Imagine Learning* for our ELL population. In addition, our enrichment program meets the needs of our high achieving students using chapter books to drive rigorous standards-based lessons.

Our Kindergarten through 2nd grade students receive *Foundations* as their supplemental, Tier 2 reading intervention. Teachers remediate phonemic awareness and phonics activities using hands-on manipulatives with *Foundations* in a whole group setting. Tier 3 students meet with the teacher in small groups to practice reinforcing deeper learning in the areas designated by Rtl progress monitoring data using the *Journeys Teacher Tool Kit*. Student progress is assessed with ongoing progress monitoring through the use of *iReady*. In addition, teachers assess students regularly using the *Foundations* Assessments to track progress for reteaching or mastery of skills.

Our research-based Tier 2 intervention program for K-2 is *Foundations* and for Grades 3-5 is *iReady Toolbox*. The research-based intensive, Tier 3 reading program for K-3 is *Journeys Intervention Tool Kit* and for Grades 4-5 is *Journeys Literacy Toolkit*. Both are proven to accelerate our students who are exhibiting a reading deficiency. Our students are grouped by ability in the intervention classroom. We group the students by their FSA ELA previous year scores, *iReady* AP3 previous year scores, this year's *iReady* AP1 scores, teacher input, and current grades. The students with scores of medium to high FSA level 2 and FSA level 3 are grouped together. The students with FSA level 1 and low 2 are grouped together. These students receive 30 minutes of *iReady* Reading Comprehension lesson of standards-based instruction at one year below their grade level. This ensures that these students are learning on their instructional level with minimal frustration. Additionally, an interventionist pushes in or pulls out students who scored on the high level of yellow and or green according to *iReady* scores for 30 minutes.

The interventionists and teachers deliver instruction in phonics and vocabulary using the *Journeys* Intervention Lesson Cards and explicit comprehension instruction using *iReady*. The students will use blackline master, hands-on activity worksheets, to practice the skill and show what they know. *iReady* Toolbox Comprehension Texts initially are taught for 10 days with a checkpoint for mastery. This ensures the students will have multiple experiences with the standards for guided practice, correction, and feedback from the teacher and/or interventionist. Our A1 ELL students participate in a pull-out program to teach them phonemic awareness, phonics, and vocabulary for 30 minutes. They also receive an additional 30 minutes of *Imagine Learning* with our ELL interventionist.

Students who earn a level 4 or 5 on the ELA FSA Assessment are placed in an enrichment program. This program is a pull-out program during the hour of intervention. These students are provided with a 30/30 model of instruction. Students read chapter books and respond through project-based learning to enforce standards-based learning. Students also work with on-level *iReady Workbooks*, *ELA Coach Workbooks*, or *Scholastic Magazine*.

iReady Toolbox passages integrate science, math, and social studies-based concepts. Students have opportunities to write summaries on the texts they are working with in class. Students have further discussion time when they are annotating the text for main ideas and supporting details to further comprehension of the subject matter. In addition, our intervention hour includes a writing boot camp three weeks prior to the FSA writing test, a Reading and Math boot camp twenty days prior to testing, and a 5th grade 20-day Science boot camp prior to the test. This ensures that the students are given an extra emphasis of the cumulative standards they have learned throughout the year.

Testing and Progress Monitoring to Drive Instruction Teachers continuously monitor student achievement, conduct data chats establishing learning goals, and design small groups as levels differentiate. Their focus includes Rtl for subgroups FRL, SWD, HSP, BLK, and ELL as small groups for the regular Reading block, Math, Science and the Extended Hour remain fluid. Data is also used to assess student mastery and determine review and reinforcement of standards-based instruction. Small groups focus on student skill deficiencies instruction.

Progress monitoring timeline for improvement:

Assessment	Content Area	Assessment Date
iReady Diagnostic #3 Grades 1-5/FSA Grades 3-5	Reading/Math/Science	Beginning of Year - Create small groups to drive instruction
iReady Diagnostic #1-#3	Reading/Math	Sept./Dec./April
iReady Growth Monitoring	Reading/Math	Monthly
iReady Instructional FSA/MAFS	Reading/Math	Monthly
Writing Assessment	Pre/Post	Sept./February
Science Assessment	Pre/Post	Sept/ March
Reading Intervention/Rtl	Reading-Small Group	Weekly
iReady Weekly Minutes/Passing Score	Reading/Math	Weekly
Foundations (K-2)	Phonics, Writing, Phonemic Awareness	Per Unit
Reading Unit/Benchmark Tests	Reading Standards	Weekly

Math Chapter/Benchmark	Math Standards	Per Unit
Science Chapter Tests	Science Standards	Per Unit
Assessment – ESE	Content Area	Assessment Date
ELL - Initial Placement Test	Literacy	August/ *October
ELL - WIDA Access 2.0	Literacy	January
Diagnostic Assessment in Reading (DAR)	Reading	Individual
Assessment -Kindergarten	Content Area	Assessment Date
FLKRS	Literacy/Numbers	August
Letter Recognition	Literacy	Sept/Dec/Mar/May
Letters and Sounds	Literacy	Sept/Dec/Mar/May
Concepts of Print	Literacy	Sept/Dec/Mar/May

Hire Curriculum Coach A Curriculum coach was hired (August 2019) to support teachers in the classroom by modeling instructional strategies that work, providing professional development, and implementing district and schoolwide reading initiatives. Job duties include pre-observations, pre-planning, modeling, co-teaching, post observations, and reflective conversations about teacher pedagogy. In addition, the coach works with teachers to use data to drive instruction and to conduct classroom walk-throughs, ensuring that the teachers are implementing the strategic plan and using the strategies to drive instruction.

Implement Professional Development Creating a learning environment with support for teachers will impact student learning. Professional development is scheduled as part of the agenda in faculty meetings and data meetings that occur at least monthly, with a recent increase to weekly faculty meetings. *Responsive Classroom* is modeled at the beginning of faculty meetings with the Morning Meeting and ending with the Closing Meeting. Varied topics include: Responsive Classroom, Basis, Gradual Release, Explicit Systematic Instruction, Cubes, Inquiry

Method, Hands-on Science, Strategies for FSA Writing and Differentiated Instruction etc. Also, the Curriculum Coach and the Curriculum Facilitator will provide professional development for Educational Assistants, Administrators, and other stakeholders at ICS

B. Include the school’s plan to increase and/or maintain its AMO status for the upcoming term of the charter.

Innovation Charter School

Annual Measurable Objectives (AMO) Target Goal is 41% proficiency or above

ELA

2019	ELA Achievement	36%
2020	Projected ELA Achievement	41%
2021	Projected ELA Achievement	44%
2022	Projected ELA Achievement	47%
2023	Projected ELA Achievement	50%

MATH

2019	MATH Achievement	40%
2020	Projected MATH Achievement	45%
2021	Projected MATH Achievement	48%
	Projected MATH	

2022	Achievement	51%
2023	Projected MATH Achievement	54%

SCIENCE

2019	SCIENCE Achievement	9%
2020	Projected SCIENCE Achievement	25%
2021	Projected SCIENCE Achievement	28%
2022	Projected SCIENCE Achievement	31%
2023	Projected SCIENCE Achievement	34%

For the year 2018-2019, ELA Achievement was below the 41% proficiency by 5%, Math Achievement was -1%, and Science had the largest gap with -32%. To increase our AMO status for the upcoming term of the charter, ICS will improve in ELA, Math and Science as seen in the 5-year projection. To do this, ICS will implement research-based strategies to meet the standards for improvement for ELA, Math and Science for the upcoming term of our charter:

ELA ICS will increase its AMO status in ELA by incorporating interactive reading journals to take notes during ELA time. With the guidance of the instructional coach, the teachers will unwrap standards during deep planning and use the standards to drive instruction. The teachers will create and drive instruction using graphic organizers to deeply teach the FSA standards. The graphic organizers reflect the components of the text such as main idea, key details, supporting details, and how they support the main idea, etc. This will ensure that that the entire standard will be taught. In addition, teachers tap into different modalities of student learning styles using VKAT (Visual, Kinesthetic, Auditory, and Tactile) strategy to engage all learners. Teachers will use Explicit Direct Instruction (EDI) to ensure phonemic awareness, phonics and vocabulary development will be powerfully taught.

MATH ICS will increase its AMO status in Math by first having teachers differentiate the needs of all learners by identifying students' levels through analyzing *iReady* data and creating small groups according to skill deficiencies. Teachers will drive instruction for small groups using the *GOMath!* review and the *iReady Math Toolbox* curriculum. During small group instruction, the students will practice needed skills on *iReady Math* independently. The Curriculum Coach guides and facilitates discussions of math pacing and planning. Curriculum Coach will provide continual support and professional development on best practices and review the key standards-based instructional strategies: Gradual Release, Explicit Systematic Instruction, Unwrapping the FSA Math Standards, CUBES, and Problem-Solving Protocols. The use of instructional review and assessment and utilization of manipulatives and teaching tools will help increase our math learning gains.

SCIENCE ICS will increase its Science AMO by analyzing the pretest data to identify the needs for student growth. The Curriculum Coach will guide the teacher by planning lessons using the 5E (Explore, Engage, Elaborate, Explain, and Evaluate) instructional model, and students will use hands-on activities to **E**xplore the concept or skill. The students will also be **E**ngaged with the science concepts prior to exploring to assess what they already know and to help the students make connections between what they know and the new ideas. The teacher will provide the concepts and terms used by the students to develop **E**xplanations for what they have experienced. **E**laboration will provide opportunities for the student to apply what they have learned to new situations. During the elaboration phase the students will discuss and compare ideas with each other. The students will **E**valuate to review and reflect on their own learning, new understanding, and skills. Progress monitoring with consistent data collection, through weekly and unit tests, will pinpoint student deficiencies. The teacher will use the data to guide instruction for reteaching. Supplemental curriculum (*STEMscopes*, *GIZMOS*, and *Super Science for Scholastics* utilized in the classroom/science lab weekly, including hands-on labs).

C. Identify any subgroups that did not achieve its AMO targets and how the charter school is using data to drive instruction to reach the students in this/these subgroup(s).

- **Include data and a data analysis for each of the subgroups your school serves.**

The subgroups that did not achieve the AMO targets are SWD 15%, ELL 31%, HSP 33%, BLK 34%, and FRL 33%. Please refer to the chart below.

ICS uses *iReady* data to group students for differentiated instruction (DI). We closely look at the deficit skills in phonemic awareness and phonics to drive instruction for all students during the Teacher Led Center. The center rotations during DI also include phonics/spelling reinforcement and vocabulary centers to ensure skills are mastered. In addition, we look closely at the comprehension skills score for literary and informational text in the *iReady* platform. During small group instruction at the Teacher Led Center, students are remediated with a focus benchmark and a secondary benchmark. The focus benchmark is the standards that the teacher is teaching for the week. The secondary benchmark is the standard the teacher will also address for the students who did not master the weekly assessment for that particular standard.

In addition, students are progress monitored using 5-day checkpoints during the Reading Intervention Hour/ Power Hour. Students are remediated using standards-based instruction in *iReady Toolbox* comprehension materials that are one grade level below. This ensures that students who are reading below grade level are able to access this text at their instructional level for all subgroups.

For Math, instructional groups are formed according to *iReady* data for differentiated instruction. Number and operations, algebra and algebraic thinking, measurement and data and geometry are the skills assessed for the *iReady* Diagnostic Assessments and focused per individual Math

plans. The small group instructional time is an extension of the lesson per skill deficiencies noted in *iReady* skill assessments and standard mastery or review.

SIP Subgroup Data - 2018-2019

Subgroup	SWD	ELL	BLK	HSP	FRL
Number	15	31	34	33	33
Below 41% in current year	YES	YES	YES	YES	YES
Number of Consecutive years below 32%	2	2	0	0	0

2019 School Grade Components by

Subgroups

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	SC Ach.
SWD	0	10	0	0	20	0	0
ELL	24	41	38	33	32	25	0
BLK	37	52	0	39	40	0	0

HSP	33	41	36	37	35	21	5
WHT	50	0	0	57	0	0	0
FRL	34	49	47	38	31	7	9

2018 School Grade Components by Subgroups

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	SC Ach.
SWD	8	45	0	8	50	0	0
ELL	14	55	67	27	62	70	10
BLK	39	42	0	41	60	0	50
HSP	21	53	69	36	57	64	23
WHT	62	0	0	46	0	0	0
FRL	27	49	65	36	55	67	32

DATA ANALYSIS According to the 2019 data, there was a decrease in our ELA Lowest 25th Percentile subgroup from 65% proficiency in 2018 to 43% proficiency in 2019. There was a 33% difference HSP Learning Gains for the lowest 25% and a 29% difference for the ELL subgroup. With the Imagine Learning Language and Literacy online program and review and reinforcement in the reading intervention, we are confident that student ELA learning gains will increase. The BLK subgroup showed a 10% increase in the ELA learning gains and steady in ELA Achievement. SWD showed the most significant differences with a 35% decrease whereas FRL had a 7% increase in ELA Achievement and FRL remained consistent with ELA learning gains for the lowest 25%.

According to the 2019 FSA math report, 40% of our students showed math learning gains. In 2018, the data revealed 56% of the students showed math learning gains which is a 16% decrease. Our Lowest 25% learning gains showed the subgroup ELL with a 50% decrease, the HSP with a 43% decrease, SWD with a 30% decrease the FRL with a 24% decrease, and the BLK with a 20% decrease in math gains. Overall, our lowest performing students should be showing greater gains. This is a direct result of identifying student groups and student deficits and addressing these in small group settings with curricular resources that assess lower focused skills. Per the *iReady* Math diagnostic assessments, individual student plans and practice, growth monitoring and lowest focused skills teacher resources, we have the tools to implement effective small group intervention that will produce positive math learning gains for the FSA score.

According to the 2019 FSA science report, Science was the data component that showed the lowest performance with 37% in 2017-2018 and 9% in 2018-2019. Reading was a factor, among other challenges. Students in this 5th Grade had scored consistently low in overall ELA scores, and this was representative of the science score as well.

ELA scores with 39% in 2017-18 and 10% in 2018-2019. Also, the ELA lowest 25% learning gains representation from our sub-group has a 29% ELL, 30% HSP, and 18% FRL difference in ELA scores from 2017-18 and 2018-19.

- **Discuss programs implemented to address subgroup deficiencies and gap skills.**

The following programs address subgroup deficiencies and gap skills:

- MTSS/RtI: Tiered groupings according to skill need with instruction and required times per day
- Reading 90-minute block: Standards-based reading instruction with whole group (30 minutes) and 20-20-20 rotation with teacher-Led Center to review and reinforce standards with leveled instructional groupings and data-driven instruction
- Pull-outs and Push-Ins for Extended Hour: Reading intervention per grade level and skill level with a focus on phonemic awareness (ELL only) and phonics, vocabulary, and comprehension
- Pull-outs for Enrichment during Extended Hour: Students who scored level 4 or 5 on FSA will be pulled out for enrichment to read chapter books, *Scholastic Magazine*, and *iReady* on grade level standards- based lessons
- *iReady* Teacher Resources and Instruction: Instruction within the small groups (one grade level below, parallel to what is taught in the classroom/mirroring the focus standard for the 10-day plan
- *Imagine Learning Language and Literacy* online program for all A1 and Level 1 ELL students with 30 minutes daily
- ELL Pull-outs: Instructional focus on phonemic awareness, phonics, and vocabulary with *Foundations*, and *Imagine Learning Language and Literacy* online program
- ESE Pull-Ins: Inclusion - Placed according to instructional level with focus on phonics, vocabulary, and comprehension
- ESE Pull-outs: Individualized instruction according to IEP and individual goals, approved by ESE Coordinator using such resources as multi-media resources, leveled readers, guided level reading cards and concentrating on phonics, sight words, phonemic awareness and math facts with specific goals per individualized IEP

D. Summarize the demonstrated proficiency or the charter school's progress toward meeting proficiency in subjects tested (math, reading, writing and science).

As evident in our most recent SIP, ICS is committed to demonstrating proficiency to progress.

Our academic program has shown growth and consistency in progressing toward meeting proficiency in subjects tested. Our focus with subgroups (HSP, ELL, BLK, SWD, FRL) drives the plan for improvement. With our enrollment growth, we continue to address the challenges of student academic needs. We have restructured our extended hour of reading intervention to include a rigorous differentiated approach. We ensure that small group instruction at the teacher led center is taking place, and center rotations are implemented with the iReady Reading and Math online programs, Imagine Learning Language and Literacy program for our A and A1 level ELL students. Again, we showed consistency in the FSA scores with ELA and Math Achievements for the most recent school year.

In accordance with the ICS core value for excellence as our motivation to see student achievement, we work strategically in Reading, Math, Writing, and Science to improve the school grade by one letter grade by May 2020. Emphasis is placed to refocus our standards-based lessons with the guidance of a new Curriculum Coordinator, implement effective small group instruction, monitor student progress to impact data driven instruction and consistently execute reading intervention

The FSA Achievement scores for Grades 3 and 4 ELA and Math for 2018-2019 were higher or comparable to the 2017-2018 scores. The area of need is our focus for learning gains for our subgroups along with our lowest 25%. A focus on our the lowest 25% and subgroups will drive the plan for improvement. Monitoring math small groups, implementing grade level plan with leveled groupings for the extended hour for reading intervention and holding teachers accountable to the Science scope and sequence for grades K-4 along with weekly 5th grade department meetings to affirm Science expectation and student achievement for Science – all of these address the individual needs of our student body and direct our academic program per our multiple subgroup needs.

MATH Lowest 25th% gains showed the greatest difference of 44% for grades 3-5 with 67% in 2018 to 23% in 2019. ICS is taking action to re-establish the upward academic trend accomplished in 2015-2016 and 2017-2018. Looking at the overall Math scores comparison from 2017-2018 to 2018-2019 by grade level, 3rd grade had a 2% decrease, 4th grade had a 21% increase and 5th grade had a 14% decrease. Math scores for 5th grade is the greatest discrepancy. Again, our Math Lowest 25th% subgroups comparison from 2017-2018 to 2018-2019 show for ELL 50% decrease, HSP 43% decrease, and our FRL 60% decrease. These differences along with the Math learning gains differences show ineffective differentiated instruction and the need to consistently incorporate manipulatives and hands-on activities that meet the needs of our ELL, HSP, SWD, BLK, and FRL students. To impact ICS's overall progress toward meeting proficiency in subject tested areas we will: continue monthly data meetings with core subject area teachers to discuss iReady implications for instruction, implement small group instruction and facilitation, progress monitor all students with a focus for ELL, ESE, and MTSS/Rtl progress monitoring, add manipulatives to math lessons, restructure the extra hour for reading intervention, use data to drive instruction, collaborate best practices in grade-level planning to ensure accountability to impact ICS's overall progress toward meeting proficiency in subject tested areas.

READING The ELA Achievement improved from 30% in 2018 to 36% to show the most improvement. This is a 6% increase due to the implementation of iReady supplemental curricula and the continued school-wide emphasis on literacy as demonstrated by small group intervention focusing on phonics, vocabulary comprehension, and fluency. By scheduling monthly data meetings with core subject area teachers to discuss iReady/Imagine Learning Language and Literacy implications for instruction, implement the 20-20-20 small groups during reading time with fidelity, continue monitoring progress for all students with a focus on ELL, ESE, and Rtl/MTSS and subgroups, and continue an operational extra hour for reading intervention, teachers are able to incorporate data-driven instruction, collaborate best practices in grade-level planning and

ensure small group accountability to impact the school's progress toward meeting proficiency in subject tested areas.

WRITING The FSA Writing scores for 2019 were a 2 for Purpose Focus Organization (PFO)-2 Evidence Elaboration (EE)-1 Conventions (C) with a holistic score of 5. With a schoolwide emphasis on teaching Writing in grades K – 5, teachers plan with the Curriculum Coach. The coach will provide professional development on the writing process and how to score the writing using the state rubric. Kindergarten – Grade 3 teachers create a plan for each reading unit with writing workshop during the ELA scheduled time and a writing assignment for each unit. With this consistency in writing instructions, our goal is to see students' writing improve for each grade level K-3. Teacher guidance with teaching writing and grading essays with confidence and consistency will increase as professional development for Grades 4-5 on Teaching FSA Writing and FSA Scoring Writing Professional Development are held. Grades 4-5 students will take an FSA Writing pre and post writing assessment, and Top Score Writing teacher resource will provide practice for the different types of essays in the ELA scheduled time in preparation for the FSA writing. Students will experience the writer's workshop, build confidence in writing their own thoughts for others to read, learn the parts to an essay, and practice a variety of writing components from creating voice in personal narratives to composing informative and opinion essays as they learn how to synthesize ideas with text evidence. In March an emphasis – "Crunch Time" – for review and reinforcement in preparation for the FSA Writing Assessment is planned. Teachers will provide multiple writing experiences and small group/individual teacher conferencing for review and reinforcement to impact the charter school's progress toward meeting proficiency in subject tested.

SCIENCE According to the data, ICS science scores showed that 9% of the students were proficient for 2019 and 37% of the students were proficient for 2018 with a decrease of 28%. The main contributing factor was an ineffective instructional design and a lack of differentiated instruction for our 5th grade students. Teachers will plan using the 5E instructional lesson plan. The implementation of science journals, hands-on science resources and curriculum support with *STEMscopes* and *GIZMOS* will ensure we meet the needs of our students. Teachers will incorporate data-driven instruction, collaborate in grade-level planning to impact the charter school's progress toward meeting proficiency in science. Teachers in grades 3 and 4 will emphasize science in the curriculum to begin preparing those future 5th grade students for proficiency in science.

In addition, our intervention hour includes a Writing boot camp three weeks prior to the FSA writing test, a Reading and Math boot camp twenty days prior to testing, and a 5th grade 20-Day Science boot camp prior to the test. This will ensure that the students are given an extra review and reinforcement of the cumulative standards they have learned throughout the year.

To supplement K-2 reading instruction, the school purchased *Foundations* and professional development for remedial phonics instruction.

- **How often is student progress monitored?**

Progress Monitoring Quantitative Data Collections:

- *iReady* Diagnostic, Reading and Math- AP1 (September), AP2 (December), AP3 (April) - K-5
- *iReady* Weekly Passing/Domains Mastery, Reading and Math - K-5
- *iReady* FSA/MAFS Standards Mastery, Reading and Math - approximately every 5-6 weeks- 2-5

- *iReady* Growth Monitoring, Reading and Math - approximately Monthly (25-day cycle) - K-5
- Monitor all Whole Group and Small Group FSA skills assessments for mastery/review/reinforcement - weekly - K-5
- *Journeys* Reading Unit/Benchmark Tests - weekly - K-5
- Writing FSA Essays - pre and post assessments - September/February - Grades 4 & 5
- Writing FSA Essays - Skills Mastery Check Points - weekly - Grades 4 & 5
- *Journey's* Toolkits - Reading Intervention/RTI - 5 Day Check Point - Weekly - K-5
- *Foundations* Assessments - as indicated by mid-unit & unit completion - K-2
- *Foundations* Progress Checks & Unit Tests as indicated by curriculum - K-2 Tiers 2 & 3
- Pre/Post Science Assessment - September/March - Grade 5
- *Fusion* Science Assessments – weekly and as indicated per completion of unit/chapter - K-5
- *GOMath* Chapter Tests - per completion of chapter - K-5
- *Performance Based Portfolio/Keystones* – November through May- Grade 3
- ELL:
 - Initial Placement Test 1 (August or upon enrollment as needed); Initial Placement Test 2 for Re-evaluation as needed (post-October 1) - K-5
 - WIDA Access 2.0 (January) - K-5
 - IMAGINE Learning Benchmark Test (September/December/April) - K-5 Levels A & A1
- FLKRS (August) – K
- Diagnostic Assessment in Reading (DAR) - as indicated by the MTSS/RTI process – K-5 as is appropriate
- Letter Recognition, Letters and Sounds, Concepts of Print (September/December/March/May) – K

Student Goals and Expectations

Individual student goals are established using *iReady* Diagnostic #1 and the previous year's *iReady* Diagnostic #3 (K-Grade 3) and FSA scores (grades 4-5) as baseline data. Outcomes are evaluated and updated by students and teachers after each nine-week marking period or more frequently as needed. Student accountability, which includes focused revision, tracking, and reflection, is taught starting in kindergarten. By following the gradual release model, students become accountable for their own learning as they progress in writing improvements, math facts speed and accuracy, fluency, books read and conferenced/reported on, and standards learned.

E. Explain if the students are making one year's worth of growth annually in mathematics and reading.

READING For the 2018-2019 school year, 56% of our schoolwide student body advanced one grade level or more for ELA with 2nd grade as the highest at 68%. Grades K, 4, and 5 moved one grade level up or more with 55%, 53%, and 59%. The only grade level that did not meet the 50% was Grade 1. At 45% for ELA, we have added *Foundations* for 2019-2020 as a phonics resource to use in the extended hour/reading intervention phonics focus. For student growth to meet the 50% on grade level up or more with our K and Grade 1 students, we must be purposefully focusing on the following areas: consistency in teaching phonics in our reading intervention time, using data-driven instruction in our regular weekly 90-minute whole group and small group reading time, completing weekly *iReady* and *Imagine Learning* Language and Literacy online programs, progress monitoring of our weekly reading assessments, and adjusting instruction in accordance with *iReady* growth monitoring and Diagnostic Assessment progress monitoring.

Our K-2 students receive *Foundations* as the hour reading intervention. The teacher will use a combination of whole group and small group center (30/30 minute) approach to deliver this highly effective phonics program, along with phonemic awareness, vocabulary, writing, and comprehension intervention. This is our first year using this program, however, the research has proven its effectiveness. Our school tracks progress through ongoing progress monitoring using

iReady data. In addition, the teacher assessing students on a weekly basis using the *Journeys* ELA assessments and Foundations assessments to track progress for reteaching or mastery of skills. Instructional small groups are grouped in the classroom and reteaching is conducted according to skill needs and student levels. Student skill levels are identified with the weekly reading tests, *iReady* Diagnostic assessment data, monthly growth monitoring data, and weekly progress monitoring minutes and passing data; instructional grouping is fluid. The *Imagine Learning Language and Literacy* online program is part of the reading intervention hour for the ELL - A1 and level 1 students and monitored with the Imagine Learning data.

Although the 2018-2019 students in Grades 3 and 4 were above the 50% expectation, and we had our greatest improvement with ELA Achievement on the FSA of 36%, with a "D" grade and a 36% proficiency in ELA, we understand that we must sustain and improve our ELA Achievement for this year. The concentration of our efforts is with the students who scored Level 1 and 2 on the FSA and that our percentage for students moving one grade level up or more will increase.

To do this, teachers need support for planning: whole-class instructional planning, small groups instructional planning as well as direction for identifying and implementing small group instructional groupings. Test taking strategies must be implemented per regular assessments and diagnostic assessments for both academic improvement and social-emotional confidence and calm. Teacher understanding in the planning process of student small group practice and individual practice implementation and assessment with each skill per standard is a concern as we are confident that teachers are teaching each day, following scheduled expectations. Note taking, graphic organizers and writing components are a part of the planning for relating to higher-order thinking and deep understanding of the text.

MATH For the 2018-2019 school year, 62% of our school-wide student body moved one grade level up or more for MATH with 2nd grade as the highest at 83% and grade 3 with 80%. Grades 4 moved one grade level up or more with 68%. The grade levels that did not meet the 50% were Kindergarten – 40% and again, Grade 1 – 38%.

To improve our percentage for students to move up one grade level or more the following is implemented per our School Improvement Plan with a specific focus on Kindergarten and Grade 1:

Teachers implement the Gradual Release Model, where the teacher gives precise instructions and models step by step procedures by thinking aloud with an explanation of reasoning and working examples during the "I DO". The teacher elicits questions for the next steps to ensure understanding of the math process and small group practice during the "We DO" phase. Students work in collaborative groups and individually to practice skills and strategies as part of the "You DO" gradual release. Exit Tickets and formative assessments will provide data for student mastery and a deeper understanding for progress monitoring for the "You DO."

Math small groups are implemented, utilizing *GOMath* review and hands-on math manipulatives.

iReady Supplemental Resources will provide remediation lessons for student review and reinforcement and skill practice for specific standards. Individual student plans and lesson references are available for whole group and small group teacher instruction and individual student practice.

Also, teachers are implementing the researched standards-based Explicit Systematic instructional strategy per our School Improvement Plan. Explicit, systematic instruction involves teaching a specific concept or procedure in a highly structured and carefully sequenced manner. This evidence-based strategy can significantly improve a student's ability to perform mathematical operations such as adding and multiplying as well as to solve word problems. Teachers will

connect the new concept to prior learning, explain important details, give precise instructions and model concepts step-by-step by thinking aloud and talking through the process. Lessons will build from simple to complex with student engagement, verbalization and practice. Through teacher-directed instruction for specific steps and explanation from student practice with verbalization of “why,” explicit instruction meets the needs for diverse groups of students, including FRL, BLK, HSP, SWD, and ELL students. From the simplistic calculations to the more complex word problems, students are able to follow steps in a process and make calculations according to student engagement and skill reinforcement.

For Grades 3-5, we utilize *GOMath* review, hands-on math manipulatives, and technology applications such as *Flocabulary* and *Quizlet* for varied approaches to review and supplement differentiated instruction and intervention. Our subgroups of ELL, SWD, BLK, HSP, FRL and the Lowest 25% of students are included in the Power Hour of Intervention. The subgroups will participate in whole group and differentiated instruction as well.

F. Of the students in the lowest 25%, explain if 50% of those students are making one year’s worth of growth annually in mathematics and reading.

- **If the students are not, what measures will the charter school implement?**

Although our data shows that our lowest 25% students are making one year’s worth of growth annually in mathematics and reading, the following is implemented to assure that students will continue to make one year’s growth annually and more with AP3 iReady showing 54% of our students on grade level for reading and 56% of our students on grade level for math.

- Continued extended hour reading intervention plan
- Fluid instructional groups per the progress monitoring data
- Continued small group implementation during the 90-minute reading block and the 60-minute math block
- Vocabulary development in small group rotation with reading vocabulary focus, science knowledge base focus, math knowledge base focus
- Continued professional development and teacher support
- Data analysis to drive instruction and discussed in grade level and data meetings
- Weekly Specials pull-out for students who do not increase in growth monitoring data

G. Verify that the school is appropriately administering applicable state standardized tests to its students.

Per the FLDOE Report, 100% of our students were tested on the FSA Assessments for 2018-2019.

H. Identify if the charter school’s performance meets or exceeds the performance of schools with closely comparable student populations.

	English Language	English Language Arts	English Language Arts Learning	Mathematics	Mathematics	Mathematics Learning	Sci
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School Name	Arts Achievement	Learning Gains	Gains of the Lowest 25%	Achievement	Learning Gains	Gains of the Lowest 25%	Act
CYPRESS ELEMENTARY	42	59	63	60	71	60	36
ROBERT C. MARKHAM ELEMENTARY	35	64	73	54	60	53	17
SANDERS PARK ELEMENTARY	50	63	53	70	80	59	36
MCNAB ELEMENTARY	71	69	72	70	77	61	48
POMPANO BEACH ELEMENTARY	37	60	53	50	66	61	31

Our population is less than the schools listed above for the 2017-2018 school year (the populations come out every 2 years), but for the 2019-2020 school year, our enrollment as of September 27 is 464. With the exception of McNab and Sanders Park, ICS meets the performance of the schools with comparable populations. With a majority of FSA scores as C's, our school is comparable with a C score for 2016-17, C score for 2017-18, and a D score for 2018-19.

Our enrollment has increased by 99% in the last 5 years. As a result, we have hired an ESE and an ELL Director in 2017, and last year, we hired a MTSS/Rtl Director to assist teachers with Rtl and implementing the Tier 2 and Tier 3 student MTSS intervention process as well as meet the needs of our SWD and ELL populations. Our ESE student population has grown to 36% and our ELL student population has grown from 33.9% to 42.6%, a 26% increase in the last 3 years. With this growth, we have added the addition of the Imagine Learning and Language online program and the restructuring of the Extended Hour for reading intervention to impact student gains.

I. Identify the charter school's school grade.

Per the State designated school grade of a "D", ICS is working toward meeting the grade expectation of a "C" or higher for the next 5 years, beginning with a schoolwide emphasis on the 4 areas of improvement discussed in our School Improvement Plan, each focusing on our subgroups - ELL, SWDS, HSP, BLK, and FRL.

- **If the charter school did not obtain a school grade of "C" or above, what measures will the school implement or has the school been implementing to improve its grade?**

Professional Development – Professional Development is scheduled for each data meeting and faculty meeting. To incorporate new standard based teaching strategies, professional development is planned for teachers to effectively execute instructional strategies with efficacy that will ultimately impact learning. Such topics to consider are as follows:

- Gradual Release
- Standards-Based Instruction
- Teaching Writing – FSA Style Essays

- Hands on Science
- Unpacking the standards
- Differentiating Instruction in whole group/Small group/Reading intervention/ELL/ESE
- Analyze Data to drive instruction
- How to use data to drive instruction

Progress monitoring in core subject area Teachers actively monitor student achievement, have data chats establishing quarterly goals and design small groups as levels differentiate. Focus will include Rtl for subgroups FRL, SWD, HSP, BLK, and ELL as small groups for the regular reading block, math and the Extended Hour remain fluid. Data is used to assess student mastery and determine the review and reinforcement of standard-based instruction. Small groups will focus on student skill deficiencies instruction.

USE DATA TO DRIVE INSTRUCTION Innovation Charter School uses iReady data to group students for differentiated instruction or DI. We closely look at the deficit skills in phonemic awareness and phonics to drive instruction for all students in every subgroup during the Teacher-Led Center, time. The center rotations during DI will also include phonics/spelling reinforcement and vocabulary centers to ensure skills are mastered. In addition, we look closely at the comprehension skills score for literary and informational text in the iReady platform. During small group instruction at the Teacher-Led Center, students are remediated with a focus benchmark and a secondary benchmark. The focus benchmark is the standards that the teacher is teaching for the week. The secondary benchmark is the standard the teacher will also address for the students who didn't master the weekly assessment for that particular standard.

In addition, students are progress monitored weekly during the Intervention Hour/ Power Hour. The students are given a standards-based instruction using iReady Toolbox comprehension materials that are one grade level below. This ensures students, who are reading below grade level, can access this text at their instructional level for all subgroups. The students are also be progress monitored every 5 days to check for mastery, progressing, and non-mastery levels for all subgroups. These checkpoints are also our progress monitoring tools for phonics and vocabulary during Power Hour.

For Math, instructional groups are formed according to iReady data for differentiated instruction. Number and operations, algebra and algebraic thinking, measurement and data and geometry are the skills assessed for the iReady Diagnostic Assessments and focused per individual Math plans. The small group instructional time is an extension of the lesson per skill deficiencies noted in iReady skill assessments and standard mastery or review.

- **If a charter school does not get a school grade nor a School Improvement Rating what assessments has the school used or will the charter school use during the next charter agreement term to ensure that all students are learning and to identify students who may be struggling?**

Pending BCPS approval, during the next charter agreement term, ICS will continue to use iReady – Reading/Math Diagnostic Assessments in September, December and May as benchmarks for improvement. *Journeys* Benchmark tests and *GOMath* Chapter Tests, as well as weekly formative and summative assessments, will provide data for review and reteaching per the standard tested. Growth monitoring data will continue to be used to progress monitor student gains and direct small group intervention per skill deficiencies.

- **If a charter school serves untested grades (K-2), what assessments has the school used or will the charter school use during the next charter agreement term to ensure**

that all students in untested grades are learning and to identify students who may be struggling?

K-2 Assessments include:

Assessment	Content Area	Assessment Date
<i>iReady</i> Diagnostic #3	Reading/Math	Beginning of Year - Create small groups to drive instruction
<i>iReady</i> Diagnostic #1-#3	Reading/Math	Sept./Dec./April
<i>iReady</i> Growth Monitoring	Reading/Math	Monthly
<i>iReady Standards Mastery</i>	Reading/Math	Approx. every 5 to 6 weeks
<i>Journey's Intervention Toolkit/Rtl</i>	Reading-Small Group	Weekly
<i>Foundations</i> (K-2)	Phonics, Writing, Phonemic Awareness	Per Unit
<i>Journey's Reading Unit/Benchmark Tests</i>	Reading Standards	Weekly
<i>GOMath</i> Chapter/Benchmark	Math Standards	Per Unit
<i>Fusion Science</i> Chapter Tests	Science Standards	Per Unit
Assessment – ELL	Content Area	Assessment Date
ELL - Initial Placement Test	Literacy	August/October
<i>IMAGINE LEARNING</i>	Literacy	Sept./Dec./April

Benchmark Test		
ELL - <i>WIDA Access 2.0</i>	Literacy	January
<i>Diagnostic Assessment in Reading (DAR)</i>	Reading	Individual
Assessment -Kindergarten	Content Area	Assessment Date
<i>FLKRS</i>	Literacy/Numbers	August
Letter Recognition	Literacy	Sept/Dec/Mar/May
Letters and Sounds	Literacy	Sept/Dec/Mar/May
Concepts of Print	Literacy	Sept/Dec/Mar/May

J. Identify if the school has developed a state-mandated School Improvement Plan (SIP). Discuss the main areas and the timeline for improvement if applicable.

Our most recent School Improvement Plan is pending district approval (Winter 2019). The timeline for improvement is as following:

FOCUS TEAMS In August 2019, leadership responsibilities were distributed and grade level Focus Team members were chosen. Focus Teams continue to meet monthly. The purpose of the Science and Math Focus Teams is to discuss Math and Science standards, best practices, and disseminate strengths and opportunities in follow-through of meeting scope and sequence expectations, Science standards mastery along with effective implementation of the School Improvement Plan (SIP).

PROFESSIONAL DEVELOPMENT Professional Development will continue to be scheduled for each data meeting and faculty meeting, occurring at least monthly with faculty meetings currently occurring weekly. To incorporate new standard based teaching strategies, professional development will be planned for teachers to effectively execute instructional strategies with efficacy that will positively impact learning. Our School Improvement Plan (SIP) detailed this professional development plan and may be reviewed in that document.

READING INTERVENTION PLAN IMPLEMENTATION (September) Please refer to Lowest 300 Extended Hour answer included as Attachment G.

FUNDATIONS IMPLEMENTATION K-2 was included in the School Improvement Plan (SIP),

which is awaiting final approval by the Sponsor in early December. Please refer to that document once approved and accessible via CIMS.

SCHOOL IMPROVEMENT PLAN FOCUS AREAS: As reflected in our 2019-2020 School Improvement Plan (SIP), the following are focus areas:

SCIENCE FOCUS: ACTION PLAN

1. Professional Development will be scheduled to model Inquiry Based Learning (Science Team Meeting), Chunking strategies (Grade Level Meeting), to collaborate on instructional best practices (Science Team Meeting) and to review Differentiated Instruction (Faculty Meeting) to ensure we meet the needs of all learners (MTSS/RTI, SWD, ELL, BLK, HSP, FRL).
2. Implement an Inquiry-Based Science Program. The central strategy for teaching science is inquiry into authentic questions generated from student experiences. The focus will be on inquiry of real phenomena, in classrooms, outdoors, or in laboratory settings, where all students including ELL, SWD, HSP, BLK, FRL, and the lowest 25% are given investigations or guided toward investigations that are demanding but within their capabilities. We have purchased Science Lab Materials for experiments from *STEMscopes* for 5th grade, which began in October.
3. Students take notes using Cornell Notes in their interactive science notebook from class power points and lab experiments, which began in October. GIZMOS and Brain Pop will engage students including our subgroups for ELL, SWD, HSP, BLK, FRL.
4. Hands-on experiments, simulations, and real-world science applications will be implemented to ensure student success. *STEMscopes* (5th Grade) and GIZMOS 4th and 5th Grade) will be used as resources to close our science achievement gap for all students with multiple means of review and reinforcement, which began in October (*UniSIG grant money affects the dates).
5. FSA practice materials to reinforce test-taking strategies and Science standards will be addressed with the *Coach Science* resource and utilized for differentiating instruction and Home Learning Activities in October.
6. Using tools created by the Curriculum Coach to track benchmarks taught in Science, students will engage in teacher conferences to address progress monitoring and track their own data by first Unit Test.
7. Students will be trained to use the Science student tutorials on CPalms to reinforce Science standards in November.

MATH FOCUS: ACTION PLAN

1. Professional Development is scheduled per use of *iReady* resources and interpreting data, Small Group Rotations, and CUBES, Problem-Solving Protocols (Data Meeting), how to facilitate *GoMath* resources, Unwrapping the FSA Math Standards and collaborating Best Practices (Math Team Meeting).
2. Teachers introduce new concepts, skills, and strategies in systematic steps to elicit prior knowledge for students' association and engagement. This strategically correlates similar skills and word associations for subgroups (SWD, ELL, BLK, HSP, FRL). ALL students, including SWD, ELL, BLK, HSP, FRL, create visual vocabulary banks as a visual aid for review and reinforcement. Students use Math manipulatives and create visual representations of Math concepts. Teachers are able to use lessons created using the WIDA Can Do descriptors at their ELL level in September.
3. Teachers implement the Gradual Release Model for instruction discussed in August Data Meeting. The teacher gives precise instructions and model step by step procedures by thinking aloud with explanation of reasoning and working examples during the "I DO". The

teacher will elicit questions for next steps to ensure understanding of the math process during the "We DO." Students work in collaborative groups to practice skills and strategies as part of the "They DO" part of the gradual release. Daily Exit Tickets and formative assessments will provide data for student mastery and deeper understanding for progress monitoring for the "You Do" beginning in August.

4. During Math Intervention, we utilize *iReady* Supplemental Resources to remediate students and provide skill practice for specific standards. Individual student plans and lesson references are available for whole group and small group instruction and individual student practice. We utilize *GOMath* review, hands-on math manipulatives, and technology apps such as *Flocabulary* and *Quizlet* for varied approaches to review and supplement Differentiated Instruction and intervention. Our subgroups of ELL, SWD, BLK, HSP, FRL and the Lowest 25% students will be included in the Power Hour of Intervention. Subgroups participate in whole group and differentiated instruction as well.
5. FSA test-taking strategies will be practiced with FSA Coach practice books. FSA style questions will be incorporated as Bell Ringers, Exit Tickets, and chapter test questions. Students will unwrap the question using the CUBES strategy to communicate and share concerns regarding key topics such as test-taking anxiety and positive self-talk using the strategies learned from *Responsive Classroom*.
6. Parent Involvement transfers information and updates from the school to the home. Math Night (November) emphasizes standard-based activities/games and math facts, and we will also distribute a list of online Math Practice Sites. During Parent Conferences (October/February) and Coffee & Conversation (monthly), we communicate with parents regarding the importance of doing homework, schoolwide FSA Math testing, FDLRS Resources, and District-wide parenting workshops.

ELA FOCUS: ACTION PLAN

1. To implement the SIP effectively, our Curriculum Coach, hired in August, assesses how the curriculum is taught and supports teachers in the classroom. This support includes pre-observations, pre-planning, modeling, co-teaching, post observations, and reflective conversations about teacher pedagogy. All students, including ELL, SWD, HSP, BLK, FRL, MTSS/RtI, and Lowest 25%, will experience key differentiated instructional strategies such as text to speech, visual cues, and writing paragraph frames within whole group and small group rotations. In addition, the coach works with teachers to use data to drive instruction and conduct classroom walk-throughs to ensure that the teachers are implementing the strategic plan and using the strategies to drive instruction.
2. Professional development is scheduled for Kindergarten through 5th grade teachers and Paraprofessionals. The Curriculum Coach will provide in-house professional development in grades 3-5 on the following: Unwrapping the FSA Standards, How to Teach FSA ELA Standards: The How is the Most Important, How to Teach FSA Writing, Understanding and Grading FSA Writing with the State Rubric, and Differentiating Instruction in Whole and Small Group Settings. In addition, the coach provides in-house professional development to K-2nd grade teachers on the following: Unwrapping the Standards, Phonemic Awareness/Phonics Instructional Routines, Primary Writing Techniques, What Do I Do at the TLC/Differentiating Instruction and Utilizing Primary Centers.
3. During whole group instruction, students engage in VKAT instructional strategies including PowerPoint presentations that highlight the essential question, guiding questions using a graphic organizer, and writing support frames to teach all students how to think and identify text evidence including our ELL, SWD, HSP, BLK, FRL subgroups. During small group instruction, students utilize the core Journeys curriculum to continue the gradual release and transition to Journeys leveled readers, teaching the same standard.
4. Students learn phonemic awareness and/or phonics from the *iReady* Toolbox, Journey's Teacher Tool kit, and other phonics related resources during the 90-minute reading period. Students will read and learn ELA in a whole group setting with *Journeys*. In addition, during

small groups, the students will use the Journeys Teacher Toolkit to remediate for the subgroups: ELL, SWD, HSP, BLK, FRL, MTSS/Rtl.

5. Students in grades 3-5 who scored a Level 1 and 2 on the Reading FSA, including all subgroups, receive intensive instruction daily with a focus on phonics. Intensive reading pull-outs and push-in sessions for the extended hour/Power Hour beginning September 23. *Journey's Toolkit* and *iReady Toolbox* is used as well as supplemental phonics instructional resources during the intensive reading/intervention period. The teacher will also use the *Journey's Teacher Toolkit* during small group centers to remediate students in our lowest 25%.
6. All ELL students in grade K-5 with a language classification of L1 or A1 use Imagine Learning Language and Literacy online program to bridge the oral language and literacy gap. Students will focus on adaptive instruction in the essential component of Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension beginning in September.

Attendance Focus: Action Plan

1. Attendance Leadership Meeting – August 29, 2019
 - Weekly email update for Principal
 - Weekly meeting with Curriculum Coach
2. IReady Diagnostic Assessment Attendance Incentive – September 10/12
3. Parent Communication/Training:
 - a. Coffee and Conversation (8/26) – Parent Institute 2019 – *Parent Communication Newsletter*
 - b. Pamphlet sent with weekly papers (8/30) – Parent Institute 2019 - *Attendance: A Key to Your Student's Success*
 - c. Bees Buzz (8/30, 9/27) - School Newsletter – Reminder, monthly
4. Tardies - Letter given to parents – Implemented September 9, weekly
5. Teachers accountable to call home for 3 absences – September 9/10
6. Interim #1 Sticker – September 13
7. Letter generated for 5 absences – September 13, weekly
8. Attendance Team Meeting – September 24, monthly

By communicating the Innovation Charter School Attendance Policy that complies with the Broward County Schools Policy to parents and students, creating a framework for training parents, and rewarding children for perfect attendance, this focus areas will reinforce the importance of attending school as we build an awareness for being on time and regularly attending school to provide the maximum time in a learning environment.

To track cumulative unexcused absences, our staff proactively contacts parents. Here are the guidelines for cumulative absences (absences, early leaves, tardies):

3 absences – teacher contact

5 absences – warning letter

7 absences – meeting with the parent (attendance contract)

10 absences – home visit/social worker call

15 absences – Administrative Team decision to report for Truancy

(A child will be considered tardy if he comes to school after 8:00 am.)

Also, a weekly attendance report provides information to chart students with attendance concerns and interventions. The Attendance Review Team consisting of the MTSS/RtI Coordinator, Registrar, Social Worker and Student Services Coordinator assess attendance report and implement strategic steps aligning with our attendance policy for intervention such as: contact the parent, conference with the parent, create a preventative plan with remediation options, determine excused and unexcused documentation, conference with student and provide support team accountability.

K. Identify if the charter school has been identified as one of the 300 Lowest-Performing Elementary Schools in Florida.

- **If yes, explain the measures that the charter school will take or has been taking to remedy this status.**

Yes, ICS has been identified as one of the 300 Lowest-Performing Elementary Schools in Florida.

Our original charter application was approved to include an extra hour in the school day with an 8:00 am – 3:00 pm scheduled day. We have accounted for this hour as the Extended Hour of Reading Intervention/Power Hour. This hour has now been modified to remediate student deficiencies in subject areas as reflected in state and local data focusing on literacy. Instructional groupings and teachers have incorporated reading intervention according to student levels and skill needs per the varied assessment tools used for progress monitoring. For this year, we use the FSA scores (AP 3) and then the iReady Diagnostic Assessments from September and December as markers to verify instructional groups. Instructional groups are fluid according to weekly assessments given during the reading intervention hour.

Those students who earned a level of 4 or 5 on the ELA FSA Assessment are placed in an Enrichment program. This program is a pullout program for the hour of intervention. The students are provided with a 30/30 model of instruction. The students will read chapter books and respond through project-based learning to enforce standards-based learning. The students will also use on-level iReady Workbooks, ELA Coach Workbooks, or Scholastic Magazine for reading selections.

To ensure teachers have demonstrated effectiveness in teaching, we discuss the teacher's previous school year's data per the percentage of students who passed the state assessment and or who were on grade level by the end of the year. We also address how the teacher(s) moved the lowest performing students and the percentage rate. We will ensure that teachers understand how to analyze student data, make instructional decisions for differentiating instruction, and keep groups fluid for student growth.

Our Kindergarten through 2nd grade students are receiving Foundations as the hour reading intervention. The teacher will use a combination of whole group and small group center (30/30 minute) approach to deliver this highly effective phonics, phonemic awareness, vocabulary, and comprehension intervention. This is our first year using this program, however, the research has proven its effectiveness. Our school is tracking progress through ongoing progress monitoring using iReady data. In addition, teachers assess students on a weekly basis using the Foundations assessments to track progress for reteaching or mastery of skills. Instructional small groups are

grouped in the classroom and reteaching will be according to skill needs and level based. Student skill levels are identified with the iReady Diagnostic assessments data, monthly growth monitoring data, the weekly progress monitoring minutes and passing data, and instructional grouping is fluid. The Imagine Learning Language and Literacy online program is a part of the reading intervention hour for the ELL - A1 and level 1 students and monitored with the Imagine Learning data.

For Grades 3-5, the intensive reading program *Journeys* Intervention Kit and Literacy Toolkit along with the iReady Toolbox are the research-based programs proven to accelerate our students who are exhibiting a reading deficiency. Our Tier One students are grouped by ability in the classroom. Students are grouped by their FSA - ELA previous year's scores, iReady AP3 previous year's scores, this year's iReady AP1 scores, teacher input, and current grades. Students with scores of medium to high FSA level 2 and FSA level 3 are grouped together. Students with FSA level 1 and Low 2 are grouped together. These students receive 30 minutes of an iReady Reading Comprehension lesson, or a standards-based instructional lesson at one year below their grade level. This ensures that these students are learning on their instructional level with minimal frustration. In addition, they switch in class with a push in interventionist and receive phonics and vocabulary for 30 minutes. Our A1 ELL students participate in a pull-out program to teach them phonemic awareness, phonics, and vocabulary for 30 minutes and also receive an additional 30 minutes of Imagine Learning Language and Literacy online program with an interventionist. Our iReady data from AP1, September 2018-2019 shows that 16% were on grade level in grades K-5, and the AP3 iReady data from May 2019 shows that 54% were on grade level. This is an increase of 38% showing iReady and Journeys Toolkits are proven to accelerate progress with our students.

We differentiate intensive reading for students need based on their iReady AP3 and AP1 Diagnostic Reading Assessment data. If the student placed at level 4 or 5 on FSA for ELA, then they are placed in a pull-out enrichment group. If students are in an A1 or Level 1- ELL subgroup, then they will be placed in a pull-out intervention group focusing on phonemic awareness, phonics, and vocabulary to best meet their needs to learn the English language. We monitor students' progress using weekly assessments, iReady Growth Monitoring, and Instructional Standards Mastery Assessments through iReady. If the student scores on the iReady Diagnostic Assessment at Tier One (green), the students are placed in a high functioning homogenous group along with the Tier Two (High Yellow) students. They receive both phonics and vocabulary from the Journeys Phonics and Vocabulary Toolkits, along with a year below level of comprehension standards-based instruction using the iReady Toolbox. The Low Tier Two students (Low Yellow) are homogeneously grouped with Tier Three (red) students. These students receive Journeys phonics and vocabulary lessons along with prerequisite and one year below re-teaching lessons from iReady Toolbox. Our groups remain fluid based on additional data points for mastery. These data points include Instructional Standards Mastery Assessments through the iReady program including AP2 and AP3 Diagnostic Assessment results, weekly assessments, and Progress Monitoring Checkpoints. We also use the instructional resources from iReady to remediate lowest performing components of reading including, phonemic awareness, phonics, vocabulary, literary comprehension, and informational comprehension activities.

The intensive reading instruction delivered in this additional hour includes explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback.

In kindergarten through second grade, our teachers emphasize phonemic awareness and phonics activities with hands on manipulatives utilizing Foundations instructional resources in both whole

and small group settings. The primary students meet with their teacher individually or in small groups to practice fluency and review vocabulary. Comprehension will be taught in the whole group setting as an extension of the standards previously taught in the 90-minute block.

Grade 3 – 5 teachers and interventionists utilize the Journeys Intervention and Literacy Toolkit’s Lesson Cards and Blackline Masters to deliver instruction in phonemic awareness, phonics and vocabulary instruction. These Lesson Cards are scripted and are explicit and systematic integrating the gradual release for student success. The interventionists will deliver high-quality explicit instruction in phonics and vocabulary using the Journeys Intervention Lesson Cards, and the classroom teacher will deliver explicit comprehension instruction. After 30 minutes, they will switch to ensure that all students have had both phonics and standards-based instruction. The students will use the blackline master, hands-on activity worksheets, to practice the skill and show understanding. The *iReady* Toolbox Comprehension Texts will be taught for 10 days with a checkpoint for mastery. This will include close reading strategies on day one. Day two will be annotating the text with the teacher. Day three, students will ask and answer questions for clarification to include unknown words and phrases. Day four, the students will write a summary. Day five, the students take the mini-assessment at the end of the passage. Day six the students will read passage two and annotate the text. Day seven the students will practice using close reading, focusing on standards-based questions and underlining text-based evidence. Day eight, the students will take the mini-assessment at the end of the passage. Day nine, the teacher will do a close read with the students and the students will annotate their text. Day ten, the students will take the Checkpoint Assessment for Mastery of the standard. This will ensure the students will have multiple experiences with the standards for guided practice, correction, and feedback from the teacher.

To integrate science, math, and social studies-based concepts, passages will be. Chosen from the *iReady* Toolbox . The students will have opportunities to write summaries when specific texts are chosen for weekly lessons. The students will have further discussion time when they are annotating the text for main ideas and supporting details to address comprehension skills for the subject matter chosen. In addition, our intervention hour will include a writing boot camp three weeks prior to the FSA writing test, a Reading and Math Boot Camp twenty days prior to testing, and a 5th grade 20 Day Science Bootcamp prior to the test. This will ensure that the students will be given an added instructional focus for the cumulative standards they have learned throughout the year.

L. Describe what School Improvement Rating (SIR) the charter school has received, if applicable. N/A

M. Identify the charter school’s graduation rate, if applicable. N/A

N. Provide concordant/comparative score data (ACT/SAT scores) and explain how the school utilizes or will utilize concordant and comparative scores to increase graduation rates. N/A

Attachments

Section 1: FEDERAL AND STATE ACCOUNTABILITY

1.1	FCAT 2.0	Anderson, Marisa, 11/1/19 8:21 PM	PDF / 51.798 KB
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1.2	FSA Part 1	Anderson, Marisa, 11/1/19 8:21 PM	PDF / 6.498 MB
1.3	FSA Part 2	Anderson, Marisa, 11/1/19 8:21 PM	PDF / 6.809 MB
1.4	EOC	Anderson, Marisa, 11/1/19 8:21 PM	PDF / 50.599 KB
1.5	AMO Standards	Anderson, Marisa, 11/1/19 8:21 PM	PDF / 742.255 KB
1.6	FLDOE School Grade (prior 5 years)	Anderson, Marisa, 11/1/19 8:21 PM	PDF / 497.113 KB
1.7	FLDOE Report Card	Anderson, Marisa, 11/1/19 8:21 PM	PDF / 2.46 MB
1.8	300 Lowest-Performing Elementary Schools Plan	Anderson, Marisa, 11/1/19 8:20 PM	PDF / 907.285 KB
1.9	Summary of Progress Monitoring Reports (prior 5 years)	Anderson, Marisa, 11/1/19 8:20 PM	PDF / 557.278 KB
1.10	Notification of School Improvement Rating (prior 5 years)	Anderson, Marisa, 11/1/19 8:20 PM	PDF / 51.048 KB
1.11	Graduation Rate (prior 5 years)	Anderson, Marisa, 11/1/19 8:20 PM	PDF / 50.867 KB

2. MISSION-SPECIFIC ACCOUNTABILITY

Section Evaluation

Meets the Standard Rhonda Stephanik, 12/3/19	Final Rating Meets the Standard
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A. What is the school’s mission?

The Innovation Charter School (ICS) mission is to develop and nurture a collaborative community of learners with successful education models to impact tomorrow’s world today. Equipping and nurturing children from lower socioeconomic strata with technology, literacy, and numeracy skills prepares them to fulfill future roles in an increasingly global workforce. This is critical to success in that environment and to advance our community and culture within that technology-rich, knowledge-driven context.

ICS focuses on serving children and families in our diverse community, emphasizing Reading, Math, and Technology. Our theme helps facilitate learning through dynamic, interactive, teamwork environment to equip students. ICS serves all eligible Broward County students in grades K-5.

The ICS Board cast this mission and vision to reflect their passions, dreams, and desires to serve our community. We rephrased our mission for ease of communication to be “ICS empowers young ones for success as world changers through highly talented teachers using innovative and leading methods in a very loving environment.” Caring and Excellence as the two pillars of our community evolved out of interaction amongst our stakeholders.

B. Identify if the charter school is achieving or making significant progress towards achieving the school/mission-specific goals as defined in the charter school’s agreement.

ICS CREED

Today is going to be a great day.

I came to school to listen and learn.

I will ask questions if I don't understand.

My teachers and my classmates love me and are cheering me on.

I will be diligent and do my best daily.

I will respect my teachers and my classmates.

I will walk in confidence knowing that I am destined for great things.

ICS is constantly working to achieve significant progress on the school/mission-specific goals. Each child is unique and learns differently, developing at his/her own rate. Professionals reinforce this through demonstrating that all children can succeed. Educators have the tools to facilitate student standards mastery and life application. In addition, our teachers use data to shape differentiation and serve interactively to facilitate academic activities.

Children learn by building on what they know. For ICS, building a knowledge base begins at school age and is nurtured by our academic program and safe environment. As we cultivate the educational foundation, students look to the future with hopes and dreams so they become the best they can be.

ICS's mission is "to develop and nurture a collaborative community of learners with successful education models to impact tomorrow's world today." The foundation – framework of concepts not yet built – begins as our children experience knowledge in our classrooms, immersed with the lessons from core curricula and actively engage (visual and tactile) with new concepts. Children encounter what they have yet to experience in their lower economic background, language interference environment to progress in a "collaborative community of learners" through an environment that is/has...

- effectively executing *Standards-Based* classroom instruction
- aligned with Florida State Standards (FSS)
- integrating research-based core curricula
- following Broward County approved K-12 Literacy Plan
- individualized online instructional support using i-Ready
- a safe environment for students

Ultimately, students grow as individuals to "impact tomorrow's world today."

ICS COMMUNITY ICS, a K-5 school, opened as a K-3 in 2015/16, adding 4th grade in 2016/17 and 5th grade in 2017/18. The ICS community has doubled since opening. Our community consists of 90.2% minority students and 100% economically disadvantaged students with subgroups: 57% HSP, 30% BLK, 5% SWD, 10% White and 100% FRL. As our enrollment grew, our Student Services grew to effectively serve our students, including the need to hire ESE and ELL Coordinators (2017) as well as a MTSS/RtI Coordinator (2018). This year, we have 43% ELL, 5% ESE, and 9% MTSS/RtI students equaling 56% combined total students receiving service(s), some receiving overlapping services. Approximately 260 students receive academic services. Our CPST conferences with teachers and parents to devise academic plans so

struggling students receive intensive academic intervention. ESE students receive services according to individual IEPs. ELL students total 43% of our population. We welcome the academic challenge of students learning to read and successfully meet academic expectations.

Our parents support planned events such as Literacy and Math nights and show consistent support for monthly morning Coffee and Conversation with the Principal. Meetings are designed to share parenting skills and to inform of ICS varied programs. From our We Are Family (2018) to Family Celebration (2019) events, parent support was evident with over 750 attending last year. Our parent surveys showed 80% satisfaction (2018) and 82% (2019). Also, staff number of classes and grade levels have grown in relation to enrollment.

ACADEMIC PROGRAM Focusing on reading, technology, and numeracy skills, our instruction includes performance tasks, small group interaction, and technology supplemental online programs. Students' answers are valued and discussed among peers. Our environment is one where students ask questions without fear and that promotes interaction in small groups of busy, thinking minds. Along with a safe learning environment, our instruction progresses with hands-on learning activities for Math and Science, enhancing student engagement and motivation.

Our academic program shows growth and consistency in progressing toward the mission. Our grade increased from year 1 to 2 with numerical increases for year 3. We received a "D" in 2018/19, which is a temporary setback in the upward trend accomplished previously. In accordance with our value of excellence, we resolve to increase the school grade at least one letter grade for 2019/20 by implementing our School Improvement Plan (SIP). With our growth comes program concerns for students flagged "at-risk". Building a program and hiring staff to meet the needs of all students has been challenging and is reflective in our school grades. Our focus on subgroups (HSP, ELL, BLK, SWD, FRL) drives the SIP. With enrollment growth, we continue to address challenges of student academic needs as we restructure our extended hour of reading intervention and small group schedules, focusing on subgroups K-5 with continued implementation of the *iReady* Reading and Math online programs and adding *Imagine Learning Language and Literacy* for our A and A1 ELL students. Again, we showed consistency in FSA scores with ELA and Math Achievements last year.

READING Our goal is to teach our children how to read, write, think, and speak with proficiency and confidence. From the original charter, the extended hour was never optional. There is a 90-minute uninterrupted reading block with 30 minutes of whole-class instruction using *Journeys* curriculum and 20-20-20 minutes small group rotations with teacher face to face instruction, technology individualized learning plan with *iReady* Reading instruction, and collaborative activities and stations. The 60-minute Extended Hour instructional groups are determined, and rotations guided by, intervention strategies and focused skill development (a total of 150 minutes/day for reading). From standards-based lessons focusing on phonemic awareness and phonics to building vocabulary and reading leveled informative and literary reading pieces, students are taught how to put sounds and letters into words, words into sentences, and sentences into meaningful stories and informational discussions. Writing about reading nurtures the thought process and increases student confidence with putting thoughts on paper and learning to communicate opinions with evidence and convincing conversation.

TECHNOLOGY Teachers assign supplemental online instruction ensuring students master skills taught during face-to-face instruction. ICS implements both differentiated instruction and individualized learning with the assistance of technology and real-time data. Online instruction began in 2015/16 with *iStation* and changed to *iReady* in 2018/19. The strength of online supplemental instruction lies in providing "real-time data." The data informs teachers of students' successes and challenges and allows students to move ahead when content is mastered or retaught until mastered.

We have a Chromebooks 1-to-1 student to device ratio for Grades 3-5 and class sets for Kindergarten-Grade 2. Teacher use laptops with projectors and interactive whiteboards in every classroom. Also, a weekly technology Special allows students to complete unfinished online instruction while acquiring technology-focused directives and computer-based skills. Students use technology to conduct research, to review core content, and to engage with reinforcement activities. Students will engage in 21st-century technology skills through active, collaborative, constructive, authentic, and goal-oriented lessons implemented the Technology Integration Matrix (TIM).

NUMERACY instruction involves teaching a specific concept in a sequenced manner with small group rotations and manipulatives. Teachers model concepts by thinking aloud, and students practice together as a whole class, in cooperative learning small groups, and then individually as teachers implement Gradual Release. Daily Exit Tickets and other formative assessments from student individual practice provide data for student mastery and a deeper understanding of the standard.

The leveled instructional groups accommodate for our ESE students by providing multiple explanations and differentiated instruction for a more intense instructional plan. As teachers use manipulatives, students engage in kinesthetic and visual perspectives to the standards-based lesson. Hands-on experience adds another way the lesson focuses and reiterates instructional steps as ELL modifications help students connect steps in the process. Extended time, visual descriptors, and cooperative learning activities and skill checks in small groups provide ESE accommodations and ELL modifications per student needs. *iReady Math* provides an individual plan, math practice and meets the needs of all learners. Understanding numeracy concepts connects the learner to the world of numbers and order. Math is essential to business, finances, physical sciences, biology, medicine, social science, and technology. It develops and supports thinking, reasoning, and problem-solving skills, bridging worlds of science and math.

SOCIAL EMOTIONAL LEARNING PROGRAM (SEL) “To develop and nurture” our ICS community, *Responsive Classroom* (RC) was implemented in 2017/18. Our goal is a welcoming, friendly environment. Implementation of RC for our SEL program complements our “nurturing” environment and provides children ways to build self-confidence and healthy relationships in a caring environment that emphasizes respect, responsibility, diligence, and caring. Teachers have ongoing RC Professional Development and resources. Class rules are created in accordance with RC philosophy and specific redirecting language allows children to make their own decisions and correct misbehaviors. RC’s goal is to train students to see themselves as successful learners and positive members of our community.

The 6 main components include:

1. **MORNING MEETING** Students gather in a circle to greet, share, participate in an activity, and read the teacher’s morning message, linked to the day’s academic lesson but does not totally rely upon academic focus. Social skills taught during morning meeting can improve student behavior and help self-regulate. Topics include healthy self-image, building healthy relationships, or solving conflict, etc.
2. **CLOSING MEETING** concludes the day with academic review, optional activity, and sends students home on a positive note regardless of the day’s events and encourages attendance for the next day.
3. **LOGICAL CONSEQUENCES** With professional development, teachers learn to implement consequences that match behavior, so students understand the natural response will be a consequence and learn how to make better choices. The overall goal is for students to learn self-control.
4. **BENCH TIME** is immediately implemented to stop misbehavior and allow the child to self-reflect and correct his/her behavior. When given opportunity to express emotions and

articulate thinking, students can self-regulate and then rejoin class.

5. **TEACHER LANGUAGE** is respectful and succinct, and professional development focuses on how to talk directly without lecturing. Teacher language addressed toward the whole class exhorts the class versus pinpointing one child so he/she feels like he/she cannot achieve the same behavior.
6. **ENVISIONING LANGUAGE** names positives in a student and helps him/her move beyond the moment. Setting personal goals and hearing his/her positive identities, students become their “best selves.”

If the school is not making significant progress towards these goals, explain the plan that the charter school will implement to achieve the school/mission specific goals.

ICS is continuously working towards achieving all goals and our mission. ICS will continue to implement 2019/20 SIP. ICS’s mission is supported through standards-based classroom instruction which integrates research-based, BCPS-recognized core curricula, accompanied by *iReady* online instruction. Creating an environment for students’ emotional and social growth connects academic instruction to the child’s will and choice to “impact tomorrow’s world today.”

READING INTERVENTION PLAN Refer to Attachment G.

FUNDATIONS K-2 Refer to SIP.

SCHOOL IMPROVEMENT PLAN

Attachments

Section 2: MISSION-SPECIFIC ACCOUNTABILITY

2.1 No Title	Anderson, Marisa, 11/1/19 9:19 PM	PDF / 68.102 KB
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3. EDUCATIONAL PROGRAM IMPLEMENTATION

Section Evaluation

Final Rating

Partially Meets the Standard

Partially Meets the Standard Allisyn Axelrod, 11/12/19

Meets the Standard Donna Haynes, 11/18/19

Meets the Standard Terri Coyle, 11/19/19

Partially Meets the Standard Kim Punzi-Elabiary, 11/21/19

Partially Meets the Standard Laurie Steinberg, 11/21/19

Meets the Standard Sarah Decotis, 11/22/19

Meets the Standard Tanya Hutkowski, 11/24/19

Partially Meets the Standard Celina Chavez, 11/25/19

Does Not Meet the Standard Matt Schroeder, 11/25/19

Partially Meets the Standard Hanne Rega, 11/26/19

A. Explain how the charter school is implementing its mission as defined in the charter school's agreement.

- **If the charter school has been designated a state-mandated School Improvement Plan (SIP) school, explain how it plans to meet the goals stated in the approved SIP**

ICS's mission is "to develop and nurture a collaborative community of learners with successful education models to impact tomorrow's world today." This mission has been implemented through *standards-based* classroom instruction with teachers and grade-level teams creating lessons that integrate Florida State Standards using the resources of research-based core curricula recognized by BCPS and listed on our K-12 Literacy Plan. The technology-rich atmosphere has been realized through having a one-to-one Chromebook to student ration in Grades 3-5 and classroom sets of Chromebooks for Grades K-2 to support individualized online instruction that produces real-time data for teachers to drive their instruction in meeting student needs. Our students engage with content that is research-based, technology-rich, and data-driven- all in an environment that promotes emotional and social growth. Our missional focus develops reading, numeracy, and technology skills so our students will be equipped to live, serve, and contribute to our local and global community.

We have been fortunate enough to receive the 21st Century Grant for 3 years. This grant is beneficial in complementing our regular instructional program with physical activities, nutrition lessons, time for students to complete homework, and project-based lessons that teach the standards used during the school day.

In addition, this year we have been awarded the UniSIG grant providing funds to purchase teachers' resources such as *STEMscopes*, *GIZMOS*, *Brain Pop*, *iReady* reading practice book, as well as other academic supplemental materials for review and reinforcement of the regular curriculum.

Our strategy to meet the goals stated in the approved SIP include:

Reading: Our goal is to teach our children how to read, write, think, and speak with proficiency and confidence. The extended hour was planned as part of the instruction and included in the original application. The schedule allows for a 90-minute uninterrupted reading block with 30 minutes of whole-class instruction using the *Journeys* curriculum and the 20-20-20 minute small group rotations with teacher face-to-face instruction, a technology individualized learning plan with *iReady* Reading instruction, and collaborative activities and stations. For the 60-minute Extended Hour, instructional groups are determined, and rotations are guided by intervention strategies and focused skill development. This gives a total of 150 minutes a day for reading instruction and engagement. From standards-based lessons focused on phonemic awareness and phonics to building vocabulary and reading leveled informative and literary reading pieces, students are taught how to put sounds and letters into words, words into sentences, and sentences into meaningful stories and collaborative discussions. Reflecting on what has been read by drawing or writing about reading selections nurtures the thought process and increases students' confidence

with putting these thoughts on paper and learning to communicate opinions with valid evidence and convincing conversation.

Technology: Our model of instruction involves teachers assigning supplemental online instruction ensuring that each student masters the skill and content being taught during face-to-face instruction. ICS implements differentiated instruction, where teachers provide instruction to groups of learners based on ability levels, and individualized learning, where teachers with the assistance of technology and real-time data customize instruction based on the unique needs of the individual student.

The strength of the online supplemental instruction programs lies in its ability to provide real-time data. Unlike some formative data systems that return results within a week, our selected online supplemental program, iReady, reports data and student progress on a daily basis to both the student and the teacher. The data informs teachers of students' successes and challenges, and it allows students to move ahead when content has been mastered or retaught until mastery is achieved. This type of data allows teachers extraordinary opportunities to create individual student level instruction. Implementing technology-rich learning techniques within the classroom led ICS to creating and using a classroom rotation model, as detailed in our charter application. This model groups students into one of three levels. Once students have been assigned to their initial ability grouping, they rotate among the three stations: web-based instructions, teacher-led face-to-face instruction and collaborative activities and stations during the 90-minute reading block scheduled time. Technology is a tool and does not replace face-to-face instruction. However, it facilitates the identification of individual student strengths and challenges. For the extended hour, three groups of students have two 30-minute rotations with face-to-face instruction and web-based instruction. Students who need additional interventions, meaning they cannot reach growth goals that aid in their closing the gap between their current grade level and proficiency at the appropriate grade level for their age and/or development level, are provided the services appropriate for their academic learning goals. Additionally, K-2 has 2 learning stations for reading intervention and 3 learning stations for the Reading block.

Chromebooks are distributed in a 1-to-1 student to device ratio for Grades 3-5 and class sets for Kindergarten – Grade 2. Laptops are used by teachers in conjunction with projectors and interactive white boards in every classroom for instructional purposes to provide visual representations and videos and learning games to keep children actively involved in their lessons. Also, a technology "Special," 40 minutes weekly, allows for both online instruction with technology-focused directives. This time is scheduled to develop computer-based skills and to engage in academic online intervention. Teachers use the technology component for research, content review and reinforcement as well as activities and educational games.

The same model will be applicable for the next 5 years as students will interact with the face-to-face teacher rotation as the main instructional model and the web-based instruction will continue to provide individual review and reinforcement as well as a means by which technology skills needed for our students to be successful in life and learning are learned.

Numeracy: Numeracy instruction involves teaching a specific concept in a carefully sequenced manner with small group rotations and manipulatives. Teachers model the concepts step-by step by thinking aloud, and students practice together as a whole class, in cooperative learning small groups, and then individually as teachers implement the Gradual Release teaching strategy.

Daily Exit Tickets and other formative assessments from student individual practice will provide data for student mastery and a deeper understanding of the standard.

Small group rotations provide student support and address the concepts taught in the whole class instructional time according to leveled groups and then, reinforce the skills needed to complete the standard expectation. These leveled instructional groups accommodations for our ESE students

by providing multiple explanations and differentiated instruction for a more intense instructional plan. As teachers use manipulatives, these provide students the kinesthetic and visual perspective to the standards-based lesson. This hands-on experience adds another way of addressing the lesson focus and reiterating instructional steps as these ELL modifications help students connect the steps in the process. Extended time, visual descriptors and cooperative learning activities and skill checks in small groups are a means of providing ESE accommodations as outlined in individual IEP's and ELL modifications per student learning needs. IReady math provides an individual plan, providing math practice and meeting the needs of all learners. Understanding the numeracy concepts coordinates the "why" and the "how" with steps in a function and opens the learner to the world of numbers and order. Math is essential to business, finances, physical sciences, biology, medicine, social science, and technology. It develops and supports thinking reasoning, and problem-solving skills and connects the worlds of science and math.

Track Attendance - Calls, Letters, Parent Conferences. We encourage all students to attend school on a regular basis. By communicating to parents and students the ICS Attendance Policy that complies with the Broward County Schools Policy, by creating a framework for training parents, and by rewarding children for perfect attendance, the importance of attending school will be reinforced through building awareness. The emphasis will be on being on time and regularly attending school to provide the maximum time in a learning environment. Incentives to encourage students and families to comply include:

iReady Diagnostic testing days:

Diagnostic #1 – popcorn and lemonade (Grades 3-5)/ cookies and milk (Grades K-2)

Diagnostic #2 – popsicles

Diagnostic #3 – Field Day

FSA– Special breakfast on testing days for all 100% of student body tested. A school-wide Field Day will commence testing.

Report Card – Attendance to School for the year:

Interim:

Interim: Name announcement on the intercom with principal

Interim: Perfect attendance Stickers on a report card – interims

Quarterly:

Quarterly 1-4: Ribbons – on the report card

Quarterly 1/3: Lunch with a principal – at restaurant

Quarterly 1-3: Perfect attendance – picture board in the hallway

Semesters 1 & 2: Perfect attendance certificate and recognition in Awards Assembly

Career days with community members speaking - Assembly

100thDay of School – Parade

To track cumulative absences, the School Office and/or ICS Social Worker will contact parents of students who are absent on a daily basis for those parents who have not notified the school office.

RESTRUCTURE PLANNING AND IMPLEMENTATION OF LESSONS Reworking lesson presentation and student participation by restructuring how core subjects for reading, math and science are planned as standards-based instruction and taught utilizing the Gradual Release will impact learning. Gradual Release emphasizes more teacher modeling (I Do), student engagement (We Do), and student practice (You Do) as referenced in *Journeys* and *GOMath*. The planning includes unpacking the standards, breaking the standards into small pieces for doable objectives, and mapping out the graphic organizer to include the Gradual Release. As noted in our approved BCPS charter application, the research on standards-based instruction explained in *Understanding by Design* by Wiggins and McTighe implements a backward design process: (1) identify the desired result; (2) determine acceptable evidence; and (3) plan learning experiences, otherwise “planning with the end in mind.” “The backward design process lends itself to teaching standards and big ideas from which students can form enduring understanding and essential questions that will guide their learning.” With the new Curriculum Coach to help grade-level teams design and plan the standards-based curriculum, determine formative and summative assessment, and plan engaging learning experiences, our students will “form enduring understandings and essential questions will guide their learning.”

CREATE AN EXTENDED HOUR INTERVENTION PLAN WITH APPROPRIATE DIFFERENTIATED INSTRUCTION

Creating a plan that meets the needs of every learner for intervention time will impact the Extended Hour and implement key components per student levels using a variety of resources including *Journey’s Toolkit*, *iReady* resources and instructional lessons, and *Imagine Learning* for our ELL population. In addition, our enrichment program meets the needs of our high achieving students using chapter books to drive rigorous standards-based lessons.

Our Kindergarten through 2nd grade students receive *Foundations* as their supplemental, Tier Two reading intervention. Teachers remediate phonemic awareness and phonics activities using hands-on manipulatives with *Foundations* in a whole group setting. Tier three students meet with the teacher in small groups to practice reinforcing deeper learning in the areas designated by Rtl progress monitoring data using the *Journeys Teacher Tool Kit*. Student progress is assessed with ongoing progress monitoring through the use of *iReady*. In addition, teachers assess students regularly using the *Foundations* Assessments to track progress for reteaching or mastery of skills.

Our research-based tier two intervention program for K-2 is *Foundations* and grades 3-5 is *iReady Toolbox*. The research-based intensive, tier three reading program for K-3 is *Journeys Intervention Tool Kit*, and for 4th-5th is *Journeys Literacy Toolkit*. Both are proven to accelerate our students who are exhibiting a reading deficiency. Our students are grouped by ability in the intervention classroom. We group the students by their FSA ELA previous year’s scores, *iReady* AP3 Previous year scores, this year’s *iReady* AP1 scores, teacher input, and current grades. The students with scores of medium to high FSA level 2 and FSA level 3 are grouped together. The students with FSA level 1 and Low 2 are grouped together. These students receive 30 minutes of an *iReady* Reading Comprehension lesson of standards-based instruction at one year below their grade level. This ensures that these students are learning on their instructional level with minimal frustration. Additionally, an interventionist pushes in or pulls out students the students who scored on the high level of yellow and or green according to *iReady* scores for 30 minutes.

The interventionists and teachers deliver instruction in phonics and vocabulary using the *Journeys* Intervention Lesson Cards and explicit comprehension instruction using *iReady*. The students will use the black line master, hands on activity worksheets, to practice the skill and show what they

know. *iReady Toolbox* Comprehension Texts initially are taught for 10 days with a checkpoint for mastery. This will ensure the students will have multiple experiences with the standards for guided practice, correction, and feedback from the teacher and or interventionist. Our A1 ELL students participate in a pull-out program to teach them phonemic awareness, phonics, and vocabulary for 30 minutes and also receive an additional 30 minutes of Imagine Learning with our ELL interventionist.

Students who earned a level of 4 or 5 on the ELA FSA Assessment are placed in an enrichment program. This program is a pull-out program during the hour of intervention. The students are provided with a 30/30 model of instruction. Students read chapter books and respond through project-based learning to enforce standards-based learning. Students also work with on-level *iReady Workbooks*, *ELA Coach Workbooks*, or *Scholastic Magazine*.

iReady Toolbox passages integrate science, math, and social studies-based concepts. Students have opportunities to write summaries on the texts they are working with in class. Students have further discussion time when they are annotating the text for main ideas and supporting details to further comprehension of the subject matter. In addition, our intervention hour includes a Writing boot camp three weeks prior to the FSA writing test, a Reading and Math boot camp twenty days prior to testing, and a 5th grade 20 Day Science boot camp prior to the test. This ensures that the students are given an extra dose of the cumulative standards they have learned throughout the year.

PROGRESS MONITOR STUDENT ACHIEVEMENT AND INCORPORATE DATA DRIVEN INSTRUCTION-SMALL GROUP INSTRUCTION – READING BLOCK, MATH, SCIENCE, EXTENDED HOUR

Teachers will progress monitor student achievement, have data chats establishing quarterly goals and design small groups as levels differentiate. Focus will include Rtl for subgroups FRL, SWD, HSP, BLK, and ELL as small groups for the regular reading block, math, and the Extended Hour remain fluid.

Data will be used to assess student mastery and determine review and reinforcement of standards-based instruction. Small groups will focus on student skill deficiencies instruction.

CURRICULUM COACH To implement the SIP effectively, a Curriculum Coach with over 14 years of experience in low performing school deemed highly effective was hired for 2019-2020 to assess how the curriculum is taught and to support teachers in the classroom. This includes pre-observations, pre-planning, modeling, co-teaching, post observations, and reflective conversations about teacher pedagogy. All students, including ELL, SWDS, HSP, BLK, FRL, MTSS/Rtl, Lowest 25%, will experience key differentiated instructional strategies such as text to speech, visual cues, and writing paragraph frames within whole group and small group rotations. In addition, the coach will work with teachers to use data to drive instruction and conduct classroom walk-throughs to ensure that the teachers are implementing the strategic plan and using the strategies to drive instruction. Also, the Curriculum Coach along with the Curriculum Facilitator provides professional development to Kindergarten through 5th grade teachers and Paraprofessionals.

IMPLEMENT PROFESSIONAL DEVELOPMENT Creating a learning environment with support for teachers will impact student learning. Professional development will be scheduled as part of the agenda in monthly faculty meetings and data meetings. To incorporate new standard based teaching strategies, professional development will be planned for teachers to effectively execute instructional strategies with efficacy that will ultimately impact learning.

Responsive classroom will be modeled at the beginning of faculty meetings with the Morning Meeting and ending with the Closing Meeting. Varied topics to include are the evidenced-based teaching strategy representative of each disciplinary Focus as well as subject appropriate professional development topics.

Such topics to consider are as follows:

- Gradual Release
- Standards-Based Instruction
- Explicit Systematic Instruction
- Cubes
- Inquiry Method
- Hands on Science
- Unpacking the standards
- Teaching Writing – FSA Style Essays
- Differentiating Instruction in whole group/Small group/Reading intervention/ESE
- Analyze Data to drive instruction
- How to use data to drive instruction
- Foundations
- Responsive Classroom

FORM FOCUS TEAMS Leadership responsibilities were distributed, and grade level focus team members were chosen in August. Focus teams meet monthly. The purpose of the Science and Math Focus teams is to discuss Math standards, best practices, and disseminate strengths and opportunities in follow-through of meeting scope and sequence expectations, and student mastery along with the SIP.

IMPLEMENT READING INTERVENTION PLAN IMPLEMENTATION- September 23 – As outlined in Lowest 300 Extended Hour

FUNDATIONS IMPLEMENTATION K-2– per Teacher Professional Development – October 10

SCHOOL IMPROVEMENT PLAN FOCUS AREAS: There are 4 Focus Areas for the 2019-2020 School Improvement Plan:

Science Focus: Action Plan

1. Professional Development will be scheduled to model Inquiry Based Learning (Science Team Meeting), Chunking strategies (Grade Level Meeting), collaborate instructional best practices (Science Team Meeting) and review Differentiated Instruction (Faculty Meeting) to ensure we meet the needs of all learners (MTSS/RtI, SWD, ELL, BLK, HSP, FRL).
2. Implement an Inquiry-Based Science Program. The central strategy for teaching science is inquiry into authentic questions generated from student experiences. The focus will be on inquiry of real phenomena, in classrooms, outdoors, or in laboratory settings, where all students including ELL, SWD, HSP, BLK, FRL, and the lowest 25% are given investigations or guided toward investigations that are demanding but within their capabilities. We have purchased Science Lab Materials for experiments from *STEMscopes* for 5th grade to begin in October.
3. Students will take notes using Cornell Notes in their interactive science notebook from class power points and lab experiments to begin in October. *GIZMOS* and *Brain Pop* will engage students including our subgroups for ELL, SWD, HSP, BLK, FRL.
4. Hands-on experiments, simulations, and real-world science applications will be implemented to

ensure student success. *STEMscopes* (5thGrade) and *GIZMOS* (4thand 5thGrade) will be used as resources to close our science achievement gap for all students with multiple means of review and reinforcement in October.

5. FSA practice materials to reinforce test taking strategies and science standards will be addressed with the *Coach Science* resource and utilized for differentiating instruction and Home Learning Activities in October.

6. By developing tools to track benchmarks taught in science, students will engage in teacher conferences to address progress monitoring and track their own data by first Unit Test.

7. Students will be trained to use the Science student tutorials on CPalms to reinforce science standards in November.

Math Focus: Action Plan

1. Professional Development will be scheduled per use of *iReady* resources and interpreting data, Small Group Rotations, and CUBES, Problem Solving Protocols (Data Meeting), how to facilitate *GoMath* resources, Unwrapping the FSA Math Standards and collaborating Best Practices (Math Team Meeting).

2. Teachers will introduce new concepts, skills, and strategies in systematic steps to elicit prior knowledge for students' association and engagement. This will strategically correlate similar skills and word associations for subgroups (SWD, ELL, BLK, HSP, FRL). ALL students including SWD, ELL, BLK, HSP, FRL will create visual vocabulary banks as a visual aid for review and reinforcement. Students will use math manipulatives and create visual representations of math concepts. Teachers will be able to use lessons created using the WIDA Can Do descriptors at their ELL level in September.

3. Teachers will implement the Gradual Release Model for instruction discussed in August Data Meeting. The teacher will give precise instructions and model step by step procedures by thinking aloud with explanation of reasoning and working examples during the "I DO". The teacher will elicit questions for next steps to ensure understanding of the math process during the "We DO." Students will work in collaborative groups to practice skills and strategies as part of the "They DO" part of the gradual release. Daily Exit Tickets and formative assessments will provide data for student mastery and deeper understanding for progress monitoring for the "You DO" beginning in August.

4. During Math Intervention, we will utilize *iReady* Supplemental Resources to remediate students and provide skill practice for specific standards. Individual student plans and lesson references are available for whole group and small group instruction and individual student practice. We will utilize *GOMath* review, hands on math manipulatives, and technology applications such as *Flocabulary* and Quizlet for varied approaches to review and supplement Differentiated Instruction and intervention. Our subgroups of ELL, SWD, BLK, HSP, FRL and the Lowest 25% students will be included in the Power Hour of Intervention. The subgroups will participate in whole group and differentiated instruction as well. This will begin in September.

5. FSA test taking strategies will be practiced with FSA Coach practice books. FSA style questions will be incorporated as Bell Ringers, Exit Tickets, and chapter test questions. Students will unwrap the question using the CUBES strategy and will communicate and share concerns regarding key topics such as test taking anxiety and positive self-talk using the strategies learned from Responsive Classroom.

6. Parent Involvement transfers information and updates from the school to the home. Math Night

(November) emphasizes standards-based activities/games and math facts, and we will also distribute a list of online Math Practice Sites. During Parent Conferences (October/February) and Coffee & Conversation (monthly), we will communicate with parents regarding the importance of doing homework, school wide FSA Math testing, FDLRS Resources, and District wide parenting workshops.

ELA Focus: Action Plan

1. To implement the SIP effectively, a Curriculum Coach was hired in August to assess how the curriculum is taught and to support teachers in the classroom. This will include pre-observations, pre-planning, modeling, co-teaching, post observations, and reflective conversations about teacher pedagogy. All students, including ELL, SWDS, HSP, BLK, FRL, MTSS/Rtl, and Lowest 25%, will experience key differentiated instructional strategies such as text to speech, visual cues, and writing paragraph frames within whole group and small group rotations. In addition, the coach will work with teachers to use data to drive instruction and conduct classroom walk-throughs to ensure that the teachers are implementing the strategic plan and using the strategies to drive instruction.
2. Professional development will be scheduled to Kindergarten through 5th grade teachers and Paraprofessionals. The curriculum coach will provide in-house professional development in grades 3-5 on the following: Unwrapping the FSA Standards, How to Teach FSA ELA Standards: The How is the Most Important, How to Teach FSA Writing, Understanding and Grading FSA Writing with the State Rubric, and Differentiating Instruction in Whole and Small Group Settings. In addition, the coach will provide in-house professional development to K-2nd grade teachers on the following: Unwrapping the Standards, Phonemic Awareness/Phonics Instructional Routines, Primary Writing Techniques, What Do I Do at the TLC/Differentiating Instruction and Utilizing Primary Centers.
3. During whole group instruction, the student will engage in VKAT instructional strategies including PowerPoint presentations including the essential question, guiding questions using a graphic organizer, and writing support frames to teach all students how to think and identify text evidence including our ELL, SWDS, HSP, BLK, FRL subgroups. During small group instruction, the students will utilize the core Journeys curriculum to continue the gradual release and transition to Journeys leveled readers, teaching the same standard. (August)
4. Students will learn phonemic awareness and/or phonics from the iReady Toolbox, Journey's Teacher Tool kit, and other phonics related resources during the 90-minute reading period. Students will read and learn ELA in a whole group setting with *Journeys*. In addition, during small groups, the students will use the Journeys Teacher Toolkit to remediate for the subgroups: ELL, SWDS, HSP, BLK, FRL, MTSS/Rtl.
5. Students in grades 3-5 who scored a Level 1 and 2 on the Reading FSA, including all subgroups, will receive intensive instruction daily with a focus on phonics. Intensive reading pull-outs and push-in sessions for the extended hour/Power Hour beginning September 23. *Journey's* Toolkit and iReady Toolbox will be used as well as supplemental phonics instructional resources during the intensive reading/intervention period. The teacher will also use the *Journey's* Teacher Toolkit during small group centers to remediate students in our lowest 25%. (September/daily)
6. All ELL students in grade K-5 with a language classification of L1 or A1 will use Imagine Learning Language and Literacy online program to bridge the oral language and literacy gap. Students will focus on adaptive instruction in the essential component of Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension beginning in September.

Attendance Focus: Action Plan

1. Attendance Leadership Meeting – August 29, 2019
 - a. Weekly email update for Principal
 - b. Weekly meeting with Registrar/IMT
2. IReady Diagnostic Assessment Attendance Incentive – September 10/12
3. Parent Communication/Training:
 - Coffee and Conversation (8/26) – Parent Institute 2019 – *Parent Communication Newsletter*
 - Pamphlet sent with weekly papers (8/30) – Parent Institute 2019 - *Attendance: A Key to Your Student's Success*
 - Bees Buzz (8/30, 9/27) - School Newsletter – Reminder, monthly
4. Tardies - Letter given to parents – Implemented September 9, weekly
5. Teachers accountable to call home for 3 absences – September 9/10
6. Interim #1 Sticker – September 13
7. Letter generated for 5 absences – September 13, weekly
8. Attendance Team Meeting – September 24, monthly

By communicating the Innovation Charter School Attendance Policy that complies with the Broward County Schools Policy to parents and students, creating a framework for training parents, and rewarding children for perfect attendance, this focus areas will reinforce the importance of attending school as we build an awareness for being on time and regularly attending school to provide the maximum time in a learning environment.

To track cumulative absences, the School Office will contact parents of students who are absent on a daily basis if parents do not notify the school the school office. The guidelines for cumulative absences (absences, early leaves, tardies) are as following:

3 absences – teacher contact

5 absences – warning letter

7 absences – meeting with parent (attendance contract)

10 absences – home visit/social worker

15 absences – Administrative Team decision to report for Truancy

(A child will be considered tardy if he comes to school after 8:00 am.)

Also, a weekly attendance report will provide information to chart students with attendance concerns and interventions. The Attendance Review Team consisting of the MTSS/Rtl Coordinator, Registrar, Social Worker and Student Services Coordinator will assess attendance report and implement strategic steps aligning with our attendance policy for intervention such as:

contact the parent, conference with the parent, create a preventative plan with remediation options, determine excused and unexcused documentation, conference with student and provide support team accountability.

B. Explain how the school is successfully implementing research-based curriculum and instructional strategies as defined in the charter school's contract.

- **Provide grade-level specifics for K-2 and 3-5 for curriculum implementation and progress monitoring, as applicable to the charter school's grade levels served.**

The curriculum and instructional strategies at ICS are aligned with the State and BCPS. To ensure that our students are being taught as defined in our charter contract, we currently use:

Journeys - Reading/ELA/Social Studies (K-5)

Top Score Writing – (4th – 5th) (in K-12 Literacy Plan as Writing Curriculum - checking)

History of Florida (4th)

Flocabulary (K-5)

GoMath – (K-5)

Fusion Science – (K-5)

GIZMOS Explore Learning- Math and Science (4th & 5th)

STEMscopes (5th)

Foundations (K-2, ELL)

iReady Reading & Math (K-5)

Florida Coach Science (5th)

FSA Test Prep (3rd-5th)

Science Resources:

Flocabulary

STEMscopes (5th Grade Science) This teacher resource provides the “hands on experience” aligned to the NGSS

Scholastic News (2-5) informational text (integration of reading) used as a teacher resource and reading practice for students.

Florida Coach Science -Test Prep (5) This resource gives the teacher “test questions” to help in show students what the questions may look like and how to think through the questions...

FSA Test Prep (3-5) same as Florida Coach - FSA practice materials will reinforce test taking

strategies and science standards. We will purchase Coach Science workbooks and utilize this resource for strategically differentiating instruction and Home Learning Activities.

ICS uses research-based curricula to be aligned with our missional focus on literacy and numeracy in a technology-rich environment. This is demonstrated through the research and implementation of the curricular choices mentioned above.

ICS's educational program includes:

Educational Philosophy and curricula		Literacy and Numeracy focus Technology-rich learning: classroom rotation Standards Based Instruction
Additional Curriculum		Responsive Classroom
Reading	Philosophy and approach	Balanced Literacy
	Alignment	K-12 Comprehensive Reading Plan of Broward County
	Core Curriculum	Journeys Common Core
	Supplemental/online	iReady Reading (K-5), Imagine Learning – ELL - Level A and 1A (K-5), Brain Pop, Brain Pop, Jr., Flocabulary
	MTSS (T2 & T3) Grades K-2	Journeys Intervention Toolkit, Write in Reader, iReady Teacher Toolbox, Foundations
	MTSS (T2 & T3) Grades 3	Journeys Intervention Toolkit, Write in Reader, iReady Toolbox

	MTSS (T2 & T3) Grades 4-5	Journeys Literacy Toolkit, Write in Reader, iReady Teacher Toolbox
Math	Core Curriculum	GO Math!
	Supplemental/online	iReady Math (K-5)
	MTSS (T2 & T3) Grades K-2	GO Math! Remediation/Intervention Resources iReady Teacher Instructional Lessons
	MTSS (T2 and T3) Grades 3-5	GO Math! Remediation/Intervention Resources iReady Teacher Toolbox
Technology	Core Curriculum	ICS authentic curriculum reflecting Technology Integrated Matrix (TIM)
Science	Core Curriculum	Florida Science Fusion
	Supplemental	STEMscopes Online, GIZMOS
Social Studies	Core Curriculum	Journeys Common Core
	Supplemental (Grades2-5)	Scholastic News
Writing	Core Curriculum	Journeys Common Core (K-3) Top Score Writing (4-5)

Technology Rich- As mentioned throughout this renewal, ICS has remained committed to ensuring all students are exposed to a technology rich learning environment.

Balanced Literacy is a curricular approach and the philosophy of ICS toward reading instruction,

as it contains language arts acquisition components necessary to master written and oral communication. Research suggests that struggling readers, particularly those in Grades 3 and 5, benefit from a complete balanced literacy program that provides rich literature, which incorporates both implicit and explicit phonics instruction. Explicit phonics instruction is when the teachers instructs children by clearly explaining the phonics skills they are learning. Implicit phonics instruction involves teaching children phonics through exposure to language instead of through teaching explicit rules. A significant portion of the ICS student population are emerging readers; therefore, teachers engage with instructional materials and resources to use data to plan a student's path of learning and the related supplemental online instruction assignments guide each student to master a skill and content taught during face-to-face instruction. ICS implements both differentiated instruction, where teachers provide instruction to groups of learners based on ability levels and individualized learning, where the teachers, with the assistance of technology and real-time data, can customize instruction based on the needs of the individual student.

The strength of this online supplemental instruction programs lies in their ability to provide "real time data." These selected online supplemental programs report data and student progress on a daily basis. The data informs teachers of students' successes and challenges and allows students to move ahead when content has been mastered or retaught until mastery is achieved. This type of data allows teachers opportunities to create individual student level instruction.

Implementing technology-rich learning techniques within the classroom involves an instructional shift. ICS utilizes a classroom rotation model. This model groups students into leveled groups of students with similar strengths and opportunities for growth. Once students have been assigned to their initial ability grouping, they rotate among web-based instructions, teacher-led face-to-face instruction and collaborative activities and stations during the 90-minute reading block scheduled time. Technology is used as a tool and does not replace face-to-face instruction. However, it facilitates identifying individual student strengths and challenges. For the Extended Hour, three groups of students have two 30-minute rotations with face-to-face instruction and web-based instruction. K-2 also have Reading Intervention and learning stations during the Reading block. Students interact with the teacher as the main instructional method and web-based instruction and learning provides individual review and reinforcement.

Increase number of Educational Assistants/Paraprofessionals Educational Assistants/Paraprofessionals, working under the supervision and direction of certified teachers, facilitate online learning, small groups with pull-ins and push-outs, and assist students in rotations with a staffing matrix that reflects having two for each grade level K-3, one aide for 4th grade (3 classrooms) and one for 5th grade (2 classes). The original application planned for 1 Educational Assistant/Paraprofessional for every 4 classrooms, but ICS found that teachers were able to implement the varied responsibilities with online learning component of the school's educational approach and curricular implementation with a staffing matrix that provides 2 for each grade level K-3, 1 for 4th grade (3 classes), and 1 for 5th grade (2 classes). Educational Assistants/paraprofessionals have professional development and accountability with the small group intervention and online learning implementation.

Character Education: *Responsive Classroom* promotes individual well-being. It also encourages community well-being, which aligns with the ICS mission, vision, and core value theme of *Caring and Excellence*.

Reasoning and Research Results associated with *Responsive Classroom*:

1. The studies behind Morning Meeting have shown improved emotional support for students. Improved interactions between Students and Teachers.

2. Improved student achievement- Academic gains for students of all socio-economic backgrounds. Equally strong for students that qualify for free and reduced lunch.
3. Higher quality instruction in Mathematics: Higher levels of mathematical discourse, lessons with greater cognitive depth.
4. Students that are involved in the SEL program have shown improved social and emotional skills, attitudes, behavior and academic performance that reflected an 11-percentile-point gain in achievement.

Data-Driven Environment: Primary and Intermediate data meetings occur monthly. During these meetings, professional development, data distribution with analysis discussions, and teacher collaboration takes place. Teachers share best practices and instructional analysis.

Grade Level meetings take place weekly. During these meetings, the grade level team leader collaborates with his/her team teachers and coordinate lessons. The Curriculum Coach reviews data gathered from students' iReady reading online instruction which are analyzed to assist with instructional choices for lesson planning.

CLASS PLAN:

1. Teachers analyze monthly student performance per student progress recorded in Data Notebook/Gradebook/iReady data – student progress monitoring:

- *iReady* Reading and Math weekly minutes and passing percentages
- Monthly *iReady* mini Growth Assessments, skill assessment percentages
- Journey's Reading/ELA Assessments
- Go Math Unit Assessments
- Science Unit Assessments.

Also, areas of concern identified from whole class lessons and student intervention are taken into consideration.

2. Teachers determine target areas for *whole class intervention*:

- Modify lesson planning and teaching strategies per low scoring content/skill areas from iReady data, and chapter/unit tests weekly as needed
- Establish MONTHLY iReady – Reading and Math -- class goals and display
- Conference with individual students on a quarterly basis, to establish students' personal goal making notations on student progress monitoring documentation.

3. Teachers determine target content areas for *small group intervention* and implement intervention in ELA/reading rotations /schedule reading intervention and Rtl pullouts.

4. Teachers create individual *student goals* in teacher/student conference by establishing an improvement plan, contacting parents as needed, and contacting MTSS team/ESE coordinator if needed, making notation on Student Progress Monitoring documentation.

5. Teachers *monitor, re-evaluate, and implement individual student intervention* utilizing progress monitoring data on a continual/weekly basis.

6. Teachers *reward students* for growth, number of points, improvement in the process.

We recognize teachers in staff meetings whose classrooms are showing a high rate of

improvement. Teachers are recognized for reaching the 80% of students meeting minutes goal with a 70% class passing rate. YOOP, an *iReady* plush toy character used as a motivational incentive, is given to the class who is highest in meeting both goals. Every Monday afternoon, the classrooms who have met their minute/passing goals (80% of students *iReady* Reading and Math for 45 minutes a week with 70% passing rate) are announced. Students respond to this and are highly motivated by it.

Student Goals and Expectations: One example of establishing individual student goals occurs when a teacher meets with each of his/her students after the first *iReady* diagnostic. At this individual data meeting, the teacher and student review data from the previous year as is available (FSA scores, grades, end of year diagnostics, etc.), so as to set goals that stretch the student to challenge him/her for higher, deeper, and wider achievement, as reflected in future assessment results. The gradual release model promotes student ownership and accountability and encourages students to review, track, and reflect on his/her progress.

Curriculum Alignment to the Florida Standards and NGSSS: Lesson plans identify the Florida State Standards and/or Next Generation Sunshine States Standards (NGSSS) being taught with emphasis on the Big Ideas, Essential Questions, and meaningful work and activities that promote standards mastery. Software applications supplement instruction and are integrated for use in classroom learning. Guidance from the Sponsor determines curricular choices, so ICS implements resources aligned with Broward County and the State of Florida for Florida State Standards and NGSSS. As detailed in the original application, Wiggins and McTighe advocacy for standards-based instruction follows a backward design process, meaning we look to the standards and plan by identifying the desired results, determining acceptable evidence and planning learning experiences and instruction that aim to facilitate reaching the desired results of standards mastery. The aim is that grade level teams are always looking for ways to move students on to the next grade level having mastered the standards of the level in which they are engaged in instructing students, and ultimately that by doing so, scaffolding is appropriate to achieve readiness for sixth grade.

Constructivism becomes more effective as children learn actively. The surroundings of ICS and the culture of caring and excellence builds on this approach and theory of learning through encouraging cognitive development so children progress from level to level, building new information upon the base of prior knowledge. ICS's education program and curriculum approach is driven by the school's vision to be an active and interactive learning environment where learners develop academically, socially, emotionally, and creatively; to promote synergy through catalyzing a depth of learning best achieved through cooperative and collaborative experiences so all learners are engaged; and to enrich progress toward our students becoming local and global stewards of time, resources and talent by participation of parent/guard(s), teachers and community members in the learning environment. Reframed for ease of communication and understanding as published on our school website as our mission to empower young ones for success as world changers through highly talented teachers using innovative and leading methods in a very loving environment. ICS selects curricula, strategies, and methods that are research-based to be effective with the student population we serve- students from a lower socioeconomic background in challenging subgroups who are at-risk to not succeed in the 21st Century. Social scaffolding to build trust amongst learners so they take risks and expand their capacities and capabilities. Success and building grit to get past what may be initially difficult, is key in developing lifelong learning so our students will become lifelong learners and contributors to our local and global community is at the center of what we do and every day begins with each class reflecting on this goal by reciting with enthusiasm the ICS Creed that was authored by our founding Principal, Tiffanie Holm.

C. Explain how the charter school is implementing demonstrably effective instructional

strategies that support struggling students' ability to achieve grade level proficiency.

ICS Classrooms are outlined with specific research-based teaching strategies used in our core subjects. This consistency from grade to grade creates for a safe environment for students to take risks and feel safe in their learning environment. From the Gradual Release, Cubes in math, and Inquiry Method in Science, teachers outline lessons with modeling and practice before the students are assessed on their own.

Gradual Release: (In all core subjects – ELA, Math, Science)

Modeling (I DO), student engagement (We DO), and student practice (You DO) as referenced in *Journeys* and *GOMath*. Teachers implement the Gradual Release Model for instruction. The teacher gives precise instructions and models step by step procedures by thinking aloud with explanation of reasoning and working examples during the "I DO". The teacher then elicits questions for next steps to ensure understanding of the math process during the "We DO" phase. Students work in collaborative groups to practice skills and strategies as part of the "They DO" step of the gradual release. Daily Exit Tickets and formative assessments provide data for student mastery and deeper understanding for progress monitoring for the "You Do."

Cubes: Circle – Underline – Box – Evaluate - Solve - Cubes is a practical and effective way of using an Anacronym to help students break down a math word problem and solve it.

Explicit, Systematic Instruction: Explicit, systematic instruction involves teaching a specific concept or procedure in a highly structured and carefully sequenced manner. This evidence-based strategy significantly improves a student's ability to perform mathematical operations, such as adding and multiplying as well as in solving word problems. Teachers connect the new concept to prior learning, explain important details, give precise instructions and model concepts step-by-step by thinking aloud and talking through the process. Lessons build from simple to complex with student engagement, verbalization and practice. From the simplistic calculations to more complex word problems, students learn how to follow steps in a process and make calculations according to student engagement and skill reinforcement.

Inquiry Instructional Method: Inquiry based instruction is 5 phases of learning. These phases are ask questions, investigate, experiment, and discuss, reflect and share their ideas. Inquiry based instruction is introduced in each K-5th grade science class. Hands-on activities associated with the curricular focus identifies the role of the student as being active learners during the scientific process. Teachers provide students' the opportunity to compare, contrast, interpret, analyze, and explain science concepts during hands-on lab activities and classroom discussions to reinforce higher-order thinking skills. Also, the teacher elicits prior knowledge through the use of a KWL chart graphic organizer. Inquiry learning helps students draw connections between prior knowledge and new material while walking through the steps and taking risks. The teacher implements responsive journals that are interactive in nature.

Differentiated Instruction – (Small Group Intervention)- Reading, Math, Science: Instructional student groupings and an instructional plan tailored to meet individual student needs with similar skill instructional components. With the use of ongoing assessment and flexible grouping, this is a successful approach to meeting student needs and growth accomplishments.

Students are grouped into one of three levels. Once students have been assigned to their initial instructional grouping, they rotate among stations according to core curricula planning such as: web-based instructions, teacher-led face-to-face instruction and collaborative activities and/or stations for Reading, Math, Science and Extended Hour.

Reading: During the 90-minute reading instruction time, 30 minutes are designated to whole

group participation then small group rotations are broken down to 20-20-20 minutes each day

Math: Small Group rotation within the 60-minute scheduled. Math time each day, including choice of manipulatives – in small group and individually

Science: Hands-on and experiments with small group participation to engage students

Small Group Review and Reinforcement

Researched Instructional Strategies and teaching models are used in teacher-directed lessons to ensure that all students' needs are met:

- Whole Group instruction – direct instruction to entire group introduce new skills, aligned to Florida State Standards,
- Close Reading with Journeys leveled readers
- Graphic Organizers – (Story Maps, Venn Diagrams, Webbing)
- Writing experiences in a variety of contexts
- Instructional strategies and techniques such as modeling,

iReady Reading and Math Online Instruction Used as diagnostic tool for Reading and Math that is aligned with Florida State Standards to pinpoint students' needs down to the sub-skill level, and then provides personalized student instruction targeted to students' unique areas of needs to boost achievement, as well as data for educators with real-time insights for each student.

Fundations: Our Kindergarten through 2nd grade students receive Fundations as the hour reading intervention. Teachers use a combination of whole group and small group center (30/30 minute) approach to deliver this highly effective phonics program, along with phonemic awareness, vocabulary, writing, and comprehension intervention. The 2019-2020 school year is our first year implementing this program, however, the research has proven its effectiveness.

D. Identify how the charter school competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with Florida Standards as well as Next Generation Sunshine State Standards.

Teachers use a variety of qualitative and quantitative data to inform and guide instructional planning and practice aligned with Florida State Standards as well as Next Generation Sunshine State Standards (NGSSS).

Qualitative Data:

- Morning Meeting
- Closing Meeting
- Student Data Chats
- Student Goals
- Student Self-evaluation
- Student Interaction
- Parent Conferences
- Teacher Observation

On a daily basis, ICS teachers facilitate classroom instruction and observes students. This daily observation, whether on the playground or in a small group, provides information used to inform and guide instructional planning and practice aligned with Florida Standards as well as Next Generation Sunshine State Standards. As reflective with any child but especially with our demographics, family life will have its challenges ultimately impacting student performance. Some

students perform academically better on a daily basis than on a summative (formal) assessment. Students know when the “pressure” builds. Morning meetings can diffuse some of the emotional and social concerns with pertinent and planned conversation, but these influences still impact, inform and guide instructional planning focused on successfully showing understanding of each standard based skill. Therefore, we have built a culture where our teachers become “in-tune” with their student to help identify learning styles, determine individual student academic motivators, and make academic adjustments as needed.

Other qualitative observations for instructional planning are be made in small group interaction, whole class discussions, journal writing, student self-evaluation and goal setting, parent communication and student communication. Our teachers know that they can learn from parent conversations when parents share student “likes” and motivators which allow the teacher to apply to student learning. Student responses in data chats and daily interaction with other children give insights for furthering the academic plan for each student, guiding the instructional plan as these insights support student achievement. Student self-evaluation reflects confidence and individual perspective. These components impact class atmosphere and student motivation reactive to the learning environment and student performance – all informative and guiding contributions to the planning of standard based instruction and student performance.

Quantitative Data: Teachers will review data and determine standards-based skills as directed by the scope and sequence and pacing guide for lesson implementation and make adjustments when data shows need for improvement and areas for review and reinforcement. Data determines the instructional small groups, skill levels, and student growth. This is a process of analyzing data, having collaborative discussions with grade level team, and readjusting instructional components in lesson plans per whole group reteach and small group intervention. Reteach, review and retest using formative and summative assessments according to student needs in accomplishing the standards-based skill will, again, guide the instructional plan or the student intervention process.

Teachers will progress monitor student achievement, have data chats establishing quarterly goals and design small groups as levels differentiate. Focus will include Rtl for subgroups FRL, SWD, HSP, BLK, and ELL as small groups for the regular reading block, math, science and the Extended Hour remain fluid.

Data will be used to assess student mastery and determine review and reinforcement of standard-based instruction. Small groups will focus on student skill deficiencies instruction.

Progress Monitoring Quantitative Data Collections:

- *iReady* Diagnostic, Reading and Math- AP1 (September), AP2 (December), AP3 (April) - K-5
- *iReady* Weekly Passing/Domains Mastery, Reading and Math - K-5
- *iReady* FSA/MAFS Standards Mastery, Reading and Math - approximately every 5-6 weeks- 2-5
- *iReady* Growth Monitoring, Reading and Math - approximately Monthly (25-day cycle) - K-5
- Monitor all Whole Group and Small Group FSA skills assessments for mastery/review/reinforcement - weekly - K-5
- *Journeys* Reading Unit/Benchmark Tests - weekly - K-5
- Writing FSA Essays - pre and post assessments - September/February - Grades 4 & 5
- Writing FSA Essays - Skills Mastery Check Points - weekly - Grades 4 & 5
- *Journey’s* Toolkits - Reading Intervention/Rtl - 5 Day Check Point - Weekly - K-5
- *Foundations* Assessments - as indicated by mid-unit & unit completion - K-2
- *Foundations* Progress Checks & Unit Tests as indicated by curriculum - K-2 Tiers 2 & 3
- Pre/Post Science Assessment - September/March - Grade 5

- *Fusion Science Assessments* – weekly and as indicated per completion of unit/chapter - K-5
- *GOMath Chapter Tests* - per completion of chapter - K-5
- *Performance Based Portfolio/Keystones* – November through May- Grade 3
- ELL:
 - Initial Placement Test 1 (August or upon enrollment as needed); Initial Placement Test 2 for Re-evaluation as needed (post-October 1) - K-5
 - WIDA Access 2.0 (January) - K-5
 - IMAGINE Learning Benchmark Test (September/December/April) - K-5 Levels A & A1
- FLKRS (August) – K
- Diagnostic Assessment in Reading (DAR) - as indicated by the MTSS/Rtl process – K-5 as is appropriate
- Letter Recognition, Letters and Sounds, Concepts of Print (September/December/March/May) – K

E. Explain how the charter school provides effective services for exceptional students (SWD and Gifted) as defined in the charter school’s agreement and as required by applicable law. The charter school should provide assurance of charter school and Sponsor collaboration and the adherence to local guidelines for exceptional students (SWD and Gifted). An On-Site Programmatic Review and/or Desktop Review will be conducted.

- **Describe the IEP process for SWDs for present level development, prioritization of educational needs, and annual goals.**

ICS will continue to ensure that student needs are being met even before a student is identified or evaluated for Exceptional Education Services (ESE) through the Rtl/MTSS process, wherein interventions are frontloaded in the general education classroom as a first step allowing students to receive support and have an opportunity to learn. The Rtl/MTSS framework is a comprehensive support to students. The school practices Rtl/MTSS as prevention-oriented approach to linking assessment and instruction. This then informs teachers on how to best teach their students. The goal of the Rtl/MTSS model at the school is to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to document learning or behavioral problems and to ensure appropriate identification of students with disabilities.

The beginning process starts with the Rtl/MTSS meetings, which come after a parent/guardian approves a formal evaluation of a student. If the evaluation has been requested by the parent, all pertinent information will be taken into consideration and will be discussed and recorded with the MTSS/Rtl team and parent. The team will then collect more data or proceed toward a full evaluation.

The process of MTSS/Rtl is where student data is gathered and monitored for students who are considered “at risk.” Strategies to assist student achievement are discussed with the MTSS/Rtl team, including the parent/guardian. If the strategies are not working, the student will move from Tier 1 to Tier 2, and then possibly to Tier 3. At the Tier 3 level, where intensive interventions are taking place, if the strategies and the data on the graphs show no improvement or no significant gains, the team will then make a decision to move towards collecting data and/or to progress toward a full evaluation for psychological services. During this time a Multi-Disciplinary Tier Report (MDTR) would show which strategies are having an impact on the student, both negative and positive, so as to adjust and re-align to better meet the student’s need(s). The area of concern is targeted so the collection of data is implemented in interventions. Once in Tier 3, the process of monitoring continues and different data collection is added to the process. The data includes 30-minute observations completed by the ESE specialist and other MTSS/Rtl support personnel.

Parent conferences are collected, Hearing and Vision Screening checked for dates within a year, and ELL status and entry date/classification. A student rating form is completed by the teacher, which details parent information, including ESOL amendment, if the student is ELL. There is a section for the interventions, the analysis of the intervention data, consideration of exclusionary factors, and the psychological report or medical evidence is inputted into the report. Once all the data is gathered, a seven to ten-day notice is given to the parent so that a date for the meeting may be agreed upon and occur. The staffing will include the parent, teacher, ESE Specialist, Psychologist, and any other important person as indicated. The documents shall include private report, Speech-Language evaluation report, medical information, and/or standardized assessments, etc. The meeting participants collaborate to decide whether the child/student meets criteria for ESE services. If the determination reached indicates that the child/student meets criteria, then an initial ESE meeting will be conducted. During this meeting the student's PLP-present level of performance, along with other important data, reports, test scores, etc., will be reviewed and discussed for further processing.

Analysis of this data will then determine the goals for the student for the next year to work towards success. A draft and finalized Individual Education Plan (IEP) are created, which outlines personalized goals and covers areas, such as:

- social/emotional behavior
- communication
- independent functioning
- supplemental aids
- accommodations for general classroom environment
- any special considerations (such as: health care, behavior, career and professional education, assistive technology need, transportation, communication needs, and an emergency evacuation plan)
- accommodations for state and district testing (any accommodation for state testing are established)
- special educational services (this is the area that ESE services are established for pull-out services in amount of time per week, and frequency of services per week)
- any related services, if a need for extended school year, placement for the child

During the meeting, all parties agree on the IEP created, and they sign and date the appropriate documentation. These documents are then distributed to parent(s), teacher(s), ESE Specialist, and any other necessary staff or personnel. Once this is completed, a Matrix of Services is created according to the IEP that was developed and the proper matrix for the child/student is established. The IEP team determines the services a student will receive based on the information contained in a student's IEP. If it is determined that the nature and intensity of services cannot be provided at ICS due to parameters in our Charter School Contract and the Total Time in ESE (% removed), ICS will meet with the family to explain their options. ICS will also work with BCPS to assist the student in returning to their boundaried school and/or follow the ESE Cluster process for school placement. If the parent/guardian does not believe reassignment to the boundaried school and/or other options as are available through BCPS, and ICS administration determines the student's needs can be met at ICS, ICS may endeavor to serve that student by all means available and/or acquire such so as to serve the student in our school community.

To monitor the ESE student's progress in the program, all ICS stakeholders are expected to update the student's file indicating if goals are being met. The report is generated quarterly to address all IEP mandated goals. The report is sent home with the student's report card. This will keep the parent/guardian(s) informed of the progress the student is making towards goals. If the child does not make any progress in 2 consecutive quarters, then an interim meeting will be conducted, and new goals will be established that align more closely with the child/student making progress.

A designated staff member trained in TERMS coordinates uploading information, including the EASY IEP to ensure students are identified and properly classified in the system so that funding is allocated accordingly and all documents and record keeping adheres to applicable Florida State Statutes.

- **Describe the EP process for Gifted students for present level development, prioritization of educational needs, and annual goals.**

The EP process for identifying Gifted students comes after the student is indicated as having exceptional learning abilities. This is based on the student's tests scores, academic and social characteristic traits, parent/guardian request and/or teacher request. Once a request is generated and parent/guardian permission is obtained, a screening (Kaufman Brief Intelligence Test 2- KBIT 2) is administered by the ESE Specialist. The test and other data collected in combination with other factors, such as ELL status, Free and Reduced Lunch (which determines a Plan A or Plan B criteria), Gifted Eligibility Matrix (GEM), teacher input of Gifted Characteristics, etc., are analyzed so a full evaluation can be conducted on the student/child. When the evaluation is completed, a staffing for eligibility meeting will take place with the proper stakeholders and staff. A notice of 10-days and 5-days are given to the parent so that they will be able to attend the meeting. If the child is determined to be eligible for Gifted services, an Educational Plan (EP) meeting will take place to establish attainable goals and objectives. Unlike an IEP, which is good for 1 year, an EP is established for 2 years. Each Gifted student will have 2 goals that each have a minimum of 2 objectives. These objectives are smaller steps for the student to accomplish that help him/her achieve mastery towards their main goals. Mastery for Gifted is 90% or higher accuracy in measurement set for each student's goals. Like ESE students, documents are generated, signed, and distributed to the parties involved. After the meeting is finalized a Matrix of Services is created. The ESE Specialist uploads documents per the Sponsor's process and procedures into the EASY IEP program. This process brings together all relevant data and reporting to make sure students are identified and properly classified, and appropriate services are provided.

- **Describe the program's services and supports for SWD including supplemental aids and accommodations.**

The IEP for each student dictates the frequency of services provided for a student. IEPs and IEPs at a Glance are distributed to all teachers during the In-Service week before school commences. Additionally, information and instruction are provided as to documentation in lesson plans and knowledge of accommodations for facilitating students to be successful in the general classroom environment. The specials teachers are also informed as to what accommodations are to be provided for students in their classes. IEP students receive services in their pull-out sessions, which are in alignment with the student's IEP and administered as indicated in the IEP for the frequency noted. Services are then logged into Wizard's portion of the EASY IEP program, including the service minutes and a brief summary of what was accomplished in each session. All teachers are familiar with the ESE students in their classes, can identify them, and know what accommodations each ESE student needs. When an annual meeting, re-evaluation, interim, or initial meeting is established and a new IEP is generated, the teacher(s) get the most current IEP for their files/folders/lesson plans. These services and supports are influenced by the knowledge the teacher of the ESE student/child has so that, as he/she develops and matures the accommodation may no longer be needed and/or new accommodations can be established to best fit the needs of the child. An accommodation is not to establish an unfair advantage for the child but to ensure the child has an equal opportunity to become successful in the learning environment.

- **Describe the school's Gifted program and the services provided. If the school does not currently serve Gifted students, what would that program look like?**

To identify a Gifted student, the student is assessed by being engaged with the following to record findings concerning Intellectual Abilities, Academic Achievement, Gifted Characteristics, and Environmental Indicators on the Gifted Eligibility Matrix (GEM): student's interest interview, Kaufman Brief Intelligence Test 2 (KBIT-2 screening), and Psychological Evaluation Test. This assessment process may also include but is not limited to the Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V) State Testing scores, *iReady* scores, Diagnostic Assessment of Reading (DAR), Teacher Observations, and Parent Observations.

The Gifted student is to show mastery of grade level standards. Once this is established, the school provides services to further enrich the student's education by enrichment, curriculum compacting, and acceleration strategies through offering the student a variety of approaches to learning, such as project-based learning, tiered assignments, paired learning, and differentiated instruction, as well as.

A Gifted student will show mastery of goals/objectives aligned with his/her Educational Plan (EP). Small objectives are monitored, and the student works toward the related goal as his/her focus. The EP consists of a minimum of 2 goals with a minimum of 2 objectives for each goal. Student assignments, goals, and objectives are designed to encourage student ownership, as they focus on a student's interest(s). Teachers and Gifted students use the EP goals to collaborate concerning expectations and to create a rubric that measures progress towards the same. Assignments are differentiated and tiered with a project-based learning approach that explores a higher, deeper level of learning and understanding of the same grade level standard(s). This will not be more work but will instead be a more in-depth project that is challenging, enriching, and self-fulfilling for the Gifted student. To assess student progress toward his/her EP, the teacher communicates with the Gifted student in weekly data chats, completes a monthly log, and a quarterly progress report, based on progress monitoring data collection. Annual measurable goal, evaluation schedule, quarterly results, and short-term instructional objective(s) are part of the Gifted student's EP. A report on progress toward the annual goals will be sent home in conjunction with each quarterly report card. Parent/guardian(s) will provide an email for the EASY IEP program so that they will be notified of all quarterly progress.

If a student is not showing progress in 2 consecutive quarters, an interim meeting will be held, and new goals and objectives will be established that are more closely aligned with the student's interest(s) so goals and objectives will be achieved with mastery. Regular conferences will be held at least twice a year for parent/guardian updates and/or additional conferences will be scheduled as needed. As/when BCPS and/or Florida Statutes mandate additional reporting and/or parent/guardian communication, ICS Gifted programming will be adjusted to ensure compliance with these new student service plans.

Gifted students for Kindergarten and 1st Grade will be on a consultation basis and will follow the BCPS Gifted Department's recommendation to only allow movement into or out-of gifted by October 1 of each year. Any student that becomes eligible for gifted services after that date may be provided these services through consultation in the current class (http://www.sbbc-gifted.com/downloads/PROCEDURAL_GUIDE_FOR_GIFTED_EDUCATION_Revis). Currently, ICS has 6 students eligible for the Gifted program, with all 6 being in Grades 3 and 4 only. Due to the school's approved initial application to serve students who will be successful with 80% in the general education classroom setting and no more than 20% of a student's learning time through intervention, Gifted students will be served in a general education class/EP class. These students will be concentrated with the same classroom(s) to insure they have substantial time in academic content with their intellectual peers. Such a learning environment will enhance and contribute to an enriched learning experience. The Gifted content instruction will be designed and delivered by a gifted endorsed teacher (or a teacher working toward gifted endorsement and on an approved out-of-field waiver).

○ **Describe the testing plan and progress monitoring plan for SWDs.**

The testing plan for SWDs is outlined in each student's IEP, which is followed by the ESE Specialist and testing coordinator. Teachers in the general classroom also adhere to the testing accommodations for a student's test(s), which are given throughout the year. Accommodations are listed for each student and are given to the testing coordinator and proctor to ensure that each ESE student is given the proper and correct accommodation(s) during the testing procedure. Prior to the testing, a briefing with question and answer format is available and required for all that will be administering testing for the ESE student so it proceeds smoothly for the state testing. If a student is ELL and ESE, the student will go with the ESE students for testing procedures.

Progress monitoring for ESE students is ongoing and assessed with teachers during data chats amongst teams and colleagues. The ESE Specialist monitors this weekly and inputs the services administered into the Wizard section of the EASY IEP program to maintain current and accurate information and data on each ESE student. Each quarter the teacher of ESE students must have a conference with the parent and document so the parent/guardian(s) of the ESE students are always informed of his/her student's progress. The ESE Specialist meets with each ESE student's teacher to discuss that student's goal(s) and what percent of progress has been measured according to the student's IEP plan. Then this will be logged in the progress report each quarter to be included with the student's report card.

F. Explain how the charter school implements effective programs and services to meet the needs of English Language Learners as defined in the charter school's contract and as required by applicable laws. An On-Site Programmatic Review and/or Desktop Review will be conducted.

○ **What is the school's plan for identifying, placing and scheduling ELLs?**

ICS uses the BCPS system to identify ESOL students. Upon filling out an application to attend ICS, the enrolling parent/guardian answers the home language survey that includes 3 criteria needed to determine ESOL eligibility:

- 1) Is there a language other than English is present in the home?
- 2) Does the student speak a first language other than English?
- 3) If there is another language, another than English in the home, which language does the student most frequently speak, and does he/she have a better understanding of it?

If the parent/guardian(s) answer "Yes" to any of the above questions, appropriately trained staff, such as the ESOL Coordinator, determine if placement in the ESOL program is warranted.

The student's previous schooling and/or academic experiences will be verified through proper channels and considered when generating a profile of the student.

To fully understand a student's academic history, parent/guardian(s) enrolling his/her student answer questions such as:

- What grade was the student in during the previous school year?
- What courses or grade did the student take?
- How did the student perform in the prior school setting?
- At what age did the student start school?
- What is the total number of years the student has been in school?

- Was the student ever retained?
- Were there excessive absences or special circumstances affecting achievement?

If a newly enrolled student is a previous BCPS student, the ESOL Coordinator identifies the student's information in TERMS to determine appropriate placement. If the student is not a former BCPS student, then any available previous school documentation, including the student's academic record, is carefully reviewed. Additional services offered, if applicable, will be a part of the identification and placement process. This academic review will include grade placement, test scores, and report cards as well as any information containing previous ESOL services.

Once the child has been placed in the age appropriate grade level, the ESOL staff administers a placement test to assess the student's academic skills. All students are administered the Initial Placement Test (IPT) within the first 20 days of the student's first date of attendance at ICS to ensure appropriate level of instruction needed. (If the student does have an IPT on file, that information is used to determine eligibility.) Once a student has been tested and appropriately assigned a language classification, the ELL department creates an ELL plan and maintains the state mandated ELL file that is updated as needed by the ELL committee.

ESOL students enrolled at ICS who are identified as limited English proficient will be provided with primary instruction in English by personnel who follow the Sponsor's District Plan for English Language Learners and who either (a) hold a currently-valid State of Florida educator's certificate showing the ESOL subject area or the ESOL endorsement or (b) hold a currently-valid State of Florida educator's certificate in another area of certification, have been approved by the School's Board of Directors to teach in this capacity, and who complete the required in-service training in ESOL in the prescribed timeframe per the State Department of Education rules and regulations provided by the school district in compliance with the *LULAC, et al. v. State Board of Education* Consent Decree.

All ESOL students are placed into a general education classroom where the homeroom teacher is the primary instructor. The ESOL Coordinator meets with each individual teacher to share all pertinent information with the teacher to ensure the instructor has a clear understanding of the students' educational background and the information and context needed to implement an appropriate educational plan. Students within the mainstream classroom receive whole group instruction and are assigned to small groups for more intensive instruction based on their ability and needs. Teachers work with ELL staff to ensure lessons and lesson plans incorporate strategies that meet the needs of ELL and non-ELL students accordingly.

- **Describe how the school has and will continue to comply with the state-approved district ELL Plan?**

At the beginning of the school year, the ESOL Coordinator conducts a training for all educational staff. The Coordinator also conducts refresher trainings throughout the school year to ensure teachers and educational assistants are up to date with any new information that has been disseminated at any training the ESOL contact may attend. The ESOL Coordinator also has the opportunity to answer any questions the staff may have during staff and curriculum meetings on a regular basis. Many of the teacher trainings offered by the ESOL Coordinator concern the proper use of district-mandated materials and procedures as outlined in the approved ELL plan.

ICS uses the Ellevation program to digitally follow and monitor student needs and progress. Ellevation organizes all English Language Learner (ELL) information and data from an entire school into one dashboard. It allows teachers, specialists, and administrators to collaborate on individual ELL instruction plans and goals, communicate with parents, and access district-wide aggregate assessment data.

Through the Ellevation program, the ESOL Coordinator has the ability to assign appropriate testing and classroom modifications that will be provided for each ELL student. The Ellevation program also allows the ESOL Coordinator to generate parent notification letters that are sent home to parents in their primary language and notifies him/her of his/her child's acceptance into the ELL program and the services the student will receive. The Ellevation program allows for the ESOL Coordinator to monitor the progress of each student by aligning individualized goals based on his/her WIDA testing scores. One of the most frequently used and easily accessible modifications ICS provides for the ELL students are native language, district-approved dictionaries and glossaries in Spanish, Portuguese, and Haitian Créole.

ICS follows the BCPS testing schedule for ELL students by ensuring all ELL students take the WIDA (Access 2.0) assessment annually. Access 2.0 is an English language proficiency assessment for K – 12. The test is administered every year to help with monitoring ELL student language development. The WIDA Access 2.0 assessment measures student ability to understand and produce English language used within school settings. The four sections monitored by the assessment are Listening, Reading, Speaking, and Writing. The Access 2.0 allows for students to exit from ELL programs when proficiency has been exhibited through the results of that test. Parent notification would follow in this case.

The WIDA consortium provides a plethora of materials ICS uses to ensure ELL students are receiving the diverse instruction assessed by the Access 2.0. The ESOL Coordinator provides copies and instruction on how to use each of the following materials. Teachers have access to WIDA English Language Development (ELD) standards which describe what will be assessed. WIDA instructional support offers examples of sensory, graphic, and interactive supports. Most importantly, teachers are shown how to navigate the WIDA Can Do documents. These documents are designed to show what the academic expectations should be for ELL students at each grade level based on the WIDA language classification. This document gives the instructor a clear idea of the ability each child should possess and gain.

ICS, in accordance with BCPS, ensures all teachers and instructional staff have a copy and use the ESOL instructional strategies Matrix. This document helps teachers monitor the way information is disseminated to their students by allowing them to select and focus on different strategies that are as useful for mainstream students as they are for the ELL students in their classrooms. It is a great reminder that how we teach is as important as what we teach.

- **Describe how the school provides and will continue to provide equal access to instructional and categorical programs regardless of proficiency level.**

ICS provides equal access to instructional and categorical programs regardless of proficiency level. ICS uses a mainstream method to teaching that ensures all ELL students receive instruction at their individualized language level and at the proper grade level. ICS administers whole group instruction using *Journeys* Reading program and *Foundations* (phonics) lessons for differentiated instruction for all students on grade level. These programs are used to create the focus of the curricular lesson taught.

All ELL students receive extended time and native language dictionaries and glossaries as accommodations for classwork and assessments. Teachers make individual modifications for ELL students based on his/her language classification and/or ability. An example of these modifications includes writing/learning 5 spelling words out of 10. While these modifications are made for the ELL students during whole group instruction, ELL Small group instruction is based on personalized language classification levels.

Teachers also differentiate their lesson activities by incorporating center activities for students at grade level. They use differentiated strategies from the ESOL matrix to ensure all forms of

learning styles are being met when creating lessons. During the lesson planning process, further differentiation occurs by teachers having access to the WIDA “Can Do’s” to ensure lessons for ELL students are designed with student ability expectations considered.

ICS requires teachers to have one on one time with each student, using benchmark scores and running records to find the key areas on which to focus. Teachers then use this information to ensure students are grouped appropriately. ICS has a “power hour”, an extra hour of Reading instruction at the students’ reading levels and differentiates even further by grouping the bottom 25% for additional pull-out groups. These small group pull-outs use *Journeys Literacy Toolkits* and *Foundations* phonics. Along with the small group curriculum, ICS uses the *iReady* program for Reading and Math for all students except ELLs A1 or 1; those ELL students with language classifications of A1 or 1, use the *Imagine Learning Literacy*.

G. Explain the school’s current process for MTSS/Rtl, specifically with documentation of progress monitoring and the assessments used.

- **Describe the charter school’s collaborative problem-solving team (CPST).**

For the past 4 school years, ICS has implemented a plan for MTSS/Rtl in which students have been monitored through varied progress monitoring tools. We administered the progress monitoring assessments according to the year, such as NWEA (MAP), i-Station, FAIR, and *iReady* Reading and Math. For this year, the progress monitoring assessment will be *iReady* Reading and Math assessments.

The Rtl Coordinator and classroom teacher meet regularly to discuss all students and determine which students are struggling based on a combination of the data. The tier 1 intervention which according to Broward County School Board, is the core curriculum that all students receive in all subjects and grade levels. Once the teacher and Rtl coordinator have selected students based on these criteria, the data is gathered and presented to the CPS team.

The MTSS/Rtl team is comprised of the following: Collaborative Problem-Solving Team, which includes the ELL Coordinator, ESE Specialist, MTSS/Rtl Coordinator, Literacy Coach, Social Worker, teachers and parents. The MTSS/Rtl Coordinator continues the process by creating a schedule that includes all students recommended by teachers. The Rtl Coordinator generates a Parent Notification letter as an invitation with a seven to ten-day advance notice of a scheduled meeting. The schedule is then followed with participating invited Parents, Teachers, and all CPS team personnel. An interpreter participates in all meetings and interactions with parents to facilitate ease of communication and to ensure understanding by all parties involved. Interpretation and translation services are provided for MTSS/Rtl, ESE, ELL, Gifted, and in general at large school community gatherings as well as for small group meetings, such as IEP, teacher-parent meetings, administrator- parent meetings, and so on.

As the scheduled meeting begins, all coverages for teachers attending meetings are arranged accordingly to ensure teacher participation, as teacher input is critical in the intervention process. During a formal MTSS/Rtl meeting, the discussion of the data determines if it is necessary for the student to move from Tier 1, which is the core curriculum in the general educational classroom, to a more intense Tier 2 or Tier 3 intervention. According to BCPS, Tier 2 intervention consists of additional strategic supplemental intervention that targets specific student problems. If strategies for Tier 3 intervention are recommended, the essential change is one of intensity. That change is achieved by the frequency of the intervention, the duration of intervention, and the method of the intervention.

When the teacher enters the CPS team meeting, the teacher provides documentation including graphs and student work for discussion. The CPS team uses the BASIS system to progress

monitor students on a regular basis. The team monitors attendance and at-risk indicators, and views and compares student data graphs, FSA test scores, and Tier 1, Tier 2 and Tier 3 Plans. Tier plans are implemented upon the student's progress and growth and are modified accordingly.

○ **How does the charter school encourage and document parent participation during the Rtl process?**

A staffing with all team members including all evaluators will reconvene with the parent to discuss further steps as described by Broward County Public School's Exceptional Student Educational plan and procedures. Notification of all meetings is sent 7 to 10 days prior to ensure the parent/guardian(s) are aware and can participate. During the CPS team meeting, ICS ensures the parent/guardian(s) understand the data collected by defining and explaining the information presented by the participants. To further enhance parent participation, all information is displayed digitally, and the monitoring process explained in detail. Included in the process, the parent is presented with a pamphlet that includes resources for possible remediation at home to reinforce suggested strategies based on data findings. Parent/guardian(s) have open opportunity to request information and/or separate appointments as they believe will help inform all involved in his/her student's educational experience. An interpreter participates in meetings and interactions with parents who speak a language other than English as needed to facilitate ease of communication and understanding. This is common practice for all parent interactions, whether the setting be a larger community gathering, such as a Coffee and Conversation with the Principal, or an individual meeting between an administrator and parent/guardian, teacher and parent/guardian, and/or IEP determination meeting, etc. Printed communications to inform of these various gatherings, sessions, and meetings are also translated for the languages represented by our community, i.e., Spanish, Portuguese, and Haitian Creole with others produced as requested should a parent/guardian have a home language not prevalent in our school family.

○ **Describe the charter school's data analysis process for all tiered interventions.**

The data collected from Rtl small groups is accessed, written comments from teachers, *Imagine Learning* and *iReady* scores are viewed and assessed by the CPS team, with the teacher and parent in attendance. The data consists of assessments such as: *Journey's Reader ToolKit*, *iReady Toolbox*, *Wilson Foundations*, Letters and Sounds/Concepts of Print, FLKRS Testing (K), *iReady Diagnostic*, FSA Testing, BSA for retained students. Notes are taken and documented in BASIS for any student that may be failing a subject.

Teachers upload the student's data graphs into the BASIS system prior to the meeting for the CPS Team to view and share with parents. Every 4 to 6 weeks, data items are chosen, scores of those items are graphed for comparison between the student, small group and whole group in a particular focus area and turned into the CPS Team to assess. An *iReady* score and comments from the teacher on how the student is progressing with particular skill(s) is also included for review and assessment. In addition, a student log is submitted at each CPST meeting, which includes the time spent in small group, the area of focus, the skill(s) the teacher is working on with student(s), and the program/assessments used.

During the CPS team meeting, ICS ensures the parent/guardian(s) understand the data collected by defining and explaining the information presented by the participants. To further enhance parent participation, all information is displayed digitally, and the monitoring process explained in detail. Included in the process, the parent is presented with a pamphlet that includes resources for possible remediation at home to reinforce suggested strategies based on data findings.

Once the information that has been reviewed by the MTSS/Rtl Coordinator the data is then presented to the CPS team for review and evaluation. The team analyzes the charts presented to see if any trends are identified. In addition, the team reviews *iReady* Reading and Math scores to

gauge student progress. The CPS team reviews the recommendations determined in the previous meeting to ensure the documentation and student work reflects the specific strategies implemented by the classroom teacher. Based on the data review, the CPS team determines if the student has shown progress in a specific skill. If the CPS team determines there has been minimal to no progress, the team will further collaborate to make recommendations on the individualized academic plan for the student.

Multi-Tier System of Support/Response to Intervention: MTSS/RtI Behavioral Plan at ICS uses the four-step Collaborative Problem-Solving Process (CPSP) model utilizing student data to guide instructional and behavioral decisions:

Step 1: Identify a problem exists and define the desired goal to be obtained in objective and measurable terms

Step 2: Identify possible reasons why the desired goal is not being obtained

Step 3: Develop and implement a well-supported plan, involving research-based strategies to obtain

the goal

Step 4: Evaluate the effectiveness of the plan in relation to the goal

Tier 1 intervention:

For behavior support ICS uses the researched-based *Responsive Classroom* framework along with an alternative classroom/alternative to suspension model.

Tier 2 intervention:

For behavior level 1 concerns, the child will mark his/her behavior on a behavior chart along with completing a contract.

Tier 3 Intervention:

For behavior level 2 concerns, the teacher will take preventative action based on the results of the Functional Behavior Assessment (FBA) in determining what motivates a child. A Positive Behavioral Intervention Plan (PBIP) will be established and followed with fidelity using interventions from the researched based RtI Behavior Intervention Manual.

At the culmination of the MTSS/RtI collaborative process, it will then be determined to continue current interventions that are working. If a child/student moves through all 3 tiers and continues to show evidence of deficiencies, then the process will move toward ESE evaluation with parent consent. During this period, the teacher continues monitoring and gathering data until the ESE evaluation is completed.

H. Explain the charter school's current process to implement an Early Warning System (EWS).

- **Describe how the charter school obtains the data and how often the EWS data is updated to reflect student improvement**

Early Warning System

At ICS, the Early Warning System (EWS) begins when students are flagged in BASIS for the following: suspensions, course failures, ELA/Math FSA scores, attendance, retentions, and demographics.

In accordance with Broward County Public Schools, ICS Implements the Multi-Tier System of Support/Response to Intervention: MTSS/Rtl Behavioral Plan: the four step Collaborative Problem Solving Process (CPSP) model utilizing student data to guide instructional

and behavioral decisions.

Step 1: Identify a problem exists and define the desired goal to be obtained in objective and measurable terms.

Step 2: Identify possible reasons why the desired goal is not being obtained.

Step 3: Develop and implement a well-supported plan, involving research-based strategies to obtain the goal.

Step 4: Evaluate the effectiveness of the plan in relation to the goal.

The MTSS framework at ICS involves parent/guardian(s) on a Collaborative Problem-Solving Team (CPST) to determine student needs. The essential components of MTSS include:

- multiple tiers of evidence-based instruction service delivery
- a problem-solving method designed to inform the development of interventions
- an integrated data collection/assessment system to inform decisions at each tier of service delivery.

Level 1 and 2 – FSA – Extended hour and MTSS/Rtl

In addition to Rtl, small group intervention, Kindergarten-2nd Grade students will be receiving *Foundations* as the hour reading intervention to track progress for reteaching or mastery of skills. The teacher will use a combination of whole group and small group center approach to deliver this highly effective phonics, phonemic awareness, vocabulary and comprehension intervention. The *Imagine Learning* Language and Literacy online program will be part of the reading intervention hour for the ELL A1 and 1 students and monitored with the *Imagine Learning* data.

In addition to Rtl, small group intervention, Grades 3-5 students use the intensive reading program *Journeys* Reading Intervention and Literacy Toolkit along with the *iReady* Toolbox. These are research-based programs that are proven to accelerate our students who are exhibiting a reading deficiency. Students will be grouped by their FSA ELA previous year's scores, *iReady* AP3 previous year scores, this year's AP1 scores, teacher input and current grades. Students with scores of medium to high level 2 and 3 will be grouped together and students with level 1 and low 2 will be grouped together. Also, A1 ELL students will participate in a pull-out program to teach phonics, phonemic awareness and vocabulary. In addition, the *Imagine Learning* Language and Literacy online program with an interventionist is being implemented.

Students with two or more EWS indicators are monitored by teachers to determine if additional intervention is needed. The teacher communicates with the CPS Team to determine an individual plan for student success.

The EWS is updated quarterly. The Administrative team collaborates to identify areas of concern. The data is collected for course failures quarterly, and FSA scores are entered at the beginning of the year. Attendance is monitored by an attendance team weekly; ICS meets with all of our

teachers to go over the EWS data for students. Each teacher is provided their list of students so that they can monitor these students to determine if intervention is needed.

Data is obtained through the Rtl BASIS System. A Progress Monitoring Plan (PMP) is produced at the beginning and end of the year to red flag students at risk and to monitor student improvement. These students are identified as "At Risk" in the BASIS system. Student data is uploaded into the BASIS System and monitored monthly, based on the data that is submitted by teachers working with students in small groups.

Data is collected by the teacher, submitted in graph form, and uploaded into BASIS. Test scores and attendance are updated weekly and are progress monitored by the CPS Team through the BASIS System throughout the year. An EWS chart is documented and updated quarterly. Students that are listed are put into the Rtl BASIS system and are given an academic Tier plan with intervention strategies to improve student progress.

ICS is committed to communicating the Innovation Charter School Attendance Policy that complies with Broward County School Policy to parents and students, by training parents to build an awareness for being on time and regularly attending school to avoid excessive absences effecting academics.

School administrators, teachers and CPS Team monitor the attendance patterns of students and provide support and resources to families that struggle with consistent school attendance (tardies, absences) throughout the year. As attendance is crucial to ensuring that students learn and build up concepts, this has been included in our school's EWS. This component of EWS became a part of our current SIP due to a concern related to low student attendance.

- Provide an in-depth description of the additional interventions provided to students identified on the Early Warning System with a focus on attendance, behavior, Level 1 and 2 students, students performing below grade level, and students exhibiting two or more indicators.

Attendance Policy:

Systematically enforcing the ICS Truancy Policy will support children who need guidance for attending school. ICS has developed the following attendance policy to comply with the School Board of Broward County, Florida and stated this policy in our Parent/Student Handbook.

3 absences – teacher contact

5 absences – warning letter

7 absences – meeting with parent (attendance contract)

10 absences – home visit/social worker

15 absences – Administrative Team decision to report for Truancy

ICS staff will create a weekly attendance report that will chart students with attendance concerns and interventions. The Attendance Review Team consisting of the MTSS/Rtl Coordinator, Registrar, Social Worker and Student Services Coordinator will track attendance records, create intervention plans, and communicate with Administration on a regular basis.

For behavior support ICS uses the researched based Responsive Classroom framework along with the alternative classroom

For behavior level 1 concerns, the child will mark his/her behavior on a behavior chart along with completing a contract

For behavior level 2 concerns, the teacher will take preventative action based on the results of the FBA in determining what motivates a child. A PBIP will be established and followed with fidelity using interventions from the researched based RtI Behavior Intervention Manual.

For behavioral issues and support, ICS uses the researched based Responsive Classroom framework along with the alternative classroom.

For behavior level 1 concerns, the child will mark his/her behavior on a behavior chart along with completing a contract

For behavior level 2 concerns, the teacher will take preventative action based on the results of the FBA in determining what motivates a child. A PBIP will be established and followed with fidelity using interventions from the researched based RtI Behavior Intervention Manual.

Attachments

Section 3: EDUCATIONAL PROGRAM IMPLEMENTATION

3.1	Breakdown of Subgroup-specific Data	Anderson, Marisa, 11/1/19 9:27 PM	DOCX / 21.177 KB
3.2	FCAT 2.0	Anderson, Marisa, 11/1/19 9:04 PM	PDF / 51.798 KB
3.3	FSA Part 1	Anderson, Marisa, 11/1/19 9:04 PM	PDF / 6.498 MB
3.4	FSA Part 2	Anderson, Marisa, 11/1/19 9:04 PM	PDF / 6.809 MB
3.5	EOC	Anderson, Marisa, 11/1/19 9:03 PM	PDF / 50.599 KB
3.6	Summary of Progress Monitoring Reports	Anderson, Marisa, 11/1/19 8:27 PM	PDF / 557.278 KB
3.7	Standardized Test Results	Anderson, Marisa, 11/1/19 8:27 PM	PDF / 3.437 MB
3.8	Evidence of Implementation of Specific Contractual Corrective Action	Anderson, Marisa, 11/1/19 8:27 PM	PDF / 50.699 KB
3.9	300 Lowest-Performing Elementary Schools Plan	Anderson, Marisa, 11/1/19 8:26 PM	PDF / 907.285 KB
3.10	Early Warning Systems	Anderson, Marisa, 11/1/19 8:26 PM	PDF / 587.289 KB

FINANCIAL PERFORMANCE

1. FINANCIAL MANAGEMENT

Section Evaluation		Final Rating
Does Not Meet the Standard	Reynaldo Tunnermann, 11/20/19	Does Not Meet the Standard
Does Not Meet the Standard	Lourdes Panizo, 11/21/19	

Attachments

Section 1: FINANCIAL MANAGEMENT

1.1	Fixed Assets Report Reconciled with General Ledger	Anderson, Marisa, 11/1/19 8:34 PM	PDF / 527.425 KB
1.2	Financial Corrective Action Plan	Anderson, Marisa, 11/1/19 8:34 PM	PDF / 50.525 KB
1.3	Evidence of Resolution of any Financial Debts	Anderson, Marisa, 11/1/19 8:33 PM	PDF / 51.034 KB

2. FINANCIAL VIABILITY

Section Evaluation		Final Rating
Partially Meets the Standard	Cecilia Zereceda, 11/19/19	Partially Meets the Standard

Explain how the charter school maintains a balanced budget and a positive cash flow.

Budgeting

Financial reporting is subject to any directives issued by the State of Florida and the local sponsor. Monthly & Quarterly financial reports, which include a Balance Sheet and Statement of Revenue, Expenditures and Changes in Fund Balance, are provided to Broward County Public Schools within the required timeframe stipulated in the ICS's charter contract. These reports include a complete set of financial statements and notes thereto prepared in accordance with generally accepted accounting principles for inclusion in the Board's financial statements annually, formatted by revenue source and expenditures and detailed by function and object. BCPS Charter Schools Management currently requires financial information monthly & quarterly, at the month

following the end of each month/quarter. To the present date, these deadlines have been successfully met.

Innovation Charter School conducts fiscal management of the school's operations in accordance with the governing laws and rules, the provisions of this Charter, and all applicable federal, state and local policies. To ensure proper accountability, the Governing Board of Directors is the ultimate policy-making body responsible for the financial affairs and management of the school, as well as the continued oversight of school operations and financial controls.

To maintain a balanced budget and a positive cash flow, Innovation Charter School follows the financial policy manual created by the governing board which has established a modified accrual accounting system; a chart of accounts that uses the same coding as the Financial and Program Cost Accounting and Reporting for Florida Schools (i.e., Red Book 2013); controls that establish division of duties; authorizations and processing of disbursements; establishment of a payroll system, and a process for meeting the state of Florida's Department of Education data reporting requirements for financial statements. These financial policies and procedures are set in place to ensure fiscal soundness, further safeguarding finances. The policies further ensure effective internal controls over revenues, expenses and fixed assets and are evaluated on a regular basis to maintain compliance both internally and through the independent audit.

The 5-year budget includes Title 1 funds. These funds will be used for salaries (additional educational assistants and a portion of one curriculum specialist's time for administration).

Verify that the charter school's financial obligations are in good standing.

Financial Obligations

The School has maintained balanced budgets and positive cash flows over the past five (5) years, as evidenced in the certified audited financial statements and notes thereto on file with the school district. As it can be seen in the most recent 2018-2019 annual budget that is on file, there is a positive cash flow and net cash flow of \$1,319,111.

The Board reviews and approves a preliminary annual budget prior to the beginning of the fiscal year. The Principal of the School prepares a school-site budget, which includes anticipated revenues and expenditures based on student enrollment. The Board reviews the budget and makes modifications as needed each board meeting (at a minimum on a quarterly basis).

The Principal manages the day-to-day operations and site-based finances, including expenditures and receivables and seeks prior approval from the Board for expenditures over a pre-approved amount (as per Board policy). The Principal reports at least quarterly to the Governing Board on the progress of the site-based budget and makes recommendations and seeks approval for large expenses. The Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.

ICS is proud to have established sound financial procedures to safeguard their finances as detailed in the Financial Management Focus Area above. As such, the ICS's financial obligations are in good standing in that the school can sustain any unforeseen expenditures based on the current net balance and anticipated surplus

Provide a detailed explanation of the sound and sustainable long-term financial plan for the charter school.

Long-Term Financial Planning

The leadership at Innovation Charter School creates and maintains a balanced budget (as approved by the Board) in order to support the vision, purpose, beliefs and values, educational programs, and action plans for continuous improvement. ICS benefits from the support and scrutiny of several entities -- including the governing board and BCPS to provide guidance and resources to assist the schools with fiscal responsibility and accountability on a long-term basis. Long-term financial planning is also a component of the governing board's strategic plan that is analyzed and modified every 5 years.

Long-term financial plans are included as objectives in the Strategic Plan to ensure that adequate funds are set aside to meet the needs of the schools on an ongoing basis.

As evidenced by the 2019 Audited Financials on file with FLDOE and BCPS, Innovation Charter School has a total net asset balance of \$1,319,111. Accordingly, it is anticipated that the school will continue to accumulate a surplus that will serve to increase the net asset balance of the entity. Furthermore, as part of its sustainable long-term financial plan (Appendix Y – Five Year Budget), The Governing Board has instituted sound business practices by establishing policies to ensure effective internal and external controls.

Attachments

Section 2: FINANCIAL VIABILITY

2.1	Projected Five (5) Year Budget for 2021-2025 Part 1	Anderson, Marisa, 11/1/19 8:38 PM	PDF / 6.054 MB
2.2	Projected Five (5) Year Budget for 2021-2025 Part 2	Anderson, Marisa, 11/1/19 8:37 PM	PDF / 5.89 MB
2.3	Projected Five (5) Year Budget for 2021-2025 Part 3	Anderson, Marisa, 11/1/19 8:37 PM	PDF / 5.006 MB
2.4	Revenue Estimate Worksheet for 2020-2021 based on projected enrollment	Anderson, Marisa, 11/1/19 8:37 PM	PDF / 1.301 MB
2.5	Financial Corrective Action Plan	Anderson, Marisa, 11/1/19 8:35 PM	PDF / 50.525 KB
2.6	Evidence of Resolution of any Financial Debts	Anderson, Marisa, 11/1/19 8:35 PM	PDF / 51.034 KB

ORGANIZATIONAL PERFORMANCE

1. STUDENT ENROLLMENT AND CONDUCT

Section Evaluation		Final Rating
Partially Meets the Standard	Sean Brown, 11/20/19	Partially Meets the Standard
Meets the Standard	Marion Williams, 11/27/19	
Meets the Standard	Jill Young, 11/27/19	

Student Enrollment and Conduct:

Explain if the charter school’s actual enrollment has been consistent with its projections.

- If it has not been consistent, what measures has the charter school taken to increase student enrollment.

Student Enrollment Trends

The initial projections previously held at Innovation Charter School (ICS) were significantly higher than actual enrollment numbers. School administration canvassed the surrounding Pompano Beach community, walking door to door in order to recruit students for the school. Additionally, the school would have multiple events that were open to the community. The school offered incentives to current families registered at Innovation Charter School as a means to encourage their neighbors and family members to join Innovation Charter School. These events would consist of free activities such as family literacy nights, family fun nights, coffee and conversation with the Principal, free backpacks, free shoes, weekend food packs, and thanksgiving food boxes to name a few.

Racial/Ethnic Composition of the Student Body

Provide the demographics of the community the charter school serves.

School Number	School Name	Student Count	% Black/African American	% White	% Hispanic	% Other	% Minority Students	% Economically Disadvantaged
1671	ROBERT C. MARKHAM ELEMENTARY	599	59.3	0	39.2	1.5	99.3	93.5
0751	POMPANO BEACH	504	65.5	8.3	22.4	3.8	91.7	93.7

	ELEMENTARY							
3221	CHARLES DREW ELEMENTARY	526	67.1	2.7	29.3	0.2	97.3	95.6
5177	SANDERS PARK ELEMENTARY	522	90.6	0	7.3	2.1	100	96
5177	INNOVATION CHARTER SCHOOL	448	30.4	9.8	56.5	3.3	90.2	100

The racial-ethnic composition of the student body is reflective of the community it serves. Innovation Charter School student demographics reflect 30.4% Black/African American, 9.8% White, 56.5% Hispanic, 3.3% other. The Pompano Beach community has an estimated population of 111,954 residence. Based on the 2017 census data, there were 54,482 households in the city. The community is comprised of 62% white, 32% black, and 6% other. Of the total population, 20% of identity as Hispanic. This community has consistently had an annual growth rate of about 1.25%. 67.9% of the students serviced at Innovation Charter School are economically disadvantaged. Since the School’s demographics reflect that many of our students would qualify from government assistance and services, we encourage parents to apply for services such as Free/Reduced Lunch, HEART and Florida Kids Care. Due to the large percentage of students previously categorized as in need of subsidized assistance, Innovation Charter School qualified for the Community Eligibility Provision program in which 100% of students receive free breakfast and lunch and no longer need to individually qualify for meal services. Approximately 13% of the students serviced at Innovation Charter School have qualified for the HEART program (Homeless Education Resource Team). The ultimate goal of HEART is to remove barriers that might prevent students from experiencing homelessness from enrolling, attending and succeeding in school. Therefore, the program provides access to school supplies, referrals to community-based services, assistance with retrieving immunization records, uniforms and much more.

The mission of Innovation Charter School has been to serve the community. The community of Pompano Beach is a culturally diverse community. From inception, board members along with other staff at Innovation Charter School would walk through the neighborhoods of Pompano Beach as a means to connect with the community.

Enrollment Procedures

Describe the charter school’s current enrollment procedures as defined in the charter school’s contract and in compliance with applicable law.

As stated in Florida Statute 1000.05, the “Florida Educational Equity Act,” discrimination on the basis of race, ethnicity, national origin, gender, disability, or marital status against a student or an employee in the state system of public K-20 education is prohibited. Innovation Charter School’s admissions practices comply with the State charter school laws, other applicable state law, the school’s charter, Part B of the Individuals with Disabilities Education (IDEA) Act, and Federal civil rights laws, including, but not limited to Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990, as applicable. Innovation Charter School is open to any student residing in Broward County. Innovation Charter School shall enroll an eligible student who submits a timely and complete application unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such cases, all applicants have an equal chance of being admitted through a lottery. If there are fewer applicants than spaces available, a lottery will not be conducted.

Students with disabilities and students served in English for Speakers of Other Languages programs shall have an equal opportunity of being selected for enrollment in Innovation Charter School. Innovation Charter School may give enrollment preference to the following student populations: 1. Students who are siblings of a student enrolled in ICS. 2. Students who are the children of a member of the governing board of ICS. 3. Students who are the children of an employee of ICS. 4. Students who are children of active military.

Innovation Charter School will conduct a lottery if it receives more applications than spaces available. The only allowable exemptions during the grant period include a) siblings of enrolled or accepted students, and b) children of staff employed at Innovation Charter School so long as this remains a small percentage of total students accepted, and c) children of founding governing board members. Open Enrollment periods will be publicly noticed with a clear beginning/ending date. After Open Enrollment ends, the school will determine if a lottery is necessary and will follow the procedures below.

The school intends to maintain a waitlist that is also lottery derived. The school will continue to accept applications after Open Enrollment closes, and these names will be added to the established waitlist via a subsequent lottery. To date, ICS has not had to conduct a lottery for enrollment

School Environment

Describe the charter school's plan to ensure a safe and secure environment.

Innovation Charter School strives to maintain a safe and secure learning environment for all students. Through the years, there have been no significant incidents that have occurred at the school. If in fact a situation occurs, the school is confident that appropriate corrective actions will take to ensure the safety and security of the school and all students.

A school security officer is on campus daily in accordance with the Marjory Stoneman Douglas Act 7030. All staff has received training on Active Assailant policies procedures. Innovation Charter School follows all required recommendations as stated in the FSSAT.

Innovation Charter School follows the Broward County Public Schools Code of Conduct and BCPS Discipline Matrix as a guide. Student discipline referrals and outcomes are entered in TERMS as per District requirements. Students who display any disciplinary issues are first counseled regarding the behavior to determine the reasoning behind the child's action and make sure that there is no reason to believe the incident would occur again with that student. If any concerns arise, the guidance counselor will get involved and the next actions will be determined dependent on the severity of the situation. If a threat assessment is necessary, we will conduct one and go forward with appropriate steps. The administration will involve law enforcement when necessary. If the team determines the child to need intervention, the child will be placed on a Behavior RTI for further monitoring. If it is a situation where the child needs immediate mental health counseling, we will refer to our part-time social worker hired through Venture Design who will provide immediate support for the child. Mental health services provided by Chrysalis Health will be recommended to families by designated staff members when deemed fit. Each situation is handled appropriately depending on the circumstances and the support that the Collaborative Problem Solving Team deems necessary for the child.

Attachments

Section 1: STUDENT ENROLLMENT AND CONDUCT

1.1	Student Enrollment Reports	Anderson, Marisa, 11/1/19 8:43 PM	PDF / 789.274 KB
1.2	Discipline Reporting (Each Category, Prior 5 years)	Anderson, Marisa, 11/1/19 8:42 PM	PDF / 4.215 MB

2. FACILITIES

Section Evaluation	
Meets the Standard Victoria Stanford, 11/26/19	Final Rating Meets the Standard

FACILITY COMPLIANCE

Explain how the charter school’s facilities comply with applicable laws and codes.

ICS is located in The Forum, a building originally constructed as a six-story hospital. The building’s history demonstrates its superior design and safety systems. Harvard Jolly Architecture, Inc., a leading company in school design, has ensured ICS complies with all applicable codes. The remodeling project to transform the areas of the former hospital space into a fully functioning school was permitted by authorities in the City of Pompano Beach. The space modification was completed under building permit number 15-00001628. Following the completion of remodel and thorough examinations by building, electrical, mechanical, plumbing, and fire inspectors, the facility obtained the certificate of occupancy and placed it on display as per charter contract. The facility complies with the Florida Building Code pursuant to Section 1013.37, Florida Statutes, and with applicable state minimum building codes pursuant to Chapter 553, Florida Statutes, and state minimum fire protection codes pursuant to Section 633.025, Florida Statutes, as adopted by the authority in whose jurisdiction the facility is located.

The school has an adequate number of classrooms and complies with applicable Florida Statutes and with the Class Size Reduction Amendment requirements as outlined in the Florida Constitution, Section 1 of Article IX, as it pertains to charter schools. The school’s staffing appropriately corresponds with enrollment, achieving compliance with regard to Florida Charter Schools. In accordance with Florida Statutes, the student/teacher ratio is limited to 18:1 for grades K-3 and 22:1 for grades 4-5. We utilize a student information/registration system to ensure that students are accepted in accordance with class size requirements. ICS also employs a full-time substitute teacher to maintain the appropriate class size.

For the 2017-2018 academic year, the ICS board deemed it necessary to convert an additional 11,223 square feet into nine classrooms in order to best meet the needs of the growing student population. This remodel was also designed by Harvard Jolly Architecture, Inc., and permitted through the City of Pompano Beach under permit number 16-00001910. A new certificate of occupancy was obtained and properly displayed as per regulation. ICS utilizes two floors, now consisting of a total of 25 classrooms and a media center. All primary classrooms are located on the first floor. ICS not only provides sufficient classroom space but also has two playground areas and a large field area, located on the south side of the campus, which are maintained in safe and clean conditions.

Because of the facility’s unique advantage as a former hospital, redundancies are incorporated into the electrical grid. In the case that the primary feed of electrical supply from FPL should fail,

an automatic switch will direct the emergency feed to provide continuous service. In the unlikely event that both the primary and emergency electrical feeds should fail, a fully functioning 600KW generator powers the facility. This generator undergoes monthly testing by The Forum staff and twice-a-year testing by a generator service contractor to ensure ICS students' learning and safety will not be impacted by a loss of power.

ICS utilizes the regular school facilities and has adapted them to the needs of exceptional students by adhering to Section 504, IDEA, and ADA and Florida statues, ensuring it provides free and appropriate education within the least restrictive environment. ICS's Board of Directors, administration, and staff believe the location of special education spaces and/or services should always be designed with LRE in mind. While some specialized instruction must at times take place in a small group or individualized settings, these spaces are integrated into the larger school environment. Consideration is given to any special travel needs of the students. The City of Pompano Beach has ensured the school building, parking areas, and pedestrian routes all follow ADA requirements including the presence of designated parking spaces, ramps, intersections, wide entry doors, and accessible restroom facilities. In addition, ICS has employed universal design in classrooms and with instructional equipment/materials to maximize inclusion, accommodate different learning styles, and minimize the potential for injury, eye fatigue, and distractions. Other supplementary aids and services are provided as indicated within the student's IEP or 504 plan.

According to the Comprehensive Safety Inspection reports conducted by the Office of the Chief Fire Official, ICS facilities are up to code and compliant with all state and federal regulations for the years 2014-2019.

HEALTH AND SAFETY

Explain how the charter school complies with applicable health and safety laws.

Innovation Charter School has taken great strides to continue to ensure it is a safe, secure and healthy learning and working environment. The property in which ICS is house does not have a full commercial kitchen to prepare meals for the students. Therefore the school contracts Chartwells Schools Dining Services for all school meals. All health and safety standards are maintained by Chartwells catering company, which is responsible for complying with all health and safety laws related to food service in the State of Florida. However, the ICS board has carefully selected a company dedicated to providing nourishing meals to our students.

Innovation Charter School has a unique and inherently safe layout. The school is located on the first and second floors of the south side of the FORUM building which minimizes the entrances and exits available to the public. The layout offers a single point of entry front door access to the school area and an emergency side entrance to the school area. Each of these areas is protected by mag-lock doors that lock automatically upon closing. Along with the unique layout and the self-locking doors, the school was retro-fitted summer of 2019 with electronic key access cards that have been designed to take the place of physical keys. Each of these electronic access cards is individualized for each faculty and staff member further limiting access to distinct areas of the campus. The school is also equipped with a variety of cameras that have been strategically placed by the safety team to ensure maximum coverage of all areas. The camera system is routed to a central monitoring station that can be accessed as needed. During the 2018-2019 school year, the safety team added monitors to the front office area that allows for real-time monitoring of all public areas as needed. The camera system is constantly monitored and adjusted to ensure the best possible coverage.

The ICS building is fully protected by a fire alarm and fire suppression sprinkler system. This system is comprehensively checked annually and includes the inspection of smoke detectors, duct detectors, manual trips, sprinkler pump, fire hydrants, and gate valves. These inspections ensure compliance with the Florida Fire Prevention Code. Furthermore, the fire extinguishers are checked monthly by The Forum maintenance staff and annually by a licensed fire protection firm, certifying they are fully functioning and ready for use. ICS also meets regulations for charter schools by maintaining records in fireproof storage. The building is also inspected no less than once a year by the City Fire Prevention to confirm that the facility maintains the highest standards of safety. ICS clearly displays annually updated emergency/evacuation plans next to the main exit of each classroom. In addition to maintaining fire smart facilities, ICS schedules, conducts and records monthly fire drills along with code red and yellow drills. Tornado drills are held twice a year, i.e., one per semester, and are recorded in like manner.

In compliance with Section 1002.33(9)(e) & (18), F.S., a traffic plan for the site has been approved by Broward County Traffic Engineering. Later modifications were approved and completed under building permit 15-00005352. Certified specialists and technicians have ensured the ICS facility is in compliance with the requirements of radon, asbestos, and lead-based paint meeting or exceeding the requirements in Florida Administrative Code, Section 64E-5.1208.

Our staff is committed to upholding the highest standards of student safety in part by diligently reporting any need for repair or betterment of the facility to the Principal. The Principal is prompt in considering each concern and submitting a facilities' work order to the lessor's maintenance team. A timeline is set in place to remedy the concern in a timely manner.

In summation, the ICS facility is compliant with Section Chapter 1002, Section 33(18), and Florida Administrative Code, Section 10D-91, 1303-1321, and 1002.33(19)(c), (F.S.) and the Florida Building Code, pursuant to chapter 553, and the Florida Fire Prevention Code, pursuant to chapter 633, Asbestos Hazard Emergency Response Act (AHERA), 40 CFR, Part 763, subpart E, and Occupational Safety and Health Administration's (OSHA) Construction Industry Standard 29 CFR 1926.62.

Attachments

Section 2: FACILITIES

2.1 Facilities - No attachments needed	Anderson, Marisa, 11/1/19 8:48 PM	PDF / 32.994 KB
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3. GOVERNANCE, STAFF AND PARENTS

Section Evaluation

	Final Rating
Meets the Standard Maria Yen, 11/4/19	Meets the Standard
Meets the Standard Khandia Pinkney, 11/6/19	
Meets the Standard Aneatra King, 11/22/19	

Meets the Standard Debbie-Ann Scott, 11/25/19

Meets the Standard Brenda Santiago, 12/2/19

Governance Structure

Explain how the governing board/charter school implements the governance structure as defined in the school's contract.

- **How does the governing board maintain compliance with training and fingerprinting requirements?**

Innovation Charter School's governing board provides continuing oversight of the school's operation and develops all policies and procedures to ensure that guidelines, expectations, values, and legal basis for implementing the school's mission are executed. This includes establishing, amending, and overseeing ICS's educational philosophy, operational policies and procedures, academic accountability procedures, and financial accountability procedures to ensure student performance standards are met or exceeded. When making decisions on behalf of ICS, the primary focus and priority of the Board are to consider ICS's mission statement, charter contract guidelines, and the best interests of all students.

To remain in compliance with ICS's charter contract, the governing board ensures that clear lines of authority, relationships and accountability are in place as outlined. As needed, the governing board reviews, amends and establish new policies that promote the effective operation of the school. The governing board is responsible for all fiduciary, legal and regulatory compliance issues and performs all duties set forth outlined in the charter contract.

As required by law, governance training and fingerprinting compliance requirements are adhered to by the governing board. Each board member participates in governance training approved by the Department of Education. Updated Fingerprints for all board members are on file as evident in BCPS's records.

The School's Governing Board adopts and maintains a healthy and robust operating budget that is submitted and is approved by the Sponsor. The certified public accounting firm of Keefe McCullough audits the budget, along with all other financial records, annually. At each board meeting, ICS's budget, including income and expenditures, are reviewed and adjusted, as needed, to ensure a balanced budget with a reserve is achieved and maintained.

As per the charter contract, the governing board has appointed a representative (liaison) who serves as a facilitator for parental involvement, provides access to information, and assists parents and others with questions and concerns, and resolve disputes. Liaison information is kept up-to-date with BCPS.

Sunshine Laws Sunshine Laws

Provide an explanation or verification of how the governing board/charter school complies with Sunshine Laws as applicable to charter schools and laws governing public records.

To ensure compliance with the Florida Sunshine Laws, the ICS's governing board meets regularly. All meetings are open and accessible to stakeholders and the public. Meetings are publicly posted on the school's website and throughout the school site with a minimum of 5 days notice. The School's Governing Board publishes a calendar on ICS's website that contains a schedule of all

Governing Board meetings for the school year, including the date and time of the meetings and the locations. All attendees are provided with an agenda and are given the opportunity to speak. Attendees are also provided with information regarding ICS's operations. As provided by Florida Statute, meeting agendas, minutes, budget and audited financial reports are posted on the school's website and a signed copy of the minutes is kept on file at ICS and reported to BCPS. All public records are kept as required by law.

Over the past five years in operation, BCPS has found Innovation Charter School to be compliant with all applicable Sunshine Laws.

Employment/Staffing

- **Explain how the charter school employs instructional staff that meets state and federal qualifications.**
- **Explain the system that the charter school uses for teacher and administrator evaluations.**
- **Provide the approved and adopted pay for performance plan and salary schedule if it has been recently updated.**

ICS employs instructional staff who meet state and federal requirements as required by FS Chapter 1012. All staff is required to hold a Bachelor's Degree or higher in their field and have a Florida approved Statement of Eligibility or State Certification for the required position. At minimum in order to comply with NCLB requirements, hiring practices for ICS are aligned with No Child Left Behind BCPS created reports acknowledge that there is a record kept of teaching certificated for all teachers, original transcripts and any out-of-state certificates. Each teacher of record is highly qualified and meet the rules and requirement of the Florida Department of Education. Staff qualifications are kept on file at the school. In the event that an instructional staff member falls short of state-required qualifications, the school will take immediate action to comply with state mandates. Each member of the instructional staff adheres to the school's policy and procedures as stated in the employee handbook. As per school policy, all employees must comply with the fingerprinting requirements of F.S. 1012.32.

To ensure quality instruction of students with efficient and effective support services, ICS uses the state and sponsor approved Florida Consortium of Public Charter School's (FCPCS) Evaluation Systems for Classroom Teachers and Other Instructional Personnel and the Evaluation System for School-Based Administrators.

In addition to formal evaluations as per charter contract requirements, faculty members in their first two years of service to ICS shall receive informal reviews of their performance by the Principal throughout the academic year at a frequency the Principal determines to be appropriate. Copies of the formative reports, performance targets and outcomes/goals, and final summative reports are placed in the teacher's personnel file and a copy is given to the teacher.

ICS teacher evaluations assist faculty in understanding effective teaching and professional expectations, increase teachers' and administrators' professional knowledge and performance; includes individual goals and objectives, and establish an evaluation process in for determining continuance of employment, promotion, and/or compensation in compliance with the SB 736 (Student Success Act)/ F.S. 1012.34).

The Principal follows the ICS evaluation procedures and uses the Florida Consortium of Public Charter Schools (FCPCS) evaluation instruments when conducting faculty evaluations. The Principal directs the formative and summative evaluation process for each teacher. Teachers receive informal reviews of their performance by the Principal or her designees throughout the academic year at a frequency determined by the Principal. The following schedule for informal

observations is conducted by the Principal or her designees according to the teacher's years of service: new teachers, teachers new to ICS and returning teachers possessing one to three years of classroom experience will be evaluated a minimum of twice a year. Returning teachers with a minimum of three years of teaching experience will be evaluated once a year. If at any time the Principal identifies a teacher in need of additional assistance, the Principal may add informal or formal evaluations and implement an improvement plan based on collaboratively arrived upon outcomes and timelines for achieving the same. The goal of the additional evaluations is to help the teacher resolve any identified performance issues.

Faculty members receive a copy of the ICS Faculty Evaluation Policy in their personnel handbook pursuant to the FCPCS evaluation model that has been adopted by the Board. This policy is reviewed with the faculty during the August in-service period each year. The Principal and her designees conduct scheduled classroom observations based on the pre-observation conferences and according to the frequency guidelines stated above as well as "walk throughs" of classrooms in order to observe classroom procedures and pedagogy during unscheduled times.

The Principal and her designees also conduct unscheduled classroom observations. At the discretion of the Principal, all unscheduled and scheduled classroom observations may result in a post-observation conference and a formal written report by the Principal of each observation. Performance targets and outcomes/goals shall be established from each written report during the formative evaluation process.

The formative process report leads to a final written summative report. Copies of the formative reports, performance targets and outcomes/goals, and final summative report shall be placed in the teacher's personnel file and a copy given to the teacher.

As indicated above, teachers are evaluated via a performance appraisal system that evaluates competency in accordance with applicable Florida Statutes. All staff has full formal classroom observations as indicated above, and periodic informal classroom observations at least monthly. Evaluations focus on instructional strategies, classroom management skills, student engagement in classroom/lesson, and teacher performance. Evaluations are used to improve the quality of instruction and serve as a support system for the continuous improvement of teachers as follows:

- To improve the quality of teaching and services to students
- To enable the teacher to recognize his/her role in the total school program
- To assist the teacher in achieving the established goals of the curriculum
- To help each teacher identify his/her strengths and weaknesses as a personal guide for his/her improvement.
- To provide assistance to the teacher to help correct weakness
- To recognize the teacher's special talents and to facilitate and encourage their utilization
- To serve as a guide for renewed employment, termination of employment, promotion, assignment, and unrequested leave for teachers
- To protect the teacher from dismissal without just cause
- To protect the teaching profession from unethical and incompetent personnel

Teachers who score either Needs Improvement/Developing or Unsatisfactory or at any point during the year are demonstrating insufficient improvement in any component within evaluation criteria, are required to meet with the Principal or her designees to formulate a Teacher Professional Improvement Plan (TPIP). The TPIP outlines the type of support the teacher is to receive and specific goals and implementation processes for improving the area(s) of concern. The goal of ICS evaluation systems is to accomplish the highest possible levels of teacher performance.

The ICS governing board evaluates ICS Administrators annually. As per s. 1012.34, F.S., and the

FCPCS School-Based Administrator system adopted by ICS, the evaluation system for school administrators differentiates among four levels of performance as follows: (1) Highly Effective; (2) Effective; (3) Needs Improvement; or (4) Unsatisfactory. The evaluation system is used as a growth model, not just an accountability system. Evaluation results are used to determine appropriate professional development for administrative personnel.

In accordance with s. 1012.34, the ICS School-Based Administrator evaluation system is designed to support effective instruction and student learning growth; results must be used when developing district and school level improvement plans. It also provides appropriate instruments, procedures, timely feedback, and criteria for the continuous quality improvement of the professional skills of instructional personnel and school-based administrators; results are used to identify professional development.

The Highly Effective Teacher Evaluation is determined by using the Student Growth Score. Annual performance ratings are calculated by combining the Instructional Practice Score teachers receive from the FCPCS classroom teacher evaluation and the Student Growth Score to generate an overall rating.

The scores are then aggregated for a final performance evaluation rating of Highly Effective, Effective, Satisfactory, or Needs Improvement/Developing. The evaluator records the teacher's Professional Practice Score and Student Growth Score on the Annual Performance Evaluation Rating Form.

PARENT INVOLVEMENT

Demonstrate how the charter school has and is effectively involving parents in its programs as defined in the school's contract or prior application.

Parents/guardians(s) are valued and important stakeholders at ICS and therefore we pursue parent/guardians(s) participation in all aspects of student life and learning. Parents/guardians(s) are invited to participate in day-to-day operations, as approved and directed by administration. ICS ensures that parents, teachers and community stakeholders are actively engaged in the design and implementation of the school's mission and theme. To increase parent involvement through the years, ICS informs parents of school-wide events and announcements through by way of email, newsletter, Parent Link, flyers and other classroom parents/teacher communication tools. Parents are always encouraged to take on an active role in making their child's learning-community a place of "academic excellence" and a "caring environment." Parent activities such as parent/teacher conferences are scheduled in a flexible manner to ensure all parents, including working parents, are available. Our annual parent meeting allows parents to not only mingle with staff but also become aware of critical information regarding school operations, events, academic goals, and resources. Teachers are also encouraged to initiated contact with parents as often as possible to ensure lines of communication remain open between the school and parent/guardians(s). Other activities will be held that will help build effective parental involvement, including a monthly Coffee with the Principal meeting, SAC meetings, Literacy/Math Family Night, a Family Celebration, and testing meetings and conferences. Information for parents of SWD regarding District sponsored workshops and classes; which are free and open to all will be provided at meetings and through parent communication (i.e., communication folder, flyer, newsletter). Parents are invited and welcomed to attend ICS board meetings.

Teachers also hold parent conferences in their classrooms at least twice a year. Parents are given quarterly interim reports and report cards for continual updates of student progress. Parents are encouraged to provide suggestions/evaluations of the school's performance on a quarterly basis.

ICS also embraces the opportunity to partner with community-based organizations and

businesses in parent involvement activities. These various community- based organizations such as Impact for Good, Mitchell International, Blaze Pizza, John Knox Village, Calvary Christian Academy, Calvary Chapel, Hope Educational Foundation, National Children’s Foundation, to name a few, share information with our parent community during parent meetings, and information will be made available for parents as a resource in helping them in the education of their children. A reasonable support system will be available for parental guidance as we encourage involved parental participation as they successfully engage in the education of their children.

Attachments

Section 3: GOVERNANCE, STAFF AND PARENTS

3.1	Governing Board Member Training Certificates and Fingerprint Records and Staffing Reports	Anderson, Marisa, 11/1/19 8:45 PM	PDF / 2.818 MB
3.2	Certification Self-Audits	Anderson, Marisa, 11/1/19 8:45 PM	PDF / 509.296 KB
3.3	A Sample of School Newsletters Requesting Parental Involvement	Anderson, Marisa, 11/1/19 8:44 PM	PDF / 1.062 MB

ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

Section Evaluation	
Attachments Added Rhonda Stephanik, 12/3/19	Final Rating Attachments Added

See Attachments A-Y

Attachments

Section 1: ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1.1	A. FCAT 2.0 Reading Retakes	Anderson, Marisa, 11/1/19 5:17 PM	PDF / 51.798 KB
1.2	B. FSA Part 1	Anderson, Marisa, 11/1/19 5:17 PM	PDF / 6.498 MB
1.3	B. FSA Part 2	Anderson, Marisa, 11/1/19 5:17 PM	PDF / 6.809 MB
1.4	C. EOC	Anderson, Marisa, 11/1/19 5:14 PM	PDF / 50.599 KB
1.5	D. AMO Standards	Anderson, Marisa, 11/1/19 5:12 PM	PDF / 742.255 KB
1.6	E. FLDOE School Grade (prior 5 years)	Anderson, Marisa, 11/1/19 5:12 PM	PDF / 497.113 KB
1.7	F. FLDOE Report Card	Anderson, Marisa, 11/1/19 5:10 PM	PDF / 2.46 MB
1.8	G. 300 Lowest-Performing Elementary Schools Plan	Anderson, Marisa, 11/1/19 5:10 PM	PDF / 907.285 KB
1.9	H. Early Warning Systems Data	Anderson, Marisa, 11/1/19 5:10 PM	PDF / 587.289 KB
1.10	I. Summary of Progress Monitoring Reports (prior 5 years), Most recent results AP1	Anderson, Marisa, 11/1/19 12:52 PM	PDF / 557.278 KB
1.11	J. Notification o School Improvement Rating (prior 5 years)	Anderson, Marisa, 11/1/19 12:52 PM	PDF / 51.048 KB
1.12	K. Graduation Rate (prior 5 years)	Anderson, Marisa, 11/1/19 12:52 PM	PDF / 50.867 KB

1.13	L. Standardized Test Results	Anderson, Marisa, 11/1/19 12:52 PM	PDF / 3.437 MB
1.14	M. Evidence of Implementation of Specific Contractual Corrective Action	Anderson, Marisa, 11/1/19 12:52 PM	PDF / 50.699 KB
1.15	N. Fixed Assets Report Reconciled with General Ledger	Anderson, Marisa, 11/1/19 12:51 PM	PDF / 527.425 KB
1.16	O. Financial Corrective Action Plan	Anderson, Marisa, 11/1/19 12:51 PM	PDF / 50.525 KB
1.17	P. Evidence of Resolution of any Financial Debts	Anderson, Marisa, 11/1/19 12:51 PM	PDF / 51.034 KB
1.18	Q. Projected Five (5) Year Budget for 2021-2025 Part 1	Anderson, Marisa, 11/1/19 12:51 PM	PDF / 6.054 MB
1.19	Q. Projected Five (5) Year Budget for 2021-2025 Part 2	Anderson, Marisa, 11/1/19 12:51 PM	PDF / 5.89 MB
1.20	Q. Projected Five (5) Year Budget for 2021-2025 Part 3	Anderson, Marisa, 11/1/19 12:51 PM	PDF / 5.006 MB
1.21	R. Revenue Estimate Worksheet for 2020-2021	Anderson, Marisa, 11/1/19 12:50 PM	PDF / 1.301 MB
1.22	S. Student Enrollment Reports	Anderson, Marisa, 11/1/19 12:50 PM	PDF / 789.274 KB
1.23	T. Discipline Reporting	Anderson, Marisa, 11/1/19 12:50 PM	PDF / 4.215 MB
1.24	U. Governing Board Member Training Certificates and Fingerprint Records and Staffing Reports	Anderson, Marisa, 11/1/19 12:50 PM	PDF / 2.818 MB
1.25	V. Certification Self-Audits	Anderson, Marisa, 11/1/19 12:50 PM	PDF / 509.296 KB
1.26	W. A Sample of School Newsletters Requesting Parental Involvement	Anderson, Marisa, 11/1/19 12:50 PM	PDF / 1.062 MB
1.27	X. Teacher and Administrator Evaluation Tools or Documentation Verifying Participation in an Approved Plan if recently updated	Anderson, Marisa, 11/1/19 12:49 PM	PDF / 53.073 KB
1.28	Y. Pay for Performance Plan and Salary Schedule Documentation Verifying Participation in an Approved Plan if recently updated	Anderson, Marisa, 11/1/19 12:49 PM	PDF / 52.903 KB

Recommendation

School Name:	Innovation Charter School
Primary Contact:	Marisa Anderson
Submission Date:	November 1, 2019
Recommendation Date:	February 3, 2020
Recommended By:	Rhonda Stephanik
Charter Status:	Granted

Based on the review and evaluation of Innovation Charter School's Renewal Program Review, the Superintendent's Charter School Review Committee is providing to the Superintendent an approval for a five-year renewal with mitigating language of the school's charter agreement. The Superintendent will provide the approval to The School Board of Broward County, FL for final consideration.